Advancing the SCIENCE of Reading

Who We Are • Home, Sweet Home! • Gratitude • Augustine Literacy Project • Educator Academy • Opening the World of Literacy • Raising Awareness
Who We Are

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
Emily Etzel
Alyce Gilbert
Pat Helm
Itohan Igbinigie
Debbie Kelley
Kristin Kinser

Board
Officers:
Michael Rogers
Chair
Pete Hellebush
Vice-Chair
Leigh Ann Woodruff
Former Chair

Members:
Ann Beery
Alex Bohannon
Woody Clinard
Becky Clingman
Kris Cox
Ex-Officio
Ida Davis
Sara Fox
Brent Hilleary
Jonathan Kelly
Malinda Kerns
Tony Leonardi

Founding Mothers
Becky Clingman
Susan Uphoff
Trudy Winstead
Voting
Ex-Officio
Ex-Officio

Contact Us
Phone | (336) 779 - 1300
Email | info@readws.org
Website | www.readws.org

谁我们是

我们的愿景
我们的愿景是一个被转变了的社会，在每个孩子都学会读、写、拼时，每个孩子都能学习到。

我们的使命
读写拼赋予了阅读科学，通过教学、训练和倡导。

我们的价值观
- 承诺
- 授权
- 平等
- 合作
- 尊重

职员
Kris Cox
执行董事
Esharan Monroe-Johnson
联合董事
Margaret Dickinson
计划董事
Debbie Kelley
志愿者协调员和训练师
Paula Bennett
筹款和活动经理
Melissa Lester
财务秘书
Susan Tague
行政助理

站点协调员
Caroline Brost
Emily Etzel
Alyce Gilbert
Pat Helm
Itohan Igbinigie
Debbie Kelley
Kristin Kinser

董事会
官员:
Michael Rogers
主席
Pete Hellebush
副主席
Leigh Ann Woodruff
前主席

成员:
Ann Beery
Alex Bohannon
Woody Clinard
Becky Clingman
Kris Cox
Ex-Officio
Ida Davis
Sara Fox
Brent Hilleary
Jonathan Kelly
Malinda Kerns
Tony Leonardi

创始母亲
Becky Clingman
Susan Uphoff
Trudy Winstead
投票
Ex-Officio
Ex-Officio

联系我们
打电话 | (336) 779 - 1300
电子邮件 | info@readws.org
网站 | 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,

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 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.

The Reading Brain

- **Auditory Cortex**
  - **Phonological Processing**
    - The auditory cortex allows us to hear and differentiate between sounds in spoken language.
    - When we read, we use this part of our brains to identify the sounds that make up the words.

- **Inferior Frontal Gyrus**
  - **Speech Production, Fluency, Comprehension**
    - This part of the brain helps us create speech sounds, form words and sentences, and understand the meaning of what we hear and read.

- **Angular Gyrus**
  - **Sound-Syllable Connections and Semantic Processing**
    - This area helps us to make connections between sounds and letters and letters with sounds.
    - We use this part of our brains to read words aloud or to ourselves and to write.

- **Visual Cortex**
  - **Orthographic Processing**
    - The visual cortex helps us to see things. We use this part of our brains when we look at and recognize written letters and words.

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.
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.

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.”

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.”
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. 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!”
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.”
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

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 straightforward 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
Chick-fil-A
Clemmons Moravian Church - Circle 2
Feisty PR
Hanesbrands Inc.
Kate B. Reynolds Foundation
Ketner Insurance Agency
Mebane Foundation
New Philadelphia Moravian Church
Paul, Cox & Todd PLLC
Richard J. Reynolds, III & Marie M. Reynolds Foundation
Rotary Club of Winston-Salem
Salem Smiles Orthodontics
St. Agatha’s Circle
St. Anne’s Episcopal Church
St. Paul’s Episcopal Church
The Strickland Family 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 to give securely online.

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 or call (336) 779-1300

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

My gift is made:

- In honor of:
- In memory of:

Name:

Please send acknowledgement to:

Name First  Middle  Last
Address
City  State  Zip Code

Email

Credit Card Number  Expiration Date  CVC

Enclose a check payable to Read Write Spell or visit 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.
Donors

May 1, 2019 - April 30, 2020

Ann B. Adams
Sandra & Fred Adams
Tom Adams
Ajam Family
Liz & David Albertson
Martha Albertson
Harrriet & Elms Allen
Laura & Jeff Allen
Shirley Amen
Alice & Russ Anderson
Cynthia Anderson
Joanna & Jeff Andrews
Peggy Andrews
Anonymous (9)
Hannah & John Appel
Patsy & Stephen Ashworth
Katherine & Tony Atala
Joanne & Ken Baker
Zanne & Bud Baker
Beth & Sandy Baldwin
Helen Barnhardt
Julie & Mike Baughan
Louise & Bill Bazemore
Nan & Steve Beck
Beth & Mark Beeler
Julie & Dudley Bell
Ran & Frank Bell
Wendy & Jeff Bender
Jack Bennett
Jack Bennett Jr.
Rita Bennett
Katy & Josh Benoit
Kim & Steve Berlin
Debra & Mike Beroth
Emily & Hardt Bing
Kristie & Jonathan Blanco
Rosalie & Edwin Bland
Zachary Blizard
Mindy & Art Bloom
Ted Blount
Mary & Jon Bolton
Mary Booe
Alisa & Henry Bourne
Pam & David Bowton
Sandra & Gray Boyette
Beth Day & Jimmie Braceywell
Penny & Mike Bradshaw
John Brady
Felice & Richard Brenner
Wendy & Mike Brenner
Betty & Jim Brewer
Dave Brewer
Jeanne & Blaine Brickhouse
Judy & Paul Briggs
Kathy & Bo Brookby
Jeanne Brooker
Caroline & Brian Brost
Edward Brown
Henri & Royall Brown
Jane & William Brown
Margery & Andy Brown
Mary Elizabeth Brown
Pat & Hal Brown
Patty & Malcolm Brown
Carla Brown Rumph
Natalie & Penn Broyhill
Beth & Mark Budd
Sylvia Budd
Brooke & Richard Burr
Mary Louise & John Burress
Laura & Allan Burrows
Jane I. Butler
Missy & Archer Butler
Susan Beasley Butler
Taryn & Lynn Butler
Barbara Jean & Bob Byington
Ashley & Sam Byrd
Diane & Johnny Byrd
Jennifer & Austin Byrne
Barbara & Rence Callahan
Dianne & Jim Campbell
Susan & Jack Campbell
Joan Carlson
Sally & Todd Carlton
Anne Carr
Patricia & Alberto Carrillo
Marjorie Carson
Ann & Clyde Cash
Campbell Cawood
Greer & Scott Cawood
Kay & Ken Chalk
Mary Childers
Sandra Chitty
Claire & Hudnall Christopher
Rhonda & Andy Chused
Debbie & Robert Clark
Dean & Fred Clifford
Carolyn Clifton
Woody Clillard
Becky & Bill Clingman
Zenobia Coker
Gayle & Turner Coley
Sarah Hill Colhoun
Anne & James Collins
Maria Collins
Joyce & Tom Comerford
Gloria & David Cook
Ann C. Cooper
Kristen Cooper
Kris & Chris Cox
Sally & David Craven
Jane & Penn Craver
Jenny Craver
Carol Crooks
Jameson Culp
Jenny Cummins
Lindley Curtis
Carey & Ralph D’Agostino
Carol & John Danforth
Cecelia Davis
Ida & Timothy Davis
Jennifer & Bill Davis
Erica & Jim Davis
Marina & Wesley Davis
Mr & Mrs. William K. Davis
Gina & Doug DeBaugh
Nancy & Bucky Dennis
Marlita & Rudy Diamond
Margaret & Joe Dickinson
Paige Dillon
Patricia Divine
Myrna Doernberg
Shari Domnguez
Gaines & Dixon Douglas
Maran & Jim Douglas
Ellen & John Doyle
Susan Drew
Deena & Andy Dreyfuss
Cary F. Driver
Lu & John Dunkelberg
Nancy Dunn
Phyllis Dunning
Carol & Roger Echols
Susan Edge
Amy & Robert Egleston
Lynn & Barry Eisenberg
Doris & Jimmy Eller
Suzanne Reynolds & Hopsy Elliot
Suzan D. Elsier
Emily & Bob Etzel
Jeanne Evans
Ginger Ewing
Beth Fields
Nancy & Kirk Figan
Bobby Finch
Trey Finch
Gail & John Fisher
Amanda & Brian Fitzgerald
Amanda Flow
Martha Flow
Robbin & Don Flow
Sara & Bob Fly
Ruth & Jim Flynn
Ragan & Dara Folan
Synthia & Dale Folwell
Rip Ford
Gene Foster
Bonnie & Rob Fowler
Daisy & Tom Fowler
Dottie Francis
Matthew Francis
Alice & Isaac Freeman
Jean & Gerald Fromson
Elizabeth & Charles Frost
Yvonne & Elliot Fus
Athena Gallins
Jordan Gaskins
Jane & John Gehring
Brenda & Scott Gerding
Barbara Gerhard
Lisa & Bob Gfeller
Kathy & Art Gibel
Alyce & Gary Gilbert
Madlon & Kirk Glenn
Carole Glover
Jane Goodrum
Allison & Will Goodson
Judy & Bill Goodson
Leesa & Tom Goodson
Liana & Richard Gottlieb
Simone & Michael Grace
Nancy & Pat Grantham
Jannie & Howard Gray
Leslie & Jerry Greene
Pinkney & Jeff Greene
Jennifer & Paul Grosswald
Joanie & Nick Guglielmi
Mary & Mark Gunyuzlu
Beth & Jerry Haas
Donna & Gary Hamilton
Ann & Borden Hanes
Richelle & Chad Hansen
Norman Harberger
Steve Harberger
Carol H. Harding
Sally & Steve Harper
Kelly & Chuck Harns
Marcus Harshaw
Leslie & Tom Hayes
Weeta Heath
Emma & Andrew Hebard
DD & Pete Hellebush
Sue & Doug Henderson
Catherine Hendren
Martha Higginbotham
Katy Hites
Linda Hobbs
Kate & Ben Hodge
Leslie Hollan
Mr & Mrs. William Hollan
Betty & Rodger Holley
Pollyann & Greg Holthusen
Carol & Greg Hoover
Ashby & Jim Hopkins
Judy & Hop Hopkins
Harriet & Royce Hough
Eugenia Howard
Marsie Hubbard
Dudley Humphrey
Ellen & Bruce Humphries
Vicki & Tom Hunt
Susan & Frank Hussey
Addie Hymes
Judy & Nick Iannuzzi
Kim & Jeff Ickes
Robbie & Dave Irvin
Debbie Isbister
Suzanne & Joe Jabbour
Ellen & Logan Jackson
Joan Jacobowsky
Kathy Jacobs
Leigh Ann & Rashid Janjua
Catherine Jones
Lucinda & Chris Jones
Don Kautz
Lottie & Bill Kay
Jean & Jeff Kelly
Linda & Ed Kelly
Liz & Stan Kelly
Rita & Alan Kenny
Sandria & William Kerr
Nancy & Rich Keshian
Susan & Greg King
Caroline & Clark Kinser
Ruth Kooken
Bette Krause
Suzy & Arthur Kurtz
Dr & Mrs. Michael A. Kutchar
Kaye & David Lambert
Clark Larson
Margaret & Clarence Leinbach
Alberta & Tony Leonardi
Sarah & Edward LeRoy
Albert Linder
Molly & Steve Lineberger
Dale Link
Jane Lockwood
Mandy London
V. B. Lougee
Catherine & John Lough
Stephan Lowe
Chris Lyon
David Lyons
Katherine & Steve Mabe
Linda & Dave Manthey
Judith & Bob Margerum
Agnes Marshall
Clair & Allen Marshall
Elizabeth Martin
Catherine Matthews
Grace V. Mauney
Margaret & Kevin Mauney
Frances & David Maxwell
Jane & Doug Maynard
Dr & Mrs. William McCall, Jr.
Mary McCandless
Barbara McCuiston
Carroll & David McCullough
Anne & Tom McDowell
Shippey McDowell
Suzette & Tom McLain
Gayle & Wayne Meredith
Marianne Meyer
Lorna & Paul Miller
Lisa & John Milicivan
Caroline Mitchell
Robyn & Al Mixon
Mary Lou & Richard Moore
Mamie & Crae Morton
Elisabeth & John Motsinger
Laura Mueller
Bonnie & Dan Murphy
Loretta & Hy Muss
Leigh Thurston Myers
Carolyn & John Myracle
Diane & Bob Nations
Linda Nelson
Stowe Nelson
Liz & Bob Newell
Andrew Nguyen
Ashley Nguyen
Becky Nguyen
Karen & Brian Nicolay
Michelle & Michael Nitchie
Brad Niven
Jeannette Norfleet
Sylvia Oberle
Margaret J. Ogburn
Mary Ceille & Sam Ogburn
Mo Ogburn & C. Michael Wilson
Jane & Chris Oldham
Laura & Jim Olson
Betsy Overton
Joellen Parks
Leigh & Charles Pate
Sarah Patten
Jeanne & Richard Patterson
Donors

May 1, 2019 - April 30, 2020 continued

Nancy Payne & Joe Stanfield
Susan & Craig Peatross
April H. Penn
Louise Parrish Perry
Louisa & Mark Petersen
Stacy & Matt Petronzio
Carolyn & Steve Phelps
Laura Phillips
Julia & Bill Phipps
Jackie & Mike Piscitelli
Mary Jane & David Pishko
Margaret Scales & Graydon Plets
Jane & Steve Poe
Stanley Polanis
Louise Pollard
Tammy & Eddie Pollock
Sherry & Pete Polonsky
Debbie Poppe
Annette & Bill Porter
Anne & John Powers
Karen Pranikoff
Jodi & Len Presler
Esther & Les Preston
Anita T. Price
Lou Prongay
Betty Quick
Jane Quinnlan
Susan & George Ragland
Cathy & Er Ralston
Sharon & Greg Ralston
Suzanne & Chris Ramm
Anna Kathryn & Mark Reece
Frances & Burton Reifler
Anna Reilly & Matthew Cullinan
Laure & Joe Rhine
Karen & Billy Rice
Yana & Charles Richards
Mitzi Richardson
Lynn & John Roach
Vicki & Ed Robins
Jill & Michael Rogers
Suzie & Dennis Ross
Lisa & David Rowell
Susan & Randall Rupp
Catherine & Harrison Rutter
Barbara & David Safrit
Judith Salisbury
Catherine & Omar Sangueza
Jeanne & Ben Sayers
Claudia Schaefer
Carrie & Jason Schymanski
Phil Scuderi
Sharon & Ronnie Shealy
Sandra & John Sheldon
Nancy P. Sherrill
Sally & John Shields
Alston & Taylor Shipley
Sally & Ricky Shore
Patti & Phil Shugart
Bekah & Shaun Sidden
Dara & Mike Silver
Glenn Simmons
Martha & Tommy Simpson
Hazel & David Sink
Anne Skinner
Peggy & Dave Slater
Barbara & Aubrey Smith
Leigh & Gray Smith
Janet Snow
Warren Sparrow
Nancy & Jimmy Spencer
Barbara & Donald Speranza
Heather & Ron Spivey
Anna Steele
Sue Stephens
Margaret & Gene Stewart
Adele & David Stotler
Annette Stotler
Kimberly & Brian Strahm
Anne & Tim Sullivan
Nancy & Dick Sullivan
Stella Surratt
Martha & Charlie Sutton
Gayle & David Swaney
Margery & Steve Swigert
Susan & Brian Tague
Wynn Tanner & Mike Robinson
Phyllis & David Tate
Kathleen & Steve Tatter
Gwynne & Dan Taylor
Kathy & Bob Teasdale
Martha Tegeler
Parker & Chris Tegeler
Renee & Chuck Tegeler
Betty & W Kurt Telford
Mary Craig Tennille
Evelyn & Fred Terry
Cynthia & Bill Tessien
Terri Thomas
Dr. Corliss Thompson-Drew
Ann & John Timmons
Beth Townsend & Bert Bennett
Mary Jean & Ron Travis
Ali & Patrick Turner
Laura & Charles Turner
LeClare & Bob Turner
Sandy & Joe Turner
Molly & David Twine
Susan Uphoff
Dede & Keith Van Zandt
Joy & Jack Van Zandt
Martha & John Van Zandt
Emily & Fred Wade
Bess & Rich Wagner
Margaret Wagstaff
Carolyn Wallace
Lenore & Ray Walsh
Dr. James M. Walter, Jr.
Dannie & Art Weber
Ginny Weiler & Claudine Legault
Hubert Weir
Meredith & Win Welch
Judy & Gene West
Marlena & Carl Westcott
David Wharton
Margot Wharton
Mary Blake & Ernie White
Paula White
Lauren & Scott Wierman
Mary Lynn & John Wigodsky
Letitia Wilkinson
Allison Copeland Williams
Liz & Taylor Williams
Mr & Mrs. Arthur T. Williams III
Tillie & Ben Willis
Jeanie & Alex Wilson
Liza & Greg Wilson
Marian & John Wilson
Mary Lou & Peter Wilson
Patty & Bill Wilson
Holley & Ben Winkoff
Linda & Stuart Winkoff
Trudy & Powell Winstead
Julie & John Wise
Robin & Lee Woodard
Sylvia Woodruff
Sandi Woodward
Janice Wooten
Melissa & Ray Workman
Bill Wright
Mona & Wally Wu
Debbie & Lindsay Yancey
Sallie & Karl Yena
Becky & Alan York
Charlene & James Young
Laura Young
Lynn & Jeff Young
Susan & David Yount

Thank You!
Donations Given in Honor of:
The Faculty & Families at
A Step Ahead Academic Center
Ms. Prudence Belcher
Jack K. Bennett, Sr.
Rita Bennett
Anna Beroth
Sally & David Blanco
The Rev. & Mrs. Mike Bradshaw
Caroline & Brian Brost
Caroline Brost
Hal Brown (4)
Henn Brown (10)
Pat & Hal Brown (3)
Taryn Butler
Mrs. John Randolph Butts, Jr.
Ashley Byrd
Diane Byrd
Jill Carraway & Debora Hornung
Cash Elementary School Volunteers
All Children
Clemmons Elementary 2nd &
3rd Grade Teachers
Woody Clinard (8)
Becky & Bill Clingman (2)
Becky Clingman (3)
Mrs. Sarah Hill Colhoun
Robert & Jim Conroy
Kris Cox (2)
Carol Danforth (8)
Dr. & Mrs. Harlan Daubert
Ida Turner Davis
Michele DeBaugh
Nancy & Bucky Dennis
Patricia Divine
Myrna Doernberg (3)
Kay & Dan Donahue
Kay Donahue
Mr. & Mrs. Julian Drake
Deena Dreyfuss
Dr. & Mrs. Charles Duckett
Mr. & Mrs. Jonathan Engram
Jeanne K. Evans
The Rev. Darby Everhard &
Mr. Tom Everhard
Gail & John Fisher
John Fisher
Don Flow
Robbin & Don Flow
The Flow Family (2)
Sara Fox
Leni Fragakis
Friends at Christmas
Robin Fulk
Barbara Gerhard (2)
Judy Goodson
Chiquita & John Guglielmi
Chiquita Guglielmi
Mr. & Mrs. Stephen Harper
Pat Helm (3)
Martha Higginbotham (2)
Drs. Marbry & Judith Hopkins
Lindsay Jacobo
Kathy Jacobs
Annelise Janjua
Liz Kelly (2)
Nancy Keshian
Steffe King
The Rev. & Mrs. Dixon Kinser
Winston-Salem Kiwanis Readers at Easton
Julian LeRoy
Melissa Lester
Mrs. George F. Lewis
Mr. & Mrs. Dick Ling
Mr. Bob Linnell
Valerie Martin
Susan Melville & Charles Monroe
Judy Mountjoy
Liz Newell
Becky Nguyen (2)
Karen Norris
Carolyn Phelps
Sharon Ralston (2)
Our Read Write Spell Tutors (4)
Read Write Spell Volunteers (2)
The Fabulous Staff & Tutors
of Read Write Spell
The Incredible Volunteers,
Staff & Board of Read Write Spell
Burton & Frances Reifler
Emily Schutt
The Rev. & Mrs. John Shields
Dr. William “Bill” Sloan
Bob Snyder
Parker Tegeler (2)
Myles & Lee Thompson
Mrs. Jack W. Thomson
Laura D. Turner
Joy Van Zandt (9)
Mrs. Robert Whann
Omega Wilcox
Liz Williams
Holly Winikoff (2)
Linda Winikoff
Lindley Rose Winikoff
Jordan Wood
Robin Woodard (4)
Debbie Yancey (5)

Donations Given in Memory of:
John W. Andrews
Dottie Austin
Blair Barton-Percival
Dr. Henry C. Bourne, Jr.
Sara Bradshaw
Elizabeth “Liz” Brady
Jean Ann Puppe Brown
Lyle D. Brown
Joan Carlson (3)
Philip M. Clifton, MD
The Rev. Dudley Colhoun
Morrison Divine
Johnnie Dixon
Caroline & Nawal Ebeid
Josephine & Sanford Fitts
Josephine Fitts
Tommy Goodrum (2)
Richard M. Gooley
Josie Guglielmi
Shirley Zaleski Heckert
Beverly Johnston (2)
Alice Koontz
Albert Samuel Krause
Beth Lyon
Patsy L. Lyon
Dr. John S. Mueller
Charles Parker
Bonnie Poindexter
Dr. Harold Pollard
Ginny Slate
Betty S. Taylor
Virginia Timbes
Susan Uphoff (10)
Wogge
Karl H. & Lucille Yena
Read · Write · Spell
& The Triad Woodcarvers Club
Present
An Art Show & Fundraiser
Saturday, Nov 7th
10am - 3pm
875 West 5th Street
Winston-Salem, NC