

The Scoop

The Appalachian Reading Center, Inc.

Summer 2010

Message from Co-Directors

Volume 5, Issue 3

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The summer heat hasn't slowed our work here at the Center. We have a record number of sessions happening starting at 9 in the morning and finishing up at 7:30 in the evenings. We are so proud of all of our hardworking students!

Jennifer and Lori

Summer Session dates to remember:

July 31—Fall Session scheduling forms due

August 2-7 — “Twice Blessed” children’s consignment sale donations accepted

August 14 — last day of Summer Session

August 15-29 — Center closed

August 30 — First day of Fall Session

Thank You

Thank you to the following donors:

*Harley Carriger
Lori Dubrawka
George Damous
Jessica Kennedy*



Gazette Charities

So. Chas. Community Education Foundation

Thanks also to all who donated items and time to our Rally to Read Rummage and Plant Sale.

Good News!

- Peter has been inducted into the National Jr. Honor Society.
- Jeremiah was named “Top Reader” at his school.

(We'd love to hear more good news! Please leave us a note or call the Center anytime with announcements.)

The Appalachian Reading Center, Inc.

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The Mission of the Appalachian Reading Center, Inc. is to improve the reading skills of the people of Appalachia. The Appalachian Reading Center, Inc. will accomplish this by providing reading tutoring through one-to-one and small group instruction using structured language approaches. The Appalachian Reading Center, Inc. will also provide coaching services to parents who are home schooling their children through modeled tutoring sessions and instructional support. Additionally, The Appalachian Reading Center, Inc. will provide training for educators and parents in how to best implement structured language approaches.

Advocacy Language, Part II

As a follow up to last issue's topic of advocacy language, we wanted to print the following quote from filmmaker Sarah Entine.

Growing up, I really didn't understand my learning disability. And yet, in second grade I had a tutor helping me learn to read. The public school I attended in Cambridge — perhaps an attempt to be inclusive and help me avoid stigma — never used the word “dyslexia” to define my experience.

As a result, I was left to deal with my own confusion and doubts about my abilities without enough information to

really understand why certain things were so challenging for me.

Meanwhile, my home life with my high-achieving mother and well-adjusted older sister felt like a pressure cooker. It was hard to meet my mother's high standards—I just didn't seem to have the tools or innate skills to be successful in her eyes. Most of the time, I'd start telling a story in the middle and forget important details along the way, which she found quite frustrating and annoying. My mother would spend too much time correcting me and not enough time just giving me a chance to be heard. Interestingly, this was a similar dynamic I witnessed

over and over again between my mother and grandmother.

-Sarah Entine, Filmmaker, “Read Me Differently”

