

# Decoding Dyslexia MD

## Literacy Policy Brief



## The Reading Achievement Gap in Maryland

Students with **dyslexia** often have difficulty with reading, writing, spelling and math. These difficulties are not related to intellectual ability or a lack of education. Individuals with dyslexia often need specialized instruction delivered by an educator with knowledge and practice in the foundations of reading and the structure of language.

### Reading & Writing Instruction

Reading instruction that includes explicit, systematic, cumulative, intensive, multisensory teaching and integrates listening, speaking, reading, and writing through evidence-based methodology would be considered structured literacy based (Berninger & Wolf, 2009; Birsh, 2011; Henry, 2010; Davis, N., et al, 2010; Kerins, Winkler, Sweeney & Carran, 2006; Mather & Wendling, 2012; Yoncheva, Wise, & McCandliss, 2015). **Structured literacy reading** instruction includes the following elements: phonology/phonological awareness, sound-symbol association, syllable instruction, morphology (vocabulary), syntax and semantics.

### Maryland Policy Goals 2018

1. **Support SB 548 (Sen. Conway) and SB 910 (Del. Kaiser/Luedtke) “The Screening for At-Risk Readers”** legislation which would provide a framework to screen all students in Pre-Kindergarten, Kindergarten and First Grade to identify struggling readers and provide them with evidence based reading instruction;
2. **Support HB 493 and SB 638 requiring “Pre-Service Preparation in Foundational Reading & Certification”:** Requires teacher candidates to pass a foundational reading exam for certification and requires undergraduate coursework to include foundational reading structured literacy instruction based on the science of reading.
3. **Include the Reading & Dyslexia Pilot program in the Kirwan Commission Recommendations to Support At-Risk Students.** The Dyslexia Task Force requested a line item in the FY2019 Governor’s budget to cover a portion of the six-year reading pilot program. It was suggested that the Kirwan Commission support this request.

### Resources & Research

#### MSDE Dyslexia Technical Assistance Bulletin, 2016

[http://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/dyslexia\\_tab\\_final\\_2016.pdf](http://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/dyslexia_tab_final_2016.pdf)

#### The Department of Education Dyslexia Guidance

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

#### The Final Report of the Dyslexia Task Force, December 2016:

[http://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/task\\_force\\_report\\_final.pdf](http://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/task_force_report_final.pdf)

#### The Reading & Dyslexia Pilot Program Summary

[https://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/v2\\_the\\_maryland\\_reading\\_dyslexia\\_pilot\\_program.pdf](https://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/v2_the_maryland_reading_dyslexia_pilot_program.pdf)

#### National Assessment for Educational Progress (NAEP) 2015,

MD: <http://nces.ed.gov/nationsreportcard/states/>

#### Knowledge & Practice Standards for Teachers of Reading

<https://dyslexiaida.org/knowledge-and-practices/>

#### National Reading Panel Studies

<https://www.nichd.nih.gov/publications/pubs/nrp/Pages/report.aspx>

#### Teaching Reading is Rocket Science, American Federation of Teachers/Louisa Moats

[http://www.aft.org/sites/default/files/reading\\_rocketscience\\_2004.pdf](http://www.aft.org/sites/default/files/reading_rocketscience_2004.pdf)

#### Fact Sheets on Reading & Dyslexia

<https://www.decodingdyslexiamd.org/fact-sheets.html>

### About Decoding Dyslexia MD

**Decoding Dyslexia Maryland** advocates for early identification and effective, evidence based reading instruction for students with reading difficulties like dyslexia.