

The Reader



*Exemplary Center for
Reading Instruction*

NEWSLETTER

Winter 2014

DR. REID SPEAKS AT BYU (See page 2)

**POPULAR SPEAKERS AT THE MASTERY
LEARNING SIG MEETING APRIL 20, 2013
AT THE INTERNATIONAL READING
ASSOCIATION ANNUAL CONVENTION
IN SAN ANTONIO, TX.**

**DR. JOHN HOBE, DR. ETHNA R. REID, and
MRS. SHAUNA TATEOKA: PRESENTERS**



The presenters discussed the research supporting the Common Core Literacy standards (which include writing, literature, and comprehension) and demonstrated new teaching strategies to achieve the standards. Participants were eager to observe demonstrations and receive materials that they believed would help them implement the more challenging standards. The Conference session was well-attended, and much excited discussion kept attendees involved and eager to participate. Two new PowerPoint presentations were enjoyed as well as lessons on integrating the teaching of writing with literature and the new Common Core “Read Aloud.”

**International Reading Association 59th Annual
Convention Mastery Learning Special Interest
Meeting, May 10, 2014, New Orleans Ernest N.
Morial Convention Center, Room 257
11:00 A.M. - 12:00 P.M.**

New Orleans is the place to gather to meet ECRI educators again. Meet Friday, the evening before the presentation by Dr. John Hobe and Dr. Ethna Reid.

The focus of the Mastery Learning SIG meeting on Saturday will be on the Common Core Curriculum as it relates to Critical Thinking and Graphics.

Call Dr. Reid at 1-800-468-ECRI to identify where you’ll be staying and where to gather for dinner Friday evening. **SAVE FRIDAY AND SATURDAY FOR ECRI.**

ECRI: A NATIONALLY RESEARCHED INTERVENTION PROGRAM

Todd Lamph in Val Verde School District, Perris, CA writes that he has returned to his ECRI roots in an intervention reading class using ECRI. Dr. Reid first met Todd in University of California classes. Todd was an outstanding ECRI teacher and trainer and assisted many educators. He worked originally with another ECRI trainer, Marilyn Mason.

Although used primarily to enhance in-school reading and language arts instruction, ECRI was also implemented as an after-school or summer school reading intervention program. The intervention program, developed with special education funds from the Utah State Department of Education, was originally designed to serve students with severe learning and behavioral problems. Today, one of ECRI’s intervention programs operates through the University of Utah’s Division of Continuing Education in Salt Lake City with the goal of improving reading/writing/study

(continued on page 3)

**DR. ETHNA R. REID,
SPEAKER AT BYU'S PUBLIC
HEALTH CLASS**

Dr. Ethna Reid, representing the Exemplary Center for Reading Instruction (ECRI), and as an "Influencer" in the book *Influencer* (McGraw Hill, New York Times Best Seller), spoke at Brigham Young University to a university public health class of Dr. Michael D. Barnes, who was using *Influencer* as a classroom text. The hour Dr. Reid spent with the class was used to describe and demonstrate the critical teaching behaviors that ECRI found in teachers who made significant changes in students' academic achievement and self confidence. A plus for Dr. Reid was that a prospective granddaughter-in-law was a student in the class! Following are some of the messages Dr. Reid received from the attendees.

Dr. Reid,

My students and I appreciate your time, sacrifice and passion. We have been inspired to see the ... hard work and quality research that has informed your work. I appreciate that example.

I also express great appreciation for having Mervin (Dr. Reid's husband) participate in the class. (Dr. Mervin Reid worked in public health in the State of Utah.) The students appreciated his perspectives.

You have a strong and wonderful group of public health friends at BYU.

- Michael D. Barnes

Thank you for coming and presenting to our class. It was great to hear how everything we are learning can come together to change lives.

- Shaina

Thank you for coming to our class. You are an inspiration. Thank you for everything you've done for our community and children around the nation. Thank you for finding the strength to produce positive change.

- Eric

It was such a privilege to have you visit our class. You made me more excited for making change among myself and others throughout my life. Thank you! You're such an inspiration!

- Kortney

Your visit taught me a lot that would not only help me in my career but also in my personal life. Thank you.

- Joy

You are absolutely adorable. Thank you so much for coming to share your experiences and knowledge with us. Both you and your husband are very impressive people. I greatly enjoyed listening to you speak. Keep up the good work!

- Mikelle

It was such an honor to have you come to our class and speak to us!! You have been an example to me to want to make change and make a difference in others' lives. You are amazing!!

- Jasmine

Thank you for visiting our class. Your experiences helped inspire me and increased my knowledge of how to change behavior and conduct research.

Thanks again.

- Tara

It was such a treat to get to meet and listen to you last week. You are such a classy lady and have influenced my life for good! Thanks for visiting our class!

- Melinda

(and more!)

Dr. Reid loved being called "classy" and "adorable."

**ECRI CONTINUES IN
JAMAICA WITH ANOTHER
ECRI TRAINER**

ECRI is warmly received in Jamaica following the efforts of Dr. Auma Folkes who attended an ECRI Seminar in Boston before attending a second one conducted by Mrs. Madeleine Riechie (ECRI consultant) in Jamaica.

Dr. Auma Folkes and other educators at the University made it possible to send a teacher, Mrs. Millicent Bartley, to become an ECRI trainer for other teachers in Jamaica. Mrs. Bartley attended an ECRI seminar held in the middle of July, 2013, in Salt Lake City at Reid School.

ECRI Seminars at Reid Ranch the weeks of June 9 and 16 were attended by teachers from different Seventh Day Adventist schools in California. Supported by Dr. Rita Green, supervisor and specialist in the Orange County Office, monies were made available for educators from the Seventh Day Adventist sites to attend.

**DR. ETHNA R. REID
HONORED BY "WILLA'S
WORKSHOP" FAIRY FESTIVAL** which benefits various charitable foundations. The theme of the September 2013 Annual Event was "Opening Doors for Women and Education."

Dr. Reid was chosen "Fairy Godmother" because of "her contributions to education and learning in Salt Lake City and throughout the nation where she has been lauded as an outstanding teacher, administrator, and volunteer."

The proceeds of the Festival benefitted local scholarships for women at the University of Utah and Utah State University.

INTERVENTION PROGRAM

(continued from page 1)

skills of students from throughout the area. Typically, students in an after-school ECRI program attend 90-minute classes three evenings a week for five weeks. (They can register for as many as six sessions during the nine month school year. Summer classes are also held.)

The State of Maine adopted ECRI as a classroom program, but five districts also utilized ECRI as an intervention program where Title I Specialists implemented the program and had much success.

There have been more than 20 years of field tests to demonstrate ECRI's effectiveness in helping to raise student achievement in reading and language arts, with benefits found for students from all socio-economic, racial and ethnic backgrounds. Research shows that the program is effective with regular education students. In addition, achievement gains have been found for Title I, remedial and special education students, as well as for students who don't qualify for special education but who still have special needs. In studies of student achievement effects, special education students made normal curve equivalent (NCE) gains ranging from +7.76 to +24.93. Students receiving Title I services posted NCE gains from +7.99 to +25.66. And finally, students eligible for remedial services made gains ranging from +6.41 to +27.76.²

One evaluation of ECRI as an intervention (after-school) program showed ECRI students (who

were formally performing below grade level) outscoring control students on the Durrell Analysis of Reading Difficulty with an effect size of +1.21.

This evaluation of ECRI as an after-school program used volunteers to tutor two groups of randomly assigned students who were experiencing reading difficulties. The experimental group was taught by parents who had been trained to use ECRI, while the control group was taught using a generic reading intervention. ECRI students received lessons in reading, writing, and spelling. At the end of the school year, students in both groups were tested using a standardized test (Durrell Analysis of Reading Difficulty), which showed that ECRI students made significantly greater gains (ES +1.21).³ The ECRI tutored group also outscored control students on each of the Durrell test scores.

Another study included students from grades 2 to 12. Prior to ECRI, remedial students had shockingly low achievement gains of only three months (.3) for each year in school. Once ECRI was implemented, schools saw gains of 17 months in the Gates-MacGinitie test of oral and silent reading rates, and gains of 25 months in oral reading comprehension and spelling.⁴

Another study of the use of ECRI as an intervention reading program showed the results of students in grades 1 to 6. This study included 114 students who were not reading on grade level. At the end of the school year, after approximately 45 hours of

ECRI instruction, results showed NCE gains in all grades, ranging from 11 to 19.88 NCE scores.⁵

Case Studies

Cameron Elementary School (Fairfax County, Virginia)—In Fairfax County, Cameron Elementary School's reading scores were below average, and well below those of many schools in the district. With as many as 40 percent of students suffering from low reading achievement, the school decided to implement ECRI as a summer school intervention. By the end of the summer, not only had students in the 4th and 6th grades increased their scores by 10 points, but they also ranked at or above the national average on standardized tests. The Cameron School then adopted ECRI as a total Language Arts program with similar dramatic success.

In North Carolina, where 10 teachers, 400 students, and three administrators had been involved in the ECRI program, average reading score gains were reported to exceed 2.5 years per year enrolled. Anecdotal data indicated a reduction in behavior problems and an increase in teacher morale.

In one school not included in the other data, students in the ECRI program for five years starting in grade 2 moved from the 50th to the 98th percentile in reading, from the 51st to the 99th percentile in written expression, and from the 42nd to the 92nd percentile in spelling in the California Assessment Program by sixth grade.⁶

These and other studies are included in a brochure "Building on
(continued on page 4)

INTERVENTION PROGRAM

(continued from page 3)

the Best, Learning from What Works—Five Promising Remedial Reading Intervention Programs” published by the American Federation of Teachers. Reid School, Salt Lake City, UT, which has used ECRI since its establishment outscored all public and private schools in 1996 (96% average of all grade levels in reading and mathematics) and again in 2005 (91% 5th grade reading and math and 93% 8th grade reading and math.) Both years’ the scores were published by the Sutherland Institute and compared with other public and private schools.

A letter written to Dr. Reid by a student at Reid School December 4, 2013 stated: “I am so thankful that you are the principal of this school. Your ECRI program touched my life so much. When I came to this school, I was in the 2nd grade reading level (August 2011-12–5th grade) and now I am in the 7th grade reading (August 2013-14–7th grade) all because of you.”

Selected Resources

American Federation of Teachers, “Building on the Best, Learning from What Works, Five Promising Remedial Reading Intervention Programs.

Reid, E.R. (April 1986). “Practicing effective instruction: The Exemplary Center for Reading Instruction approach,” *Exceptional Children*.

Reid, E.R. (1989). “Exemplary Center for Reading Instruction: Submission to the Program Effectiveness Panel of the U.S. Department of Education.” Washington, D.C.: U.S. Department of Education.

Briggs, K.L. and Clark, C. (1997). *Reading Programs for Students in the Lower Elementary Grades: What Does the Research Say?* Austin, Texas: Texas Center for Educational Research.

Slavin, R.E. and Fashola, O.S. (1998) *Show Me the Evidence! Proven and Promising Programs for America's Schools*. Thousand Oaks, Calif.: Corwin Press.

Brandt, R. (March 1990). “On teaching reading: A conversation with Ethna Reid,” *Educational Leadership*.

The Reader, the newsletter of the Exemplary Center for Reading Instruction, can be found at www.ecri.cc/reader/index.html.

¹ An effect size is a standard means of expressing achievement gains and losses across studies, showing differences between experimental and control groups in terms of standard deviation. An effect size of +1.00 indicates that the experimental group outperformed the control group by one full standard deviation. To give a sense of scale, this would be equivalent to an increase of 100 points on the SAT scale, two stanines, 21 NCEs (normal curve equivalent ranks) or 15 points of IQ (Fashola and Slavin, 1996)—enough to move a student from the 20th percentile (the normal level of performance for children in poverty) to above the 50th percentile (in range with mainstream America). Because of differences among study designs and assessments, this can only be considered a “rough” measure of comparison. In general, an effect size of +.25 or more is considered to be educationally significant.

² See footnote 1.

³ Muir, R.I. (1974). “An Analysis of Parent Tutorial Program for Children with Reading Disabilities” Unpublished master’s thesis, Brigham Young University.

⁴ Reid, E.R. (1974). “Exemplary Center for Reading Instruction: Submission to the Joint Dissemination Review Panel of the U.S. Department of Education.” Washington, D.C.: U.S. Department of Education.

⁵ RMC Research Corporation, Portsmouth, N.H., ECRI Evaluation, 1995.

⁶ Reid, E.R., Spring, 1997, “Exemplary Center for Reading Instruction” in *Behavior and Social Issues*, Cambridge Center for Behavioral Studies, 7:1, pp. 19-24.

UNIQUE FEATURES OF ECRI'S MASTERY LEARNING MODEL

(Does your reading instruction include these features?)

- ECRI’s objectives and skill sequence in a Language Arts class—what should be taught—come from the reading materials teachers have available in their classrooms. (In other words, ECRI doesn’t prescribe reading “programs.”)

- ECRI relies upon teacher behavior as well as an instructional component to assist students to achieve mastery.

- ECRI provides a scheduling system so students are provided the amount of time each one requires to reach mastery.

- ECRI teachers model each skill first, then teach the memory for the skill before expecting students to practice it under supervision.

- Although ECRI teachers pre-assess the reading levels of students and teach small groups of students at their instructional levels, they individualize instruction by teaching in advance of the student working at the highest mastery level and reviewing back to the student at the lowest level. (Grouping students diversifies instruction as well as teaching in advance and reviewing back.)

- ECRI teachers recognize the importance of observing pupil behavior if they are to know whether they have taught effectively. They, therefore, elicit at all possible times various overt responses.

(continued on page 6)

ECRI'S "READING TO LEARN" CLASSES PROVIDE READERS/WRITERS THE OPPORTUNITY TO REACH THE COMMON CORE STANDARDS IN CRITICAL THINKING, DISCIPLINARY LITERACIES, AND THINKING ACROSS THE CURRICULUM.

The teaching of reading has typically been treated as an end in and of itself rather than as a means for further learning. ECRI believes that learning to read is only half the process. Learn to read, then read to learn.

The "Reading to Learn" program was created by ECRI to take students beyond the reading process to its application. Middle School, and on occasion, elementary students in Reading to Learn classes are students who are reading above grade level (12th to 14th grade levels) in oral reading accuracy, comprehension, and rate. They are avid readers who read six or seven books on the month's theme, write, create poster presentations and/or media that correspond to the theme; fill out study guides; work as team members; discuss; master new vocabulary, comprehension and study skills; participate in field experiences; listen to and question guest speakers, and work in many other avenues to delve into the subject they are studying.

"Reading to Learn" is a stimulating tool to help students see how ideas are connected. It is common for instruction and learning to be highly fragmented—for students to learn lists and pieces as if they were separate concepts useful for one purpose alone. Typically, in science students learn to think scientifically; while reading, they learn to think like a good reader; or in writing, they learn to think of strategies for writing. "Reading to Learn" integrates students' thinking across the curriculum. When students are taught that all human activity presupposes human thinking, then the thinking crosses the boundaries of subject matter.

"Reading to Learn" teaches for understanding. Teachers provide experiences that cross the curriculum so students can explain the concepts they are learning in their own words, find examples of them from their experiences and generate new ideas. ECRI has always expected students to demonstrate understanding of every skill by "saying" or "doing." There is no rote memorization in ECRI.

By applying Robert Slavin's "best-evidence" synthesis¹ (the application of consistent and well-justified standards to identify increased meaningful information from experimental studies by using standardized test measures and identifying a satisfactory control group), "Reading to Learn" students at Reid School consistently outscore the control group in vocabulary, comprehension, study skills, science and social studies SAT tests, rate of reading, amount of reading and writing activities each month. It not only supports the efficacy of the program but of the adage "where more is expected more is achieved."

For several years about eight students were assigned to "Reading to Learn" classes which increased as more students remained through Middle School. The size of the class depends on the progress of the students as they move from one reading level to the next as they master.

Observing a "Reading to Learn" group, visitors see students truly being "on-task"—totally engaged in their learning. Reeve's explanation of "engagement" includes more than being "on-task." He states, "*Engagement. . . highlights the central role of students' emotion, cognition, and voice. . . When engagement is char-*

acterized by the full range of on-task behavior, positive emotions, invested cognition, and personal voice, it functions as the engine for learning and development."²

Reid School students who have had the opportunity to learn something in much greater depth than usual in school take great pleasure in their special knowledge. It also has created a community of learners. (The more we know about something, the more interesting it becomes.)

New "Reading to Learn" units are created annually. They are centered around themes from the scientific fields, major historical persons and events, or genre, etc. For example, units last year included: "Digging Up the Past," "Slavery and the Civil War," "Science Fiction," "Life in the Middle Ages," "Great Artists and Their Works," "Myths," "The World of Insects," etc. Specialized vocabulary that comes from each unit was taught as well as vocabulary from "The Must Words: the 6,000 Most Important Words for a Successful and Profitable Vocabulary" and "30 Days to a Better Vocabulary." (Two of the new units this year are "Food and the World of Cooking" and "World of Birds." Several "Reading to Learn" units are listed in the 2014 Catalog.)

Educators who want to visit the "Reading to Learn" classes, please call Dr. Reid, 1-800-468-ECRI.

¹ Slavin, R., Chamberlain, A., and Daniels, Q. (2007). Preventing reading failure, *Educational Leadership*, Oct.

² Reeve, J. (2006). Extrinsic rewards and inner motivation. In C. Evertson, C.M. Weinstein & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* Mahwah, NJ: Erlbaum.

SUMMER 2014 ECRI SEMINARS WITH PRACTICUM FOR TEACHERS AND ADMINISTRATORS; CLASSES FOR STUDENTS AT REID RANCH, RED CREEK, UTAH

Teachers and students learn the skills to become 100% successful.

Basic Skills Seminar (5 days)
Vocabulary, Comprehension, Writing,
Spelling Instruction, Assessment, and
Scheduling and Record Keeping
June 8-13, Fee: \$495

**Invitational Conference for
Teachers of Teachers (5 days)**
June 15-20, Fee: \$495

**Integrating Study Skills,
Comprehension, Literature,
Grammar and Writing (5 days)**
June 8-13 or 15-20, Fee \$495

**Advanced Reading Seminar
(3rd Seminar) Reading in the
Content Areas (5 days)**
June 15-20, Fee: \$495

**Rocky Mountain Reading
Specialist Leadership
Conference (10 days)**
Includes Two Seminars
(Choose the two that
best fit your needs!)
June 8-20, Fee: \$750

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 8 through June 21 is \$325/week for three hours a day instruction, and board and room is \$475/week plus tax which includes 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.

UNIQUE FEATURES

(continued from page 4)

- ECRI teachers integrate reading, writing, speaking and listening instruction. ECRI students spell and write words they are learning to read. (In primary grades students write words they can speak but not yet spell.) Creative and expository writing instruction is integrated with the teaching of literature, comprehension, and study skills.
- ECRI provides a supervised practice time that is twice as long as skills instruction.
- ECRI teachers use individual conferences, small group discus-

sions and creative writing to check on students' progress toward mastery. Teachers move among students during practice time so they can interact/motivate/reteach/reinforce students.

- Pupils are taught to identify and reteach themselves for errors they make. They follow procedures to arrive at mastery.
- ECRI teachers recognize that academically engaged time for teachers and pupils is not as efficient as maximally-used time. The teacher's rate of teaching and the pupils' rate of accurate responding affect maximally-used time.

Dr. John Hobe Keeps Busy at Armstrong Atlantic University in Savannah, GE

Dr. John Hobe will present "Teaching Beginning Reading with Federally Approved Successful Strategies for At-Risk Students" at the 25th Annual National Youth-At-Risk Conference, March 4 at the Hyatt Regency Hotel in Savannah.

**FIND YOUR ECRI
CATALOG ONLINE AT
WWW.ECRI.CC/CATALOG
OR CALL FOR A COPY**

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**WHAT WOULD TEACHERS
DO WITHOUT IT?**