

# APRIL NEWS

Updates | Inspiration | Celebration

## Texas Roadhouse



Our Dine to Donate night at Texas Roadhouse was a success! We earned **\$379.67** in receipts and donations - thank you! Our Board Chairman, Dr. Reuben Bell, greeted guests.

## Scholars: Last Call

We're accepting applications through April 15 for teacher trainees...come learn the Orton-Gillingham approach to literacy instruction. Earn certification and USM credits. Call Barbara at 207-773-4949 for more information.

## Doze for Dyslexia

Unable to make the Dash? Don't like to run? You can still support the race by making a donation to our Doze for Dyslexia campaign and then sleeping in on April 7. You can also send us a check - write "Doze" in the memo line.

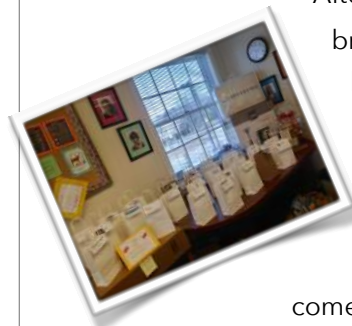


Photography by Corey Templeton. See more of Corey's photos [here](#) and [here](#).

## On Your Mark, Get Set, Go!

Did you see our race lighting up the sky atop the Time and Temperature Building in Portland? It was a thrill for us - and we're excited to share the details of our upcoming event! Join us on Sunday, April 7 at the Mast Landing School in Freeport. There's something for everyone - a 15K for hardcore runners; a 5K run/walk for competitive and casual runners alike; and a Story Walk for families who want to explore a classic book in the great outdoors.

Afterwards, there will be prizes, a pancake breakfast, a bounce house, games, and a killer raffle for amazing items like Sea Dogs tickets, Children's Museum passes, restaurant gift certificates, beauty products, a candy gift basket, and more! Plus, our amazing sponsors have come through with some pretty great swag.

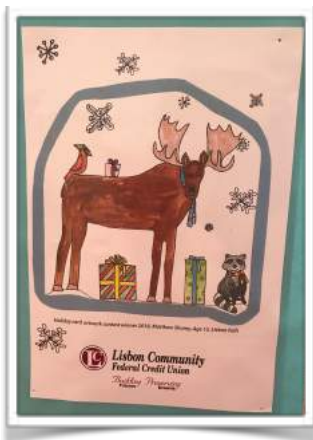


## Our Students in Action

Next month we'll have an update from two students.

You might recall current student Sarah, whose self-advocacy efforts we highlighted in December. Through those efforts, she's been invited to present her experiences with a class of teacher-trainees in Charleston. We can't wait to hear how it goes and to share with you all!

Former student Matthew has embraced the creative energy so often associated with dyslexic learners and his artwork has won a contest. Here's a sneak peek at some stationery created with his designs...



**We will be  
CLOSED April  
15 - 19. Enjoy  
your break!**

## Dyslexia and Orton-Gillingham in the News

Have you noticed that there is a new article or study or piece of legislation in the news almost weekly that relates to dyslexia and improving educational outcomes for dyslexic learners and all students? There is a new law in [Georgia](#) that was passed to great fanfare. Senate Bill 48 will address dyslexia with a three pronged approach: universal screening for students, curriculum adjustments for university students learning the craft of teaching on their way to teacher certification, and on-going professional development for current teachers in structured literacy approaches like Orton-Gillingham. [Education Week](#) recently ran an op-ed by teacher and dyslexia advocate Kyle Redford in which she articulates that explicit phonics instruction (like OG) benefits all students, not just dyslexic learners. The science of reading and further of reading instruction is becoming more and more clear. Perhaps half of all students will learn to read with little to no structured phonics instruction. The remaining half of students represent more than the dyslexic population, and yet these students as a whole respond to an Orton-Gillingham approach. In [Pennsylvania](#), there is an encouraging pilot program that has taught teachers a structured literacy approach. In 2015, before the program began, more than half of all kindergartners were below benchmark expectations. In the spring of 2018, after the program was implemented, 84% of kindergartners met or exceeded benchmark expectations - with three schools actually scoring 100%! As we advocate for our dyslexic learners, we can take comfort in the fact that there is awareness and momentum building for better solutions. Keep up the good work!

### To learn more:

[International Dyslexia Association - Every Child Can Read](#)

[The Importance of Latin & Greek - OG](#)

[A Call for Better Teacher Training](#)

"Guessing from context has about a 25% accuracy rate, whereas using phonic decoding and set for variability\* has about an 80% accuracy rate. Guessing from context is very inefficient, and it's not how skilled readers read." - David Kilpatrick

\*"set for variability" is the ability to correctly identify a mispronounced word."