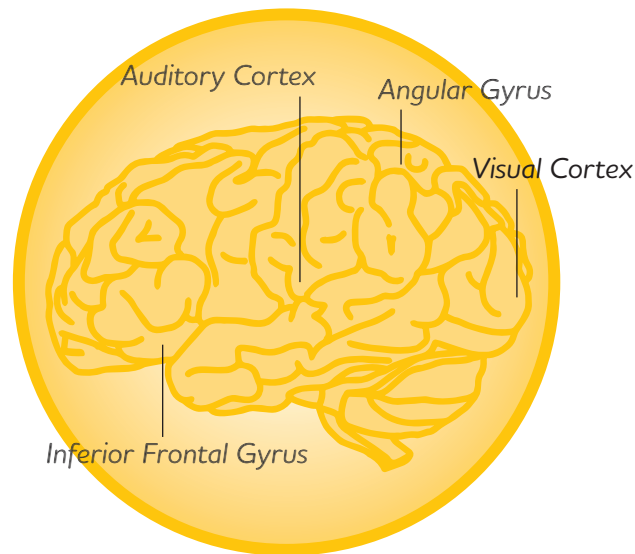


# Advancing *the* SCIENCE *of* Reading



# Who We Are

**48%**

of 3rd graders in WS/FCS are not reading proficiently

**74%**

of poor readers in 3rd grade will still be poor readers in 9th grade

**58%**

of children in WS/FCS are not on track for college or career readiness

**90%**

of struggling readers can increase proficiency to age-appropriate levels with early and intensive intervention

## Our Vision

Our vision is a transformed community in which every child learns to read, write, and spell.

## Our Mission

*Read Write Spell* advances the science of reading by teaching, training, and advocating.

## Our Values

- Commitment
- Empowerment
- Equity
- Partnership
- Respect

## Staff

### Kris Cox

Executive Director

### Esharan Monroe-Johnson

Associate Director

### Margaret Dickinson

Program Director

### Debbie Kelley

Volunteer Coordinator and Trainer

### Paula Bennett

Fundraising and Events Manager

### Melissa Lester

Financial Secretary

### Susan Tague

Administrative Assistant

## Site Coordinators

Caroline Brost

Itohan Igbini

Emily Etzel

Debbie Kelley

Alyce Gilbert

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Pat Helm

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## Founding Mothers

**Becky Clingman**

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## Contact Us

Phone | (336) 779 - 1300

Email | [info@readws.org](mailto:info@readws.org)

Website | [www.readws.org](http://www.readws.org)

# A Letter from the Executive Director

Dear Read Write Spell Family,

The last few months have been extraordinarily challenging. Due to COVID-19, *Read Write Spell* has suspended volunteer tutoring, postponed all professional development opportunities for educators, and adjusted our daily operations to prioritize the safety of our staff and volunteers. This has been a very difficult adjustment for us because we know that the children and



educators that we serve rely on the support they receive from *Read Write Spell*. However, we are monitoring the changes to the public education system at the local and state level and taking time to research and craft modified strategies so that we are prepared to respond proactively to the evolving needs of our students, educators, and parents in the fall.

While distance learning is working to help keep children safe from illness, it is not ideal for our most vulnerable children. Thousands of students have not logged on, and they are missing out on critical classroom learning. This disruption means that more children will need help with reading this fall than ever before. It is estimated that there will be a 2-3 year gap in learning when children return to school. The schools cannot address this deficit alone. It will take all of us working

together to ensure that our children do not suffer from the lifelong consequences of illiteracy. In order to be prepared to respond to the need, *Read Write Spell* will increase recruitment activities and training opportunities, and find creative strategies to provide effective professional development for our teachers.

The future public education landscape is uncertain but, our commitment to the children in WS/FCS who struggle with reading is unwavering and our work will continue. In the first quarter of 2020, we revised our mission statement. Our new mission statement—*Read Write Spell* advances the science of reading by teaching, training, and advocating—provides clarity to our work as we move forward with creating a community where every child can read. We know that the task ahead of us is not easy, but we remain hopeful that together we can do extraordinary things. In times like this, we are grateful to have staff, volunteers, board members, and donors who are supportive of our important mission. Without you, our work is not possible. Please join us to raise awareness about the work of *Read Write Spell* and to make sure that literacy education is a priority as we rebuild this community. We cannot leave reading to chance.

Until every child reads,

A handwritten signature in black ink that reads "Kris".

Kris A. Cox, Executive Director

P.S. We would love to keep you updated on what is happening within the *Read Write Spell* community. For quicker and more efficient communication, please visit [www.readws.org/connect](http://www.readws.org/connect) to provide us with your email address. **Thank you.**

## Home, Sweet Home!

In the early autumn of 2019, after much anticipation, *Read Write Spell* finally moved into the newly-renovated building at 875 West 5th Street. The building is entirely made up of flexible mixed-use meeting spaces, except for the suite of offices particularly created with *Read Write Spell* in mind.

We are so grateful for the lovely, bright, and cheerful space we get to work in. We can't wait to grow into the space and further our mission as we move forward into this new chapter.

**Thank you, St. Paul's Episcopal Church.**

Images courtesy of Walter Robbs Callahan & Pierce Architects, PA.



# The Science of Reading

## How Our Brains Learn to Read

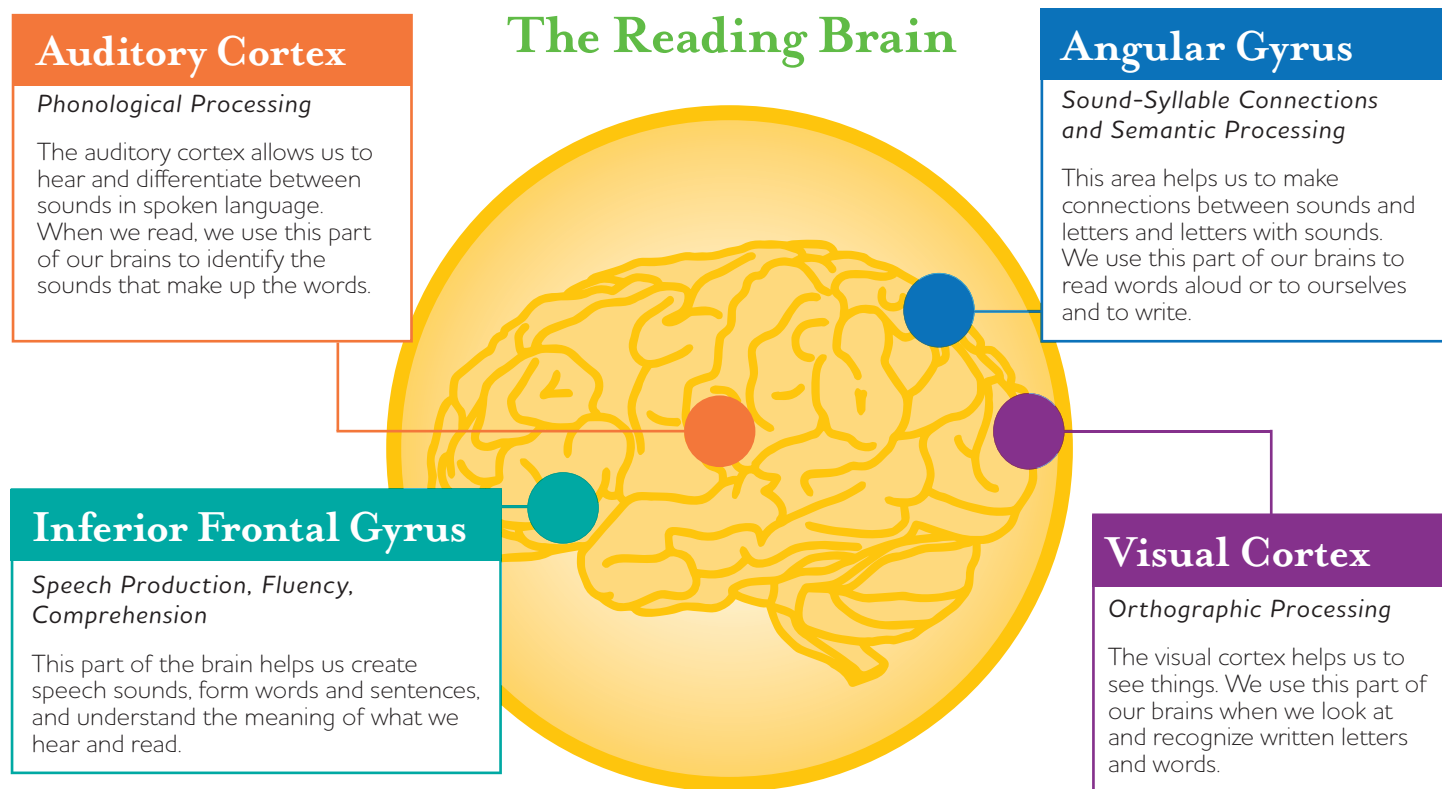
Our brains are wired to speak, but they are not wired to learn to read. With proper instruction, 95% of people can learn to read. Tutors, teachers, and parents can encourage this process through direct, explicit, and systematic instruction.

In order to help children who struggle with reading, *Read Write Spell*'s programs focus on decoding skills. Decoding happens

when we apply our knowledge of the relationship between letters and sounds to read words correctly and is necessary for learning to read.

The infographic below explains how the brain learns to read. It is adapted from EAB's infographic titled, "How our Brains Learn to Read".

**The brain learns to read one way only - we teach it hundreds of ways.**



2019, EAB

## The Building Blocks of Reading

Students in kindergarten through second grade are learning to read; therefore, their reading instruction and intervention should focus largely on decoding strategies because they are the building blocks of reading.

### Phonological Awareness

In order to read, we must be able to recognize sounds. The English language has 44 sounds (phonemes). Phonological awareness is the strongest predictor of reading progress.

### Print Concepts

Letter recognition is also a key component of learning to read and write.

### Phonics & Word Recognition

Once we know our sounds and can recognize the letters of the alphabet we can put the two together to read words (phonics).

### Fluency

Fluency happens when decoding is strong. Fluent readers recognize words automatically. Fluency is important because it allows our brains to focus on reading comprehension.



# Augustine Literacy Project

**153** ALP Tutors

**27** New ALP Tutors

**31** Schools Served

**205** Students Served

The Augustine Literacy Project® trains and supports volunteer tutors who provide free, long-term, one-to-one reading instruction to students in WS/FCS who struggle with literacy skills.

## An Uphill Battle for Intervention

Justin's reading struggles began in kindergarten. By first grade, they started to look more like warning signs. His mother, Shirley, a former teacher, had always been able to reframe his homework to resolve his difficulties and keep him on track. When he began to write his letters backward, misspell his name, and twist words around, she knew he needed intervention.

She wasn't sure exactly how to support Justin, but as she watched him struggle, it suddenly became clear. She began to see parallels between her struggle with dyslexia and what he was wrestling with. The first thing she did was discuss Justin's difficulties with his teacher, but to her shock and frustration, the issue was brushed off and cited as age-appropriate. She asked other educators at her son's school about testing for dyslexia but was told he was too young for that kind of testing. This didn't seem right to her. With her prior experience in education, she just knew there was more that could be done. She made up her mind and shifted her focus to pursue a diagnosis from her doctor. She was finding resistance at every turn. Her doctor suggested that she could pay for a private screening at a nearby specialist clinic. Frustrated, but with no other options, she paid for testing and was finally given definitive results. Justin not only had dyslexia but was also struggling with ADD, and although this was difficult news, Shirley felt as if a weight had finally lifted.

“  
*I do not know what reading level Justin would be at if it were not for the tremendous support of Read Write Spell and Justin's amazing tutor.*  
”

The clinic had not only provided Justin's much-needed diagnosis but was also able to recommend that they seek intervention from the Augustine Literacy Project®, a search which led Shirley to discover *Read Write Spell*. At last, the pieces of the puzzle were falling into place for Shirley and Justin. They now had access to intensive intervention, resources, support, and an IEP. Furthermore, with *Read Write Spell's* free, caring, and detail-oriented tutors, Shirley was ultimately empowered to get Justin the help he needed. Now 11 years old, Justin has begun to choose chapter books rather than books with pictures, and his creativity has blossomed. Because his needs have finally been recognized and addressed, Justin's attitude around school and reading has changed drastically for the better;

he feels comfortable and confident, and has almost caught up to grade level! “He is very excited about reading and absolutely loves the animation and joy that Ms. Paula Bennett (*Read Write Spell* staff member and tutor) brings to their sessions.” Shirley says, “She has been so much more than a tutor, she's extended family. We love her to infinity and beyond!”

Paula, now an integral part of Justin and Shirley's lives, had some reflections when asked about her student. “When I first met Justin, he was a bit closed off – uncomfortable with speaking and looking people in the eye.” She was a new tutor at the time, but she could tell that he struggled with words and that they had a lot of ground to cover. “He mixed up letters and even left some letters out when he read words. “He guessed a lot!” she remembers. “It



was remarkable,” she said, “to see how *Read Write Spell's* systematic approach to sounding out letters and words clicked with him. His reading, though slow and methodical at first, really took off from there!” Justin told Paula this year that his favorite subject was reading, “confirmation,” she says, “that this work is so important.” She says she's noticed a massive change in his demeanor, with his confidence in reading, he grew a self-confidence that shines through! “I can't believe I have been lucky enough,” Paula says, “to be part of the amazing growth experience of such a wonderful child.”

Shirley says it was the personalized approach of *Read Write Spell* that got Justin to where he is today. “I do not know what reading level Justin would be at,” she says, “if it were not for the tremendous support of *Read Write Spell* and Justin's amazing tutor.”

# Augustine Literacy Project

## The Greatest Generation - Community Advocate in Action

Read Write Spell staff member, Susan Tague interviewed ALP tutor and community advocate, Woody Clinard.

Woody Clinard has been an active member of the Winston-Salem community since 1974. Having built a charitable trust from which to fund community-building projects, he has been a champion not only of Read Write Spell but also of many other local organizations in Forsyth County for many years.

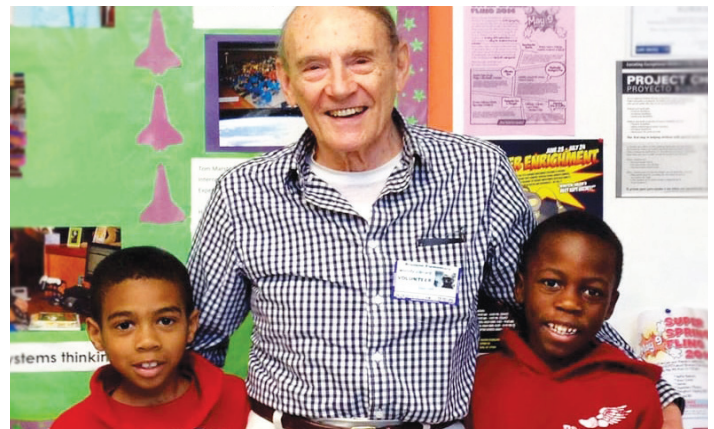
We are lucky to have him as a friend and neighbor!

When I was younger, I decided I must take responsibility to make the world better. I wanted education to be my role in changing the world other than just giving money. I began tutoring at Old Town. However, without training, I became frustrated listening to kids read - unable to help more. It took me a year to find Augustine Tutors.

Along with Henri Brown, I was part of the second ALP class. Becky Clingman was our trainer. My first student was a 2nd grader with typical 2nd grader energy. We met in the cafeteria, and he would crawl all around the seats and under the table. Periodically I would get him back on task. Observing, Becky said, "You certainly have a lot of patience."

I have two humorous testimonials. At Old Town there was a 2nd grade girl just arrived from Russia. I tutored her some. Then she moved, and the next school put her in a highly academic class. There was also a 4th grade Latino boy who was excellent at decoding. But like the Russian girl, he did not know what the words meant. He won the school spelling bee! I love to tell these stories as examples of what an "effective" tutor I am.

Now I'm at Brunson taking new kids each year to help them reach grade level. When I can, I keep up with former students. There is a 5th grader I tutored years ago. I keep in touch with him. He's reading on level. You can't undo the damage when some of these kids get to middle school or high school and can't read on level. At St. Paul's Senior Lunch a few years ago, James Perry of Urban League told us that 70% of students



couldn't read at grade level. 70%! No one in the crowd reacted. I became so exasperated I stood up and made a statement. "I can't believe it! There was no reaction from anybody in this group.

This is tragic. Why aren't we concerned about this?" Why aren't people visionary enough to see the long-range implications of this tragedy? We can speculate. There are many issues.

**“  
Why aren't  
people visionary  
enough to see the long  
range implications  
of this tragedy?  
”**

There is an attitude that the schools should take care of this. Maybe people haven't been through this with their kids.

Living in a narrow little community within Winston-Salem, reading opens the world. If you can read, you can expand your horizon mentally. It helps people understand and enjoy life. They can be better citizens. They can understand why we need to vote and take advantage of that. Education is so broadening.

Moving forward, I wish *Read Write Spell* could expand and get more tutors; that we could train all teachers in our school system about the science of reading. We need to keep pushing that. I think we have fertile ground with the new Superintendent. We have the evidence from Cook. I want to revisit a structured, very intentional focus on reading in schools. It's a 'no-brainer' to train teachers so they can teach all our kids in structured methods. The answers are available. We know what needs to be done, but it takes money and time and community support.

## Austin Byrne (Volunteer Tutor at Jefferson Elementary):

"I volunteer as a tutor two days a week for Read Write Spell. Tutoring my student has brought me great joy and a sense of fulfillment over the past three years. Read Write Spell has provided me with an incredible training program that bestowed on me a superpower - and for that, I will be forever grateful. My superpower is the ability to transform any child with reading challenges into a strong reader. When I first met my student three years ago, he was a first grader struggling

mightily with reading. In just three years I have seen my student evolve into a third grader that is not only an excellent reader, but also thoroughly enjoys reading. I envision a future of limitless possibilities for my student thanks to the Read Write Spell program. I would strongly encourage anyone who enjoys working with children to go through the wonderful Read Write Spell training program and tutor a student. The need for tutors is great and the rewards of tutoring are even greater!"



# Opening the World of Literacy

**4** Schools Served

**44** OWL Tutors

**55** Students Served

The *Opening the World of Literacy (OWL)* program trains volunteer tutors to provide free, phonological and phonemic awareness instruction in one-to-one and small group settings. OWL Tutors serve kindergarten students in Winston-Salem/Forsyth County Schools who have been identified as needing additional support with early literacy skills.

## A Perfect Match - Read Write Spell and WSSU Team Up for Education

*Special thanks to Dr. Kim Pemberton, Associate Professor at WSSU, for sharing her experience with us.*

The partnership between *Read Write Spell* and the Department of Education at Winston-Salem State University has been one with exceptional results for both entities. The Augustine and OWL Tutoring Programs provide a symbiotic relationship. By meeting the needs of education majors as they develop their craft of literacy knowledge and instruction, they assist in meeting the literacy needs of elementary-aged students in the WS/FC School District.

Our first cohort of trained tutors are now graduating and ready to embark upon the awesome career as educators. The majority of these individuals have taken and passed their reading certification exam, with a greater success rate. Some even comment that the tutoring techniques they learned have helped them to successfully respond to prompts and examination questions with more ease and less doubt. As their professor, I have witnessed an increase in candidates' use of the academic language and the knowledge of what those terms actually mean, as well as increased knowledge of how to teach such skills to young readers. What a positive transformation this has been. Additionally, many of the candidates who have taken part in the training and tutoring have secured teaching jobs, one even as a literacy coach for beginning readers in a Title I school. For this success, we are elated; however, students say it best:

### **Sierra Borrego, (Senior ELE Major) -**

*"The OWL training was so helpful. It gave me the specific knowledge I need in order to pass the Foundations of Reading exam for certification successfully, and also to help me become the best future educator. I learned so much about reading and spelling in the three days of training, but the best training was the actual one-on-one tutoring I did with the sweet little kindergarteners. I was able to practice my newly learned knowledge and skills with actual developing readers."*



# Educator Academy

---

**11** Schools Served

**82** Educators Trained

**400+** Students Served



## Spotlight on Systemic Change - Ward Elementary School

*Thanks to funding from the Kate B. Reynolds Charitable Trust, **Read Write Spell** partnered with Ward Elementary school to provide a 5 day structured literacy training to all of the kindergarten through second grade teachers. Structured literacy training is based on the science of reading and is proven to be more effective for more children than traditional methods. COVID-19 caused the school year to be interrupted, but the positive impact that this training had on the students and teachers at Ward is still evident.*

It was important for me to provide meaningful professional development in reading that equipped my kindergarten through second grade teachers with the scientific research behind teaching reading to young children. I heard about **Read Write Spell** from one of my new teachers who had taken the training the previous summer. She spoke about the program with such enthusiasm that I knew it was an opportunity that I couldn't pass up. I reached out to **Read Write Spell**, and in the summer of 2019, all of the kindergarten through second grade teachers at Ward were enrolled in the Educator Academy.

This training was truly eye-opening for us. When we walked out of the training, we had all of the tools in our instructional toolbox to begin teaching our students how to read. The teachers were excited to use a developmentally appropriate systematic sequence.

After using this multisensory approach in the classroom, we have noticed that our students are more excited and more engaged in the learning process. They have made progress in reading and writing week after week.

Our knowledge of teaching reading has evolved, and we now realize that guided reading and other balanced literacy components were not the best approaches to reading for our students with decoding deficits. As a result of this training, the teachers are more confident in their ability to identify where in the reading process the student begins to struggle, which allows the intervention to be intentional, individualized, and targeted. We understand how the elements of structured literacy instruction, if taught correctly, can mitigate the percentage of students that are considered struggling readers. This change in our instructional practices has positively impacted our students' reading and writing ability. Participating in **Read Write Spell's** Educator Academy has ensured that our students will have a better opportunity to develop solid emergent reading skills.

**- Angela McHam, Ward Elementary School Principal**

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## Kristin Marion, (Teacher at Ward Elementary)

"As a 20-year teacher, that was the most beneficial, impactful training I have ever taken. For me, it was eye-opening. It gave me and my students a toolbox for becoming readers and writers. It is a multi-sensory approach which is really helpful for little humans. The concepts are taught in a well-planned sequence and build on each other. One of the things I loved the most is that the concepts are also consistently and constantly reviewed so that they become

innate, which is so important in kindergarten!! Being phonics-based, it was straight forward and consistent - also so important in kindergarten. Reading and writing go hand in hand, and it helped my kids every bit as much in writing as it did in reading. It was amazing to watch them fingerspell their words when they wrote, which is typically so hard for them. OG made that so much easier. This K teacher LOVES her some OG."



# Raising Awareness

## Emily Hanford Events Draw Attention to Read Write Spell's Mission

*Read Write Spell* held its first community-wide Literacy Crisis Awareness event this past Winter at St. Paul's Episcopal Church. The event, held the evening of December 12, 2019, received tremendous feedback from the community; over 200 of North Carolina's top elementary educators and administrators, literacy advocates, local business and non-profit executives, press, and the Department of Instruction representatives from Raleigh, were in attendance.

The event featured guest speaker Emily Hanford from Washington, D.C. Emily Hanford is an award-winning APM senior producer and correspondent who is sending viral shock waves through the educational community with her investigative reports on why our nation's children still struggle to read. After three years of reporting on reading, she has brought attention to the importance of teacher knowledge about the science of reading. Emily's influence is ubiquitous; her tireless and profoundly powerful reporting and investigative work has shined a light on the issues surrounding literacy in America.

Emily's pioneering work has made her one of the most influential figures of literacy advocacy, and her dedication to this mission has rapidly accelerated her cause.

Emily's work puts children first. At the event, she shared insights from the front lines on the ongoing debate about effective reading instruction. She explained the science behind why most of our children are not successful readers and by using a proven, direct, and explicit reading instruction that works for every child, we can impact the outcomes of so many children.

The key takeaway from this event is that we can turn the childhood literacy crisis in our community around if we work together and treat it with the urgency that it deserves. WSFCS cannot do this alone. It will take all of us—community organizations, business leaders, and community members—working together to ensure that all children in this community can read and have the foundation for future success. We are hopeful that this event helped move the needle toward lasting change in reading instruction in WSFCS.



## Kindergarten Preparedness

The Kindergarten Reading Readiness program is designed for parents of prekindergarten children. Over the course of one school year, parents learn research-based, multi-sensory activities that can be used at home to increase their child's phonological and phonemic awareness. At the end of each seminar, parents are given a toolkit with everything necessary to replicate and extend these activities at home.

### Atronia Miller (Parent and Participant) -

*We chose to participate in the kindergarten Reading Readiness program because we knew as parents that our girls were struggling in phonic awareness. We knew that they needed the extra help in writing, reading, sound, and letter recognition. When I heard about the program and what it was for, I immediately jumped at the opportunity to sign them up. I knew that this program would be great for them. The program helped us prepare them for kindergarten by not only giving the girls activities to practice at home but by giving us lesson plans to follow as well. The at-home and class activities were amazing. They were very fun, and it did not even feel like we were doing school work. I think that is why the girls enjoyed it so much.*

*The lessons taught us things that we didn't pay attention to before, like handwriting. I remember one lesson on how to hold a pencil. I remember this particular lesson because I, as an adult, was one who was holding the pencil incorrectly. So, the lessons were really for the parents and the students. I would say that the most helpful thing about the program was that the ladies took the extra time, effort, and money to purchase and organize everything that each child would need to work on at home. We were given new supplies every class session that we were able to take home with us. My family really enjoyed this program. I wish that you all offered one for rising first graders because we would be first in line to sign up.*



# Gratitude

## Special Thanks

We are so grateful for our community donors who have supported our work this past year, thank you for your contributions and support of our mission!

Carolina Security Traders Association  
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Clemmons Moravian Church  
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Foundation  
Thomas Built Buses  
Twin City Kiwanis Club  
The Winston-Salem Foundation  
Wildfire



## Flow Subaru Continues to “Share the Love” with Read Write Spell

Each year, Subaru's National charity campaign, “Share the Love” event raises millions across America. These funds go to four national charities, and just over a thousand hometown charities. Since 2018, Flow Subaru of Winston-Salem has chosen to “Share the Love” with *Read Write Spell*. We have been honored to have Flow Subaru as a partner and hope to continue working with them in the future!

We are pleased to share that last year's generous \$20,076 gift was outperformed this year, capping at \$20,801.26. Much thanks to everyone who participated in this campaign and made it possible for us to keep doing the work we're so passionate about!

## Want to Support our Mission? Volunteer, Donate, or Sponsor!

Help us to ensure that every child in WS/FCS learns to read.

Sadly, only half the children in Winston-Salem/Forsyth County Schools can read proficiently. The good news is that 90% of struggling readers can increase reading ability to age-appropriate levels with intensive, early intervention.

The *structured literacy* approach utilized by *Read Write Spell* is scientifically proven to be more effective, for more children, than traditional literacy instruction. Help a child in our community learn to read!

*Your donation, in any amount, will help us craft modified strategies for student success as we navigate this new landscape, and will help us continue to reach the students, families, and educators who rely on our support. Without you, our work is not possible - thank you.*

### To make a donation:

Visit [www.readws.org/donate](http://www.readws.org/donate) to give securely online.

Fill out the donor card on the opposite page and mail it to:  
Read Write Spell  
875 West 5th St.  
Winston-Salem, NC 27101

If your company is interested in sponsorship opportunities, email: [development@readws.org](mailto:development@readws.org)  
or call us at:  
(336) 779-1300

### Find Out More

Volunteer Information Sessions are held the 2nd Tuesday of every month from 12pm-1pm

### Let Us Know You're Interested

Email us at [info@readws.org](mailto:info@readws.org) or call (336) 779-1300

# A Letter From Our Board Chair



Dear Friends of **Read Write Spell**,

What a pleasure it is to serve as Board Chair for **Read Write Spell** this year. I continue to be inspired by the dedicated tutors, staff, and volunteers. We are currently in pause-mode given the COVID-19 crisis but are doing all we can to be ready for our work to continue when access to our students resumes. When this happens, we will likely have to rebuild some of the

basic literacy foundations we have lost during the crisis. This will take time, hard work, and dedication. But, I'm convinced more than ever that we have the right tutors, volunteers, and leadership to make this happen. We may have to work harder to bring the literacy crisis back to the forefront of the conversation, but I'm hopeful we have the right school superintendent and school board to make this happen. It will take all of us to restart the dialogue, as we may face some level of apathy or lack of enthusiasm to move as fast as we will need to move.

There was a time, not too long ago, when I was admittedly apathetic to the literacy crisis in our community. I lacked awareness that only 50% of our 3rd graders are reading on grade level. My children were not struggling readers, so I was blissfully ignorant to one of our community's biggest challenges. I had no idea that, if we continued with these poor results, the negative consequences to our community over the long-term might be insurmountable.

So, when I was approached by a friend to take on the role of treasurer for the organization, I only did so as a favor. I was not a tutor and had no in-depth knowledge of the program other than strong encouragement from my wife, who had served as a tutor and was a trained educator. Three years later, on the verge of not renewing my board member term, something profound happened that led me to not only remain on the board but also to become "ALL-IN" as an advocate for the science of reading reform in our community.

As a mere coincidence, my family in Stanly County, North Carolina (my home county) was interested in literacy reform and had committed to helping raise significant funds to support teacher training initiatives based on the science of reading. It was my way of seeing first hand what I should have seen right in front of me here in Winston-Salem. I was simply blown away by the powerful effects of literacy reform based on the science of reading and was ready to do more. Soon thereafter, I told Kris Cox I was ALL-IN and felt like I had been inoculated against all my lack of awareness and enthusiasm for our mission!

So, here is where we are today, facing our own real need to be inoculated against COVID-19, and restarting the important work all of you have been doing. I'm confident that will come with time, and we will be back on track very soon.

Until then, thank you for all you do for **Read Write Spell!**

Sincerely,

Michael L. Rogers

## Give the Gift of Reading

- Leadership \$1,000+
- Champion \$500
- Promoter \$250
- Advocate \$100
- Sustaining Donor\*
- Other \_\_\_\_\_

\*I would like to give a monthly donation to **Read Write Spell**. Please charge the following amount to my credit card monthly on the:

First  15th  Other \_\_\_\_\_

In the amount of:

\$20  \$30  \$40  Other \_\_\_\_\_

Name: First Middle Last

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Name: First Middle Last

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**Double the impact of my gift!**  
Yes, my employer will match my donation.

Tax ID: 56-0567985

Enclose a check payable to **Read Write Spell** or visit [www.readws.org/donate](http://www.readws.org/donate) to donate securely online.

**Good news!** The Federal Government has passed the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) which means that, if you choose to donate, there is now a \$300 above-the-line deduction of cash contributions to certain charitable organizations. For those donors over 70½, while distributions from IRAs are not required for 2020, qualified charitable distributions remain a tax beneficial way to make a gift. Additionally, individuals will have no adjusted gross income limit on charitable contributions. Please consult with your tax or financial advisors if you have questions.

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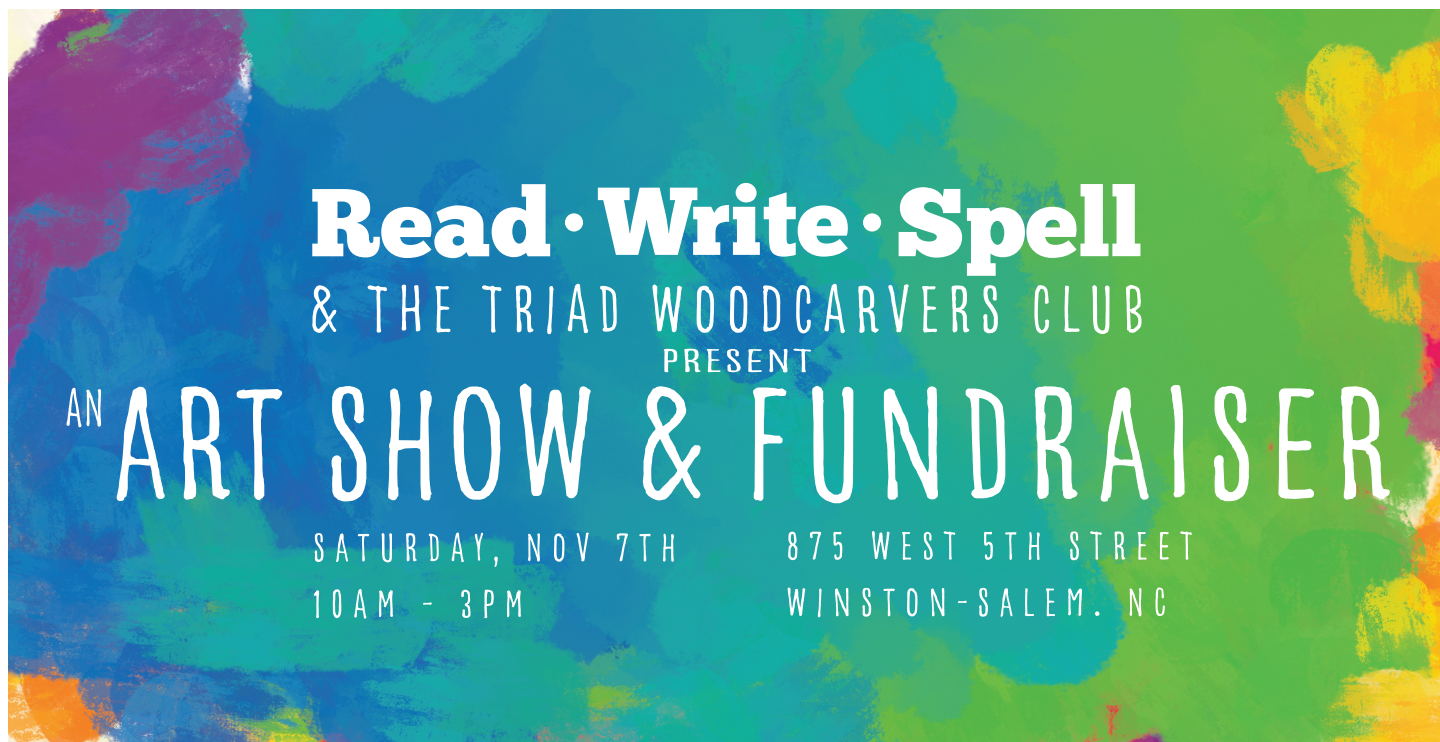
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