

Decoding Dyslexia Maryland



Our Mission

- To raise **awareness** about struggling readers and dyslexia;
- To **empower** parents, educators and students to support struggling readers and students with dyslexia;
- To **inform** policy-makers on best practices to support struggling readers and students with dyslexia.

Guiding Principles 2019-2020

- We support public education and public school educators.
- We support local school systems that provide students the opportunity to meet grade level reading standards. We support the delivery of explicit and systematic reading instruction that includes phonemic awareness, phonic decoding, vocabulary, language structure, reading fluency and comprehension (Section 2221, ESSA, 2015). Race, ethnicity, dialect, disability, poverty, zip code and other potentially limiting social, linguistic, environmental or cultural factors should not determine if a child receives equitable instruction.
- We support access to evidence-based structured literacy interventions for students with dyslexia. Effective instruction and interventions must be supported by administrators and provided by educators with the knowledge & practice to prevent reading difficulties and “accelerate student learning to close reading gaps” [MD Dyslexia Technical Assistance Bulletin](#).
- We support Maryland Institutes of Higher Education (IHE) that provide teacher candidates with the knowledge and practice to teach all students to read. Poverty, English language status, disability status and race are not an excuse for poor reading outcomes. IHE’s must be transparent about their performance and disclose results of the Foundational Reading Praxis.

Legislative Policy Goals 2019

The Ready to Read Act of 2019 requires universal reading screening each year for students in PK, K and 1st grade. Research has identified which reading skills are predictive of later reading outcomes. Screening and early interventions create a reading support model that has been shown to reduce the number of students who are identified later for special education.

We support the **Kirwan Commission’s** intent to invest in education by offering full day pre-kindergarten, providing support to students who need it most, creating a world class instructional system, investing in teachers and school leaders, ensuring excellence through accountability and oversight measures, and fully funding public education.

About Us

Decoding Dyslexia Maryland (DDMD) is a grassroots movement driven by parents, students and educators. Volunteer teams inform federal, state and local education policy-makers on best practices to educate students with reading difficulties and dyslexia. DDMD has 14 chapters. Contact: Laura Schultz at DecodingDyslexiamd@gmail.com and Karleen Spitulnik at k.spitulnik@verizon.net.