

# WINTER NEWS

Updates | Inspiration | Celebration

## Welcome Aboard

Welcome to Ward Grossman, Andy Nightingale, and Lisa Whitis - the newest members to join our Board of Governors. Ward and Andy join us from the Saco Masonic Lodge. Andy and Lisa are both parents of dyslexic students who have been served at the Portland Children's Dyslexia Center. Lisa is also a former tutor and the former Dyslexia Coordinator for the Maine DoE. We are grateful for your perspective and expertise!

## Dash for Dyslexia

What could be better than a flat 5K followed by a beer at Island Dog Brewing? How about a slice of OTTO award-winning pizza and a super-fun Kids Zone that makes our race a family event? Our race has moved to the end of April, so the weather ought to be snow-free and perfect for a fun family day. Race. Eat pizza. Drink beer. Have fun with the family. Register today at [www.running4free.com](http://www.running4free.com).



## Fighting Words in the Reading Wars

University of Tennessee - Knoxville professor Richard Allington recently set the blogosphere ablaze with his assertion that he is "reasonably sure" dyslexia doesn't exist and that the Tennessee governor should "shoot" legislators responsible for drafting dyslexia-supportive legislation. These remarks were reported after a Tennessee literacy conference in December of 2019. These comments drew attention in a year that also had major curriculum purveyor Lucy Calkins questioning the "ownership" or "definition" of the science of reading. Many thoughtful educators responded with data and testimonials that support structured literacy instruction over a "balanced literacy" approach. Ms. Calkin's salvo was on the heels of prominent voices from the International Literacy Association's dismissal of the effectiveness of Orton-Gillingham instruction, and the passionate response issued by the International Dyslexia Association. The so-called "reading wars" are alive and well. (For a deeper dive on all of these discussions, see our [Pinterest](#) page.)

As a backdrop to all of these conversations, the National Association of Educational Progress' literacy results highlighted that proficiency



# STUDENT SPOTLIGHT

## Hannah B

Tim recently shared an update with us about his daughter, Hannah:

"As always, thank you very much for the help/guidance/encouragement you showed to our daughter, Hannah, while she was a student at the center some 10 years ago now. You'll be happy to know that she's in her

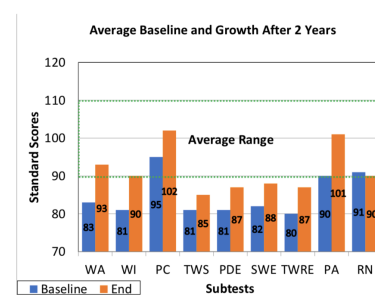
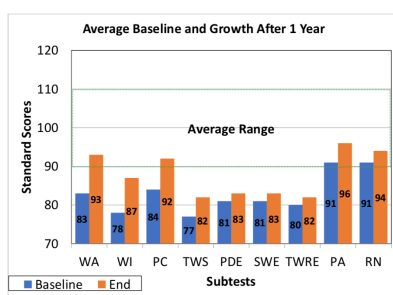


junior year at Assumption College in Worcester, MA and is getting all A's and B's, working toward a career in Occupational Therapy."

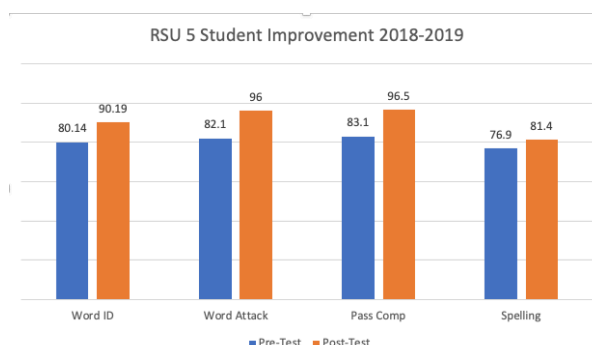
We are always so thrilled to hear about our former students! Congratulations on your hard work and success, Hannah! Your accomplishments are an inspiration to us all.

in literacy hovers around 35% nationally and 36% here in Maine. When nearly two-thirds of our students aren't meeting proficiency in reading, is it time to consider that perhaps the way we teach students to read is insufficient?

Here at the Portland Children's Dyslexia Center, we teach students to read and educators to teach using a structured, explicit, multi-sensory approach that yields statistically significant and measurable results.



We have also worked with teachers in the RSU 5 school department to deliver educator training onsite. Testing results in-district are consistent with Center results.



For more details about testing methodology, check out our [full report](#). To learn more about becoming a tutor at the Center or bringing our teacher training program to your school district, call Barbara Labrecque at 207-773-4949. There's another way to teach reading, and it works!