

FEBRUARY NEWS

Updates | Inspiration | Celebration

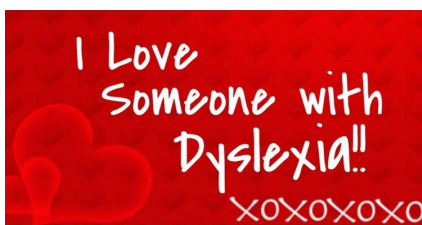
Appeal Update

Thanks to your incredible generosity, we have raised \$7640.00 so far in donations and pledges! Every gift helps us to ensure that dyslexic children can read. Our goal for this first year is to raise \$12,000.00. Thank you! Your support is greatly appreciated!

Dash for Dyslexia

Registrations are in full swing! Help us to plan by signing up today at <http://running4free.com/RaceDetails.aspx?raceid=472>. We are also still accepting sponsors for our race. E-mail Emily for details. Be on the lookout for volunteer opportunities to help make sure the race runs smoothly.

Happy Valentine's Day

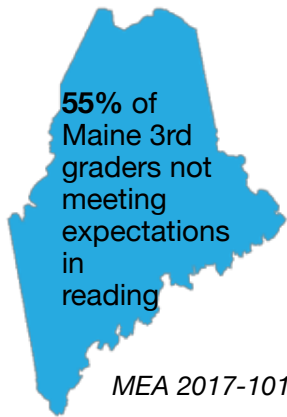


What IS Orton-Gillingham, Anyway?

The Orton-Gillingham approach to reading instruction is a framework developed in the 1920s and 30s by Samuel Torrey Orton and Anna Gillingham. It is described as a "structured" and "multi-sensory." The structure of the Orton-Gillingham (OG) approach is to break down words into individual letters and sounds, learn the relationship between the sounds and their symbols, and then build on this information while exploring blends, spelling rules, prefixes and suffixes, and language roots. This process helps students with "decoding" and "phonological awareness," or "sounding out words" and being able to recognize rhymes, syllables, and the ability to create new words with parts of a current word (like taking "s" from "sun" and replacing it with "f" to create "fun"). The multi-sensory aspect of the approach encourages students to explore letters and words through multiple senses - for example, a student might see a word written on an index card, hear the word as they read it aloud, and feel the word as they write it in sand or shaving cream. This approach is effective with most learners, and is especially helpful for dyslexic learners to make the connection between letters and their sounds/behaviors in words (also known as phonemic awareness).



Did You Know...?



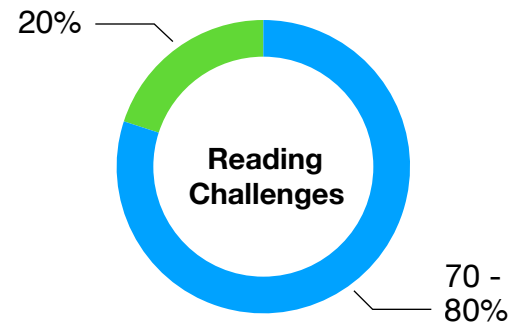
20% of the population is dyslexic
-Yale Center for Dyslexia and Creativity



It takes **4x** as long to intervene in 4th grade as it does in late kindergarten
-National Institute of Child Health



We can identify dyslexia with 92% accuracy by age 5.5
-National Institute of Health



● Dyslexia ● Other

University of Michigan



It takes **4x** more resources to help a child read in year 4 vs year 1
-Specific Learning Difficulties Association of New South Wales, an IDA Global Partner



Children's Dyslexia Centers



12 - 22% of Maine HS graduates requires remedial reading instruction in college
-USM Center for Education Policy, Applied Research and Evaluation, 2016



60 - 80% of the prison population is functionally illiterate
-US Department of Education and Moody, et. al 'Prevalence of Dyslexia Among Texas Inmates'

We know that more than half of our 3rd graders are not meeting literacy expectations. We know that many of those students are dyslexic, and that most of them are not being identified. However, we also know that early identification is possible and highly accurate - we can identify dyslexia before allowing students to experience years of failure. Early intervention is a cost effective approach to public education, secondary education, and arguably other, longer-term community resources like public safety. Your educated voice on this topic can make a difference with local schools, legislators, the Department of Education, etc. Help us spread the word that universal screening for incoming kindergarteners and teacher training in Orton-Gillingham will help turn this trend into a Maine success story!