

ZIONSVILLE

— COMMUNITY SCHOOLS —

Zionsville Community Schools Reading Screeners

Research shows that the rapid growth of the brain and its response to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Neville & Wolfe, 2009). Zionsville Community Schools screens all students in grades K-2 for signs of Dyslexia as well as other reading difficulties in order to identify instructional needs. Students in grades 3-8 who show signs of reading difficulties may also be administered reading screeners to identify areas of strength and need.

Screeners are brief assessments of a particular skill or ability that are predictive of a later outcome. They are designed to quickly identify students who require intervention and those who do not. Early intervention has shown to help students develop these foundational literacy skills.

When considering if a student has foundational needs that show some risk of Dyslexia we screen all 6 areas and plan instruction accordingly:

1. phonological and phonemic awareness
2. alphabet knowledge
3. sound symbol recognition
4. decoding
5. rapid naming / fluency
6. encoding

Students may also show difficulty in reading comprehension that is identified in one of the other three areas and coaches, along with building based teams, support teachers to assess and develop a plan to meet their specific needs.

Reading is a process. It is dependent upon skill development in three domains (McKenna & Stahl, 2009):

- A. automatic word recognition (fluent word-attack skills)
- B. language comprehension (making meaning out of text)
- C. strategic knowledge (reading strategies and purpose)

Materials used to teach foundational skills in grades K-2:

Haggerty, Orton-Gillingham and Florida Center for Reading Research

Multi-Sensory Intervention Program K-2:

M.A. Rooney Foundation – Orton Gillingham

Multi-Sensory Intervention in grades 3-8:

Intervention at these levels is research-based and specific to the areas of greatest need.

