

THE OG UPDATE

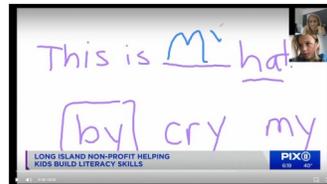
LITERACY NASSAU ON THE NEWS

By Karen Micciche

With the surge in remote learning this school year, there has been a tremendous uptick in requests for Orton-Gillingham services as a result of parents witnessing first-hand their children's struggles with reading. Stacy-Ann Gooden, a mom from Massapequa who also happens to be a meteorologist and feature reporter for PIX11 News, reached out to me a few weeks ago to do a story on us. Her hope was to spread the word about our services and share resources with local parents whose kids might need help.



We spoke on the phone and via Zoom, and she expressed great interest in our work. She interviewed Melissa Sansobrinio (one of our tutors) and I to learn more about dyslexia, the methodology of OG, and how our program works. The newscast aired on February 26th at 6:00pm. In case you missed it, you can check it out on our website under the "OG News" tab or on our Facebook page. It was one of the more exciting media pieces I've worked on, and it was my first time on network television (not cable). I hope you'll check it out!



Upcoming Events

Our OG Fellow, Jennings Miller, will be traveling from Georgia to New York to visit our OG trainees and assist them with the Orton-Gillingham application process. She will be in town **April 16-18** so all OG lessons will be canceled on those dates.

Literacy Nassau
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516-867-3580

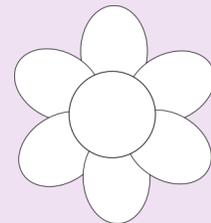
www.LiteracyNassau.org
mail@LiteracyNassau.org

MAY FLOWERS

April showers, bring May flowers. Parents and tutors, enclosed with this newsletter, you will find a flower template.

I would like our students to choose a syllable type and write it in the center of the flower:

closed, open, bossy r, magic e, consonant-LE, or vowel team. On each petal, write a word that contains that syllable type. Tutors, can help the students work on this too. The flowers are due by **April 25th**. They will be hung up in the tutoring center. Be sure to include your child's name on the flower.



OGA VIRTUAL CONFERENCE

If you are interested in learning more about the Orton-Gillingham approach, consider attending the OGA virtual conference on April 9 & 10. It is a great way to learn more specific skills and strategies and tutors who already have their certification can earn Continuing Education Units (CEUs) which are required to maintain Academy status. Visit this website to register:

www.ortonacademy.org



Words of Wisdom

“The two best predictors of early reading success are alphabet recognition and phonemic awareness.”

-Marilyn Jager Adams

SPRING IS IEP SEASON

By OG Tutor, Lauren Healey

It's Annual Review Time. Here are our favorite tips to get you ready:

- Bring a list of things you want to talk about at the meeting. Include questions and concerns about the current plan, things you'd like to see in next year's plan, and things that might get forgotten if you don't bring them up. Don't expect that you will remember everything you want to say!
- Read last year's Individualized Education Plan (IEP) before you go to the meeting. Highlight anything that needs discussing, questioning, or changing.
- Have a binder filled with school based and private evaluations, your child's IEP and prior written notice, progress reports, report cards, work samples, and a copy of your procedural safe guards.

“Ask a friend or family member to come with you to act as a second set of ears and eyes.”

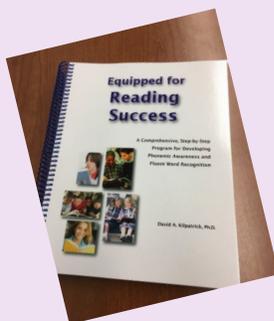
EQUIPPED FOR READING SUCCESS

BY DAVID KILPATRICK

Phonological awareness is a critical reading skill. If you are looking to help your student learn the basics of phonemic awareness, look no further. **Equipped for Reading Success** provides short (1-2 minute) activities to improve students' manipulation of sounds which is crucial for reading and spelling success.

The game-changing book is broken down into 3 sections:

1. What needs to be done
2. How to Do It
3. Training Exercises



- NYSED has released guidance entitled: “Students with Disabilities Resulting from Dyslexia, Dysgraphia, and Dyscalculia: Questions and Answers.” This document provides further information on the identification, evaluation, and remediation of the specific learning disorders. Read, highlight, and bring a copy to your meeting.
- Ask a friend or family member to come with you to act as a second set of ears and eyes. Your surrogate can take notes, so that you don't miss or misunderstand anything important. After the IEP meeting, while everything is fresh in your mind, review your friend's notes, jotting down questions.

LITERACY NASSAU'S OG SUMMER INTENSIVE

We are excited to invite you to join us for the pilot year of our literacy-based summer program. It is to prevent summer regression for current students through the maintenance of previously taught Orton Gillingham concepts in a relaxed, fun atmosphere.



July 12 - August 5

9:15 - 12:00

Monday - Thursday

Contact us for more information:

516-867-3580

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