

The Reader



Exemplary Center for
Reading Instruction

NEWSLETTER

Winter 2011

ECRI's going paperless! See page 5.

Mastery Learning SIG Meeting at Annual IRA Conference May 10, 2011 Orlando, Florida

Dr. Ethna Reid and Dr. John Hobe will both present at the International Reading Association's annual Conference Tuesday, May 10, 2011 at the Mastery Learning SIG Meeting.

Dr. Reid and Dr. Hobe will be joined by Crystal Jacobs Cole and, hopefully, Dotty Strickland—ECRI teachers in the Indian River County Schools in Vero Beach, Florida.

The time of the meeting is 1:00 p.m. in the West Building, W304R, of the Orange County Convention Center

The presentations will focus on "A History of Early Literacy Research and Its Present Day Findings on Enriching a Child's Literacy Environment." Research and Exploring Effective Teaching Practices will also be presented.

ECRI Administrators and Teachers:

Find your 2011 ECRI catalog online at <http://www.ecri.cc/catalog/index.html>. Or, call 1-800-486-ECRI to order a catalog mailed to you. Notice the new items available.

22nd Annual National Youth-At-Risk Conference March 2011 Savannah, Georgia

Dr. John Hobe will speak in March at the 22nd Annual National Youth-At-Risk Conference on ECRI. ECRI is recognized as a program that promotes an "intellectually empowering educational environment for at-risk youth" and is also a Model Program with the National Dropout Prevention Center Network. ECRI has demonstrated "strong evidence of effectiveness in prevention, intervention, recovery and reentry."

On pages 6 and 7 is a copy of the two-page paper that Dr. Hobe submitted to the National Youth-At-Risk Conference for publication.

New Books For ECRI's Basic and Intermediate Seminars

Note! ECRI's new *Teaching Study Skills* and the new *Teaching Grammar for Sentence Reading and Writing* texts will be available for the June Seminars. Call 1-800-486-3274 (ECRI) for more information.

The Study Skills text has taken the best from ECRI's former *Teaching Study Skills, Books 1 and 2*.

Forum on Public Policy Publishes Dr. Ethna R. Reid's Early Childhood Education Research Studies

Dr. Ethna R. Reid, who introduced ECRI's three major early childhood education research studies and presented the history of early childhood education in Oxford last July, was pleased to learn that her presentation has been published by the Forum on Public Policy and can be found online at <http://forumonpublicpolicy.com/vol2010no5/archivevol2010no5/reid.pdf>, or call 1-800-486-ECRI to receive a copy.

News and Notes

It was great to meet again with Dr. Kellie Cohen, former ECRI trainer in the Dallas Independent School District and now with the Fort Smith Public Schools in Arkansas. She and two colleagues from the District Office visited Salt Lake City to observe ECRI in action.

Mrs. Sandra Cipra, ECRI trainer, and two fellow teachers from the Humboldt County Schools in Winnemucca, Nevada, also spent two days in Salt Lake City in November observing Reid School teachers to help the Winnemucca teachers gear up for ECRI training.

(continued on page 2)

News and Notes

(continued from page 1)

Both Kellie and Sandra have experienced the efficacy of ECRI's teaching strategies in classrooms.

Rachel Jensen, Education Program Director for Southern Sudan Humanitarian, a program with several existing schools in Sudan, brought her CEO to visit and discuss the possibilities of Rachel training the teachers in Sudan with ECRI. As a teacher who has had some basic training in ECRI and was impressed with its effectiveness, Rachel believes ECRI is an answer to the needs of the students in Sudan. The pictures of the schools in Sudan look similar to the one in Saipan where Dr. Ethna Reid trained teachers.

Joe Kane, Associate Dean, University of Toyota, with his wife Katie, Corona, California, also visited ECRI in Salt Lake City this school year. Following Mr. Kane's visit, he wrote that "[he] hopes to incorporate many of ECRI program elements to help the teachers and learners within Toyota's headquarters' organization achieve higher mastery in learner retention, skill transfer, and productivity." Mr. and Mrs. Kane loved what they saw and learned about teaching behaviors, organizational management and follow-through in training programs.

Dr. Sue Carver-Cabat, who "was, and still is a fervent believer in the premises and processes of ECRI," took many ECRI seminars when she was the Director in the Pasadena Independent School District, Texas, years ago. She has since been a Principal, Assistant Superintendent, and Superintendent. She is bringing her granddaughter Carlie to Reid Ranch June 12 through 25, and Dr. Reid is eager to be with her again. She

writes, "I have to tell you that the time I spent with you (Dr. Reid) and with ECRI means a great deal to me. You have been a continual inspiration to me in my life." WOW! This is what success in the classroom means to educators.

Faithlyn Wilson, a teacher in Jamaica (West Indies) who has been exposed to the ECRI method of teaching reading is also eager for more training. Reid Ranch is an exciting place to get more training. ECRI staff hopes that everyone will note the dates of the two weeks at Reid Ranch—June 12-25. Educators and parents can register for one or two weeks.

Mrs. Madeline Ritchie, Pawleys Island, South Carolina, and **Dr. John Hobe**, Savannah, Georgia, are teaching teachers and teachers of teachers how to implement the Enriching a Child's Literacy Environment (ECLE) program.

Dr. John Hobe presented a Research Review: The Exemplary Center for Reading Instruction (ECRI) last October at the Association of Teacher Education in Atlanta, Georgia. This month (February) he is explaining ECRI and how it works with advanced learners to teachers at the statewide Catholic School Diocese In-Service Day and is presenting at the 18th Annual Georgia Conference on College and University Teaching. All of this plus his university work. He is busy.

David Orrich, who spent the last two years teaching first grade in New Orleans through Teach for America, contacted Dr. Reid because of his interest in "exploring the use of technology in K-5 classrooms to make it easier for teachers and students to get real-time data about student performance." ECRI's formative assessment provides excellent on-going

data for teachers to determine the success of their lessons. It is easy to differentiate instruction when you know "who" is learning, "when" they are learning and "what" they are learning. David is also concerned about the extremely exhausting 90-hour work-week during his first year of teaching and much busy-work time in the classroom. He and other colleagues are also hoping, as they get better data on student academic performance, to hold students to higher behavior expectations as a result of their studies. ECRI is a great model to follow—and teachers don't waste their time with busy work.

Daarel Burnette II, a St. Paul/East Metro Education Reporter, called Dr. Reid as a resource following the failure of a new program adopted in the schools and luckily scrapped. The "diversity in the schools" was blamed. For those students, educators and parents acquainted with ECRI: Isn't it assuring that ECRI teaches every student—regardless of ethnic origin and socio-economic status?

Linda Prentice, Rainforest, California, who has had "30 years of success with ECRI which brought her many accolades from parents, administrators, and colleagues," says she now has an opportunity to teach a nephew using those same "success techniques."

It's great to hear again from **Germaine Smith**, South Bend Indiana, whose intent is to have training for teachers at the Veritas Academy. We hope the training will be at Reid Ranch.

How often does a company receive accolades about its notebooks from a student?

See Attachment B from a student who likes the notebook he uses in reading class!

Teaching Cognition

— Dr. Ethna R. Reid

“Cognition” is “knowing” something. The Merriam-Webster’s dictionary adds to “knowing” “awareness and judgment.” “Cognition” is being able to take the elements of perception (the information we receive through one or more of our senses) and reduce them to “empirical factual knowledge.” The Exemplary Center for Reading Instruction (ECRI) provides teacher leaders and teachers with strategies to teach students how to arrive at factual knowledge. Teachers learn to teach students to back information with evidence, deduce and infer conclusions based on evidence, solve problems, and support their conclusions from available facts.

With effective cognitive strategies, students are able to sort out information they read, hear, or receive during an experience, and relate previous understandings to their new knowledge base. Also, the scaffolding in teaching cognition is such that students and teachers are able to determine proficiency before moving to a higher, more sophisticated level.

Clearly established objectives and rationale (explaining “what” is to be learned and “why”)—assure students of the relevancy of the learning tasks and pave the way for students to be able to think about what they are learning. Assurance of one’s success in learning is also an important variable if students are to persist to mastery.

Educators become aware, as they study cognition, that the layers or tiers of understanding

become increasingly more complex, not only because of increased difficulty of language levels, but because of their hierarchical nature. Teachers find, however, that it is easy to teach all levels of cognition with ECRI’s specific, direct instructional format.

Much of what ECRI knows about the teaching of cognition came about through studies it conducted to identify best teaching practices as it received funds from the U.S. Department of Education. (See Attachment.)

Overview of Cognition

Cognition, or obtaining information and having it become useful for students, can **first** be compared with four levels of comprehension: literal, interpretative, critical, and creative. These four levels of comprehension correspond with the classes of cognitive (intellectual) behaviors Bloom and others (1966) identified. “Knowledge” relates to the literal level of comprehension; “comprehension” and “application” correspond to the interpretative level; “analysis” and “evaluation” to the critical level; and “synthesis” to the creative level (Reid, 2010). ECRI’s critical thinking skills require distinguishing fact from opinion, fiction, and propaganda or persuasive writing. Critical thinking takes on “. . . an active involvement with text . . . that reject the view that meaning is fixed and neutral” (Hall and Piazza, 2008).

ECRI educators recognize that the interrelationships of the cognitive skills create a network of fine threads—a tapestry of understanding. When a reader/listener/participant identifies a personal/

character’s problems (knowledge), he is helped to understand the development of the process/plot (application) and can become a critic of what was written/said/felt (evaluation). When the reader/listener/participant finds the details (knowledge) that support the inferences he drew (application), he verifies his conclusions (analysis). When the reader/listener/participant learns to select the topic and main idea (study skills or application of knowledge), he is able to evaluate what is relevant and irrelevant in what he reads/hears. When a reader/listener is taught to detect propaganda and bias (analysis), he recognizes that the writer/speaker wants him to make inferences without supporting details (evaluation). This is the interrelated nature of cognitive skills. A learner does not apply one cognitive skill at a time. Many skills are called into use simultaneously.

Second, memory plays a major role in cognition. When a student cannot answer a question or relate one experience to a second one, a teacher determines whether the student failed to answer/respond because he does not understand or cannot remember (a cognition or memory problem).

There are several strategies teachers use to help students remember: stating the topics and main ideas as they read, outlining, using questions and ques provided by the teacher to prompt memory, anticipating questions teachers might ask, hands-on-learning, and following specific sequenced steps as students learn prompts memory.

Third, a student’s cognitive ability is also dependent upon the
(continued on page 4)

Teaching Cognition

(continued from page 3)

breadth of his experiences and the level of his language development. Syntactic skills (the way words are put together) affect cognition. If the language the reader speaks or hears is alterably different from the language he hears or reads, meaning of words and idioms must be taught and new contextual and morphemic (smallest meaningful part of a word) clues developed. Sweet (1993) wrote, “Overall prior knowledge is the sum total of learning that students have acquired as a result of their cumulative experiences both in and out of school. Specific prior knowledge is of two types: text-specific knowledge calls for understanding about the words they hear and the type of text; topic-specific knowledge entails understanding something about the topic—for example, knowing about dinosaurs before reading a book on prehistoric animals.”

Rosenshine, Meister, and Chapman (1996) indicated that question generation is an important and self-regulatory cognitive strategy. The act of composing questions focuses the student’s attention on content. A teacher’s model of questioning and a succinct description of the thinking skills are also important factors in shaping cognition. ECRI’s definition of terms and precise teaching scaffolding (model, prompt, practice) assist teachers in their quest to improve the cognitive behavior of students.

Fourth, ECRI teachers have long known that “writing to learn” is even more critical to develop cognitive skills than “reading to

learn.” “In spite of” or “because of” the available current information and communication technologies, educators and students have more opportunities to share information as teachers add the “new literacies” in students’ daily curriculum. Rather than denigrating texting, Twitter, and blogs, educators can use them to teach students to become critical/creative expository and fictional writers/thinkers. ICT’s clearly demonstrate the importance of being able to communicate through writing. Students quickly become aware of the value of writing—even though the medium changes.

As students write, they follow a specific strategy (depending upon fictional, informational, or specific content-related materials) of thinking aloud as they follow the teacher’s model. Even during the prompting and practice instructional strategies, students think aloud as they write (construct), read, or demonstrate/participate.

Fifth, the development of critical thinking skills/cognition is dependent upon hands-on learning experiences. Although physical education, science, mathematics, instrumental and vocal music, art, home economics and other similar subjects can be readily applied in class, and multiple practices are common, it is fairly obvious that social studies/history teachers have greater difficulty in applying what they want students to learn and to think about.

In July of 1976 as I was teaching teachers and administrators in Haverford, Pennsylvania during three week-long ECRI seminars in reading/language arts instruction (as I had done the previous summer and would do again the

summer of 1977), I invited my husband and our young children to join me in Haverford and Philadelphia as the nation celebrated the Bicentennial of the founding of our nation.

With a former B.A. degree in history and philosophy, I was eager to participate in the special events prepared for the celebration. The Assistant Superintendent, Dr. Gerald Hogan, several principals, and the reading supervisor had already taken me to the Gettysburg battlefields, and I had observed demonstrations of the battles there. I had climbed on cannon, stooped down to enter the small wooden barracks, and I had seen original pictures and regalia of the soldiers in the museum.

Since ECRI had a trainer one week each month for three years in the Haverford School District, and I had visited the schools at least quarterly, I was well acquainted with the historical significance of the area. Our family had already been to Concord several times where the “shot heard round the world” took place and was demonstrated. Now we could observe the reenactment of the events prior to, on, and following the July 4, 1776 events.

At the time, as I observed the Haverford Community parade of drummers and pipers in uniform and the special events in Philadelphia, I thought how fortunate teachers were who lived so close to the early history of our nation—what marvelous field experiences and excellent primary historical sources were available to them. Students would have opportunities to “think historically” (Wineburg, 2001) which includes interpreting

(continued on page 5)

Teaching Cognition

(continued from page 4)

and analyzing historical artifacts and primary sources and constructing and critiquing narratives of the past (Reid, 2000).

ECRI's Content Reading Seminar assists teachers to learn how to teach study skills (among other things: note taking, essay writing, reading graphic aids, following directions, inferring information, providing hands-on experiences as simple as role playing) and critical comprehension (evaluating information—is it fact, opinion, or propaganda and biased writing?), identifying fiction (part or all of it?). As teachers learn to (1) assess the students' ability to evaluate information critically, (2) use a variety of Web resources for research, (3) rate videos and PowerPoint presentations to bring primary sources to the classroom, and (4) dig deep to relate students' experiences to their reading and discussions, students will be better able to remember and connect their previous knowledge to their present experiences.

It is not only in Haverford and the Philadelphia schools that educators have excellent resources for teaching, for I also found in New York (the Bronx, Brooklyn, Harlem, Ticonderoga, Hudson Falls), in Cherokee, NC, Nenahnezad Indian Boarding School, NM, Washington Co., AL, Placerville, CA, Mouth of Turkey School in KY, Beatrice, NB, Green Bay, WI, and Vero Beach, FL, (to mention just a few of the many places ECRI has been adopted), that every educator has unlimited resources to teach students to think critically, to identify primary his-

torical sources, create exciting field experiences, and deliberately develop excellent cognition skills for students as well as social and emotional ones. And, I and other ECRI trainers observe outstanding teachers throughout the country doing this.

Then, it is through stimulating lab and field experiences, ICTs, local resources and identifiable authentic primary sources, stimulating texts and other printed materials, challenging instruction, daily student writing, questioning strategies, class discussions, teacher-student individual conferences, formative tests, and sufficient practice time that cognitive skills are developed.

Dr. Danial B. Willingham, a well-known cognitive scientist, says "The more students know, the easier it is for them to learn new material;" "what we think about is determined by what we already know," "students remember what they think about;" "memory is long-lasting if practice is sustained and distributed in time;" "learning is more generalized if students see material in a variety of different contexts." This is a description of the ECRI format for teaching.

References

- Hall, L.A., and Piazza, S.V. (2008). Critically reading texts: what students do and how teachers can help. *The Reading Teacher* 62:1, 32-41.
- Reid, E. (2000). *Teaching social studies and reading*, Salt Lake City, UT: Cove Publishers.
- Reid, E.R. (2010). *Teaching comprehension (literal, interpretative, critical, and creative)*, Cove Publishers, Salt Lake City, Utah.
- Rosenshine, B., Meister, C., and Chapman, S. (1996). Teaching students to generate questions: A review of the

intervention studies. *Review of Educational Research*, 66:2, 181-221.

Sweet, A.P. (1993). *State of the art: Transforming ideas for teaching and learning*. Washington, DC: U.S. Government Printing Office.

Willingham, D.B. (2005.) What do scientists know about how we learn? *Common Knowledge*, 12, 6-7.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia and Tangle University Press.

Do you have the new 2010 ECRI published texts: *Teaching Vocabulary (Eight Methods) and Teaching Letter Names and Sounds and Teaching Comprehension (Literal, Interpretative, Critical, and Creative)?* Call 1-800-468-ECRI to order now. *Teaching Comprehension (Literal, Interpretative, Critical, and Creative)* is in its second printing.

EDUCATORS, RESEARCHERS, PARENTS:

Register for updates and news by sending an e-mail with your name to thereader@ecri.cc. Put "ECRI-paperless" in the subject line.

We are eager to hear from educators, researchers, and others interested in teaching and learning.

Now that it is possible to receive *The Reader* online at www.ecri.cc/reader and that teachers can view ECRI streaming videos at www.ecri.cc/videos.html, our communications will be less burdensome and much less formal.

Send ideas, classroom experiences, and questions to share and dialogue with others. It will be good to hear from you!

— E. Reid

The Exemplary Center for Reading Instruction (ECRI) works with teachers to use effective teaching practices to improve students' ability to read, understand and communicate.

These practices were reviewed for effectiveness and included in the United States Catalog of School Reform Models first and second editions, as approved practices for schools to use in their efforts to affect comprehensive school reform.

Practices created at the Exemplary Center for Reading Instruction have been reviewed and shown to be effective by the Education Commission of the States, the American Federation of Teachers, the Cambridge Center for Behavioral Studies, the Texas Center for Educational Research, the Northwest Regional Educational Laboratory and the United States Department of Education.

Practices from the Exemplary Center for Reading Instruction were evaluated as playing a primary goal in the United States becoming a nation of readers. The Regional Laboratory for Educational Improvement (sponsored by the U.S. Office of Education and Improvement) published *Implementing the Recommendations of "Becoming a Nation of Readers."* The document makes a line-by-line comparisons of different groups of reading practices. ECRI's practices received the highest score of all 31 groups of practices from different sources in meeting the specific recommendations of the National Commission on Reading.

In 1974, 1981, 1985, 1990, and 1996, these practices were validated as a developer/demonstrator project in the National Diffusion Network's Recognition Division of the U.S. Department of Education. ECRI's practices are nationally approved for at-risk students.

ECRI is continually listed as one of three outstanding sets of reading practices that demonstrated significant gains for Chapter I students. This research was supported by a grant from the office of Educational Research and Improvement, United States Department of Education.

During evaluation studies, the gain differences between ECRI and the control groups showed two sigma. To understand the significance of these differences, .65 sigma equals about one year's growth on commercially prepared norm referenced standardized tests.

Teachers learn to use materials presently in their schools to implement these practices as a complex whole.

To guarantee success, teachers should:

1. Elicit responses from students during instruction and as they practice. Provide hands-on learning. Connect learning tasks to relevant, day-to-day uses. Learning should be authentic and not contrived. (Students learn to do by "doing" and "saying.") Students learn through discussion, research, extended reading and writing. Overt responses

requested of students in skills groups are often in unison. Unison and group responses (1) offer security to the unresponsive students as they learn to respond with others and (2) motivate all students to respond more enthusiastically and rapidly. Teachers give students the practices they need to learn.

2. Identify students' prior knowledge. Eliminate the risk of students' failing, or revealing a significant lack of ability or knowledge. This will help keep every student on task and prevent him/her from procrastinating learning. To individualize instruction, supervise students' practice time (time to master) and monitor their responses during instruction. Then, you will know if the activities are challenging but not impossible or too easy. Give students the time they need to learn.
3. Increase the rate of responses of all students but especially those who have been least rapid; expect slower responding students to complete a task in less time than faster students. Restructure the class/school so all students can be taught at high academic levels. Provide extended contact between teacher and students. Devote more time to instruction. Expose all to challenging content.
4. Expect every pupil to master at high (83-100% levels of accuracy with rate as another criterion. Motivate students to move on in skills sequences as rapidly as they achieve mastery. Believe all can learn.
5. Model for students during instruction so they make fewer errors as they learn, and hence are able to discriminate fine differences in their work when compared to others; prompt students as they learn and practice. Then, gradually fade the prompts until students respond correctly without assistance. Move from a model match level of learning to a memory match level and then to a recall level.
6. Re-teach when students fail to learn. Diagnose and prescribe instantly when incorrect responses or no responses occur. The responsibility for students' learning requires collaboration among teachers, administrators, parents, students, and the community.
7. Focus on the student's strengths. Reinforce correct responses and reteach if students make incorrect responses or do not respond. Employ only those techniques that build self-esteem. Eliminate sarcasm and criticism in teaching. Never demean. Use the behavior management techniques that most effectively extinguish incorrect responses, reinforce correct responses, and maintain them at the rate and mastery levels established.
8. Integrate instruction to increase the number and types of student responses (e.g., writing and spelling that which the student reads.) Emphasize the development of the skills of expressing ideas (speaking and writing) as well as those of understanding ideas (listening and reading). Teach reading as a means and not an end – as a way to learn to speak and write more effectively and to serve personal and other needs.

Dr. Ethna Reid Director, The Exemplary Center for Reading Instruction

<http://www.ecri.cc/> 801-486-5083

John Hobe Armstrong Atlantic State University john.hobe@armstrong.edu 912-344-2619

SUMMER 2011 ECRI SEMINARS WITH PRACTICUM FOR TEACHERS AND ADMINISTRATORS; CLASSES FOR STUDENTS AT REID RANCH, RED CREEK, UTAH

Basic Skills Seminar (5 days)
Vocabulary, Comprehension, Writing, Spelling Instruction, Assessment, and Scheduling and Record Keeping
June 13-17, Fee: \$495

Integrating Study Skills, Comprehension, Literature, Grammar and Writing (5 days)
June 13-17 or 20-24, Fee \$495

Rocky Mountain Reading Specialist Leadership Conference (10 days)
Includes Two Seminars (Choose the two that best fit your needs!)
June 13-24, Fee: \$750

Invitational Conference for Teachers of Teachers (5 days)
June 20-24, Fee: \$495

Advanced Reading Seminar (3rd Seminar) Reading in the Content Areas (5 days)
June 20-24, Fee: \$495

The following ECRI teacher texts can be purchased prior to attending ECRI seminars. These will be used during the seminars as well as in the practicum.

Basic Skills Seminar

| | Costs |
|---|---------|
| • Teaching Vocabulary (Eight Methods of Instruction) and Teaching Letter Names and Sounds . . . | \$35.95 |
| • Teaching Spelling Skills and Teaching Proofing Through Dictation | \$23.95 |
| • Teaching Manuscript and Cursive Penmanship | \$17.95 |
| • Teaching Literal, Interpretative, Critical, and Creative Comprehension | \$39.95 |
| • Teaching Scheduling and Record Keeping | \$25.95 |
| • ECRI Informal Reading Inventory, Parts 1 and 2 | \$23.95 |
| • ECRI Informal Reading Inventory, Part 3 | \$19.95 |
| • Lesson Plan Book for Reading Language Arts | \$7.95 |
| • Teaching Writing (Creative and Expository) Skills, Book 1 | \$34.95 |
| • Teaching Literature | \$35.95 |

Intermediate Seminar

| | |
|---|---------|
| • Teaching Study Skills | \$35.95 |
| • Teaching Grammar for Sentence Reading and Writing | \$39.95 |
| • Teaching Punctuation | \$25.95 |
| • Teaching Writing (Creative and Expository) Skills, Book 2 | \$34.95 |

Educators' housing costs are \$595/week board & room plus tax. Students' registration fee for instruction at the Reid Ranch for 1 or 2 weeks beginning June 13 through June 24 is \$325/week for three hours a day instruction and board and room is \$475/week plus tax and all amenities at the Ranch. Registration includes transportation to and from the Ranch from Salt Lake City. Teachers and students arrive on a Sunday and leave on a Saturday—the day before and after the sessions.

Please register the following educator(s)/student(s) for a seminar/classes at REID RANCH.

Educator's Name _____ Position _____
 School/District Address _____ Telephone: (____) _____
 City _____ State _____ Zip Code _____ Home Telephone: (____) _____
 Dates Attending _____ Name of Seminar(s) _____ Fee(s) _____
 Student's Name _____ Address _____
 Dates Attending _____ Telephone: (____) _____ City _____ State _____ Zip _____

Enclosed is \$50 to reserve my place. I will pay the remainder the first day. All materials must be purchased by the participants for their use in the seminar.
 Enclosed is \$_____ to cover the cost of the registration.

Call 1-800-468-ECRI for further information.

Attachment A

Monies from Title III, Title III/NDEA, Cooperative University Research grants, Title I, and state and local education funds were spent on the original early design of the strategies for instruction. Staff members worked with Drs. Gabriel Della-Piana, Elliott D. Landau, Howard N. Sloane, Asahel D. Woodruff, and William R. Slager, professors at the University of Utah. Staff also had the assistance of Drs. J. Thomas Hastings, University of Illinois, Douglas Porter, Harvard University, and George D. Spache, University of Florida as its Advisory Board.

Specialists were brought to Salt Lake City to assist staff in those early years in understanding the reading process. In Reading/Language Arts: Drs. Donald D. Durrell and Thomas E. Culliton, Boston University; Dr. William D. Sheldon, Syracuse University; Dr. Kenneth Goodman, Wayne State University and University of Arizona; Dr. A. Sterl Artley, University of Missouri; Dr. Roger Farr, University of Indiana (also ECRI's program auditor); Dr. Bill Martin, Jr., Holt, Rinehart, and Winston; and Dr. Nicholas J. Silvaroli, Arizona State University; In Research and Evaluation: Dr. Evan Keislar, UCLA; Dr. John Carroll, University of North Carolina; Barbara Bateman, University of Oregon; Dr. Barak Rosenshine, University of Illinois; In Instructional Design: Dr. Durrell; Jean Osborn, Elaine C. Bruner and Siegfried Engelmann, University of Illinois (and University of Oregon); In Children's Literature: Dr. Leland B. Jacobs, Columbia University; and in Critical Reading and Listening: Dr. Willavene Wolf, Ohio State University; Dr. Sara Lundsteen, University of Texas; Dr. Edward de Bono, England and Malta; and Dr. Nila Banton Smith, Glassboro State College. Many others assisted through the years, but it is important to recognize these early consultants.

Attachment B

574 Rees Ave.
Spanish Fork, UT 84660
Feb. 1, 2011

To whom it may concern:

I have been very pleased with my GBESCO notebook. I have been able to keep all of my school notes. My teacher has been very pleased as well.

Also, I am able to doodle on the cover while I am thinking over a reading question (we use them for reading time).

Well, I have enjoyed using my notebook. So keep up the good work!

Sincerely,

Sam
Oliver