

From: Greenberg, Stuart
Sent time: Tuesday, September 13, 2011 11:30:38 AM
To: MaryLaura@excelined.org
Subject: Fw: Bergman, Pat Mathis

This is a must read.

From: Smith, Kevin
Sent: Tuesday, September 13, 2011 11:26 AM
To: Greenberg, Stuart
Subject: FW: Bergman, Pat Mathis

Stu,

The messages below to Rob are good.

Sincerely,

Kevin Smith,

Educational Policy Analyst,

Just Read, Florida! Office

Florida Department of Education

325 W. Gaines Street, Suite 501

Tallahassee, Florida 32399

(850) 245-0503

(850) 245-5105 (Fax)

www.justreadflorida.com



From: Greenberg, Stuart
Sent: Tuesday, May 24, 2011 7:44 AM
To: Nancy Thompson; 'Marsha Hill'; Greenberg, Stuart; Gumm, Ruth; Lee, Laurie; Miller, Cari; Moeller, Katie; Smith, Kevin
Subject: FW: Bergman, Pat Mathis

Stuart Greenberg

Executive Director, Just Read, Florida! and the Office of Early Learning Florida Department of Education

325 W. Gaines Street, Suite 514

Tallahassee, Florida 32399

(850) 245-0503

(850) 245-9530 (Fax)

From: Greenberg, Stuart
Sent: Tuesday, May 24, 2011 7:44 AM
To: 'Robert Meyer'
Subject: RE: Bergman, Pat Mathis

I am sorry but I am tied up. It is the philosophy of the Just Read, Florida! Office and the foundation of the reading policies that are in state statute in Florida, to use scientifically-based reading research (SBRR), found in the National Reading Panel Report (2001) and Preventing Reading Difficulties in Young Children (1998-PRDYC). Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies in text. The latest research (Eldo Bergman, Sally Shaywitz, Pat Mathis, Jack Fletcher) indicates that the science of reading instruction aligned with the findings of the NRP and the PRDYC is the pathway that we should implement. Reading in English is based on an alphabetic principle. Because our language is alphabetic, decoding is an essential and primary means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy (Bay Area Reading Task Force, 1996). We encourage all teachers, administrators and policy makers to view the video clips provided by Reading and the Brain at Reading Rockets that clearly details the type of instruction that must take place to alter the brain activity of our lowest readers.

Compre- hension	DECODING								
	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7	GR. 8	GR. 9
Grade 1	.89								
Grade 2	.75	.83							
Grade 3	.70	.74	.77						
Grade 4	.64	.71	.74	.73					
Grade 5	.58	.63	.68	.67	.70				
Grade 6	.59	.65	.67	.68	.66	.69			
Grade 7	.53	.61	.65	.65	.67	.68	.69		
Grade 8	.49	.58	.62	.62	.64	.65	.65	.63	
Grade 9	.52	.58	.60	.62	.60	.63	.63	.61	.63

Note. All correlations are significant at $p < .001$ and sample sizes range from 390 to 403.
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Stuart Greenberg

Executive Director, Just Read, Florida! and the Office of Early Learning Florida Department of Education

325 W. Gaines Street, Suite 514

Tallahassee, Florida 32399

(850) 245-0503

(850) 245-9530 (Fax)

From: Robert Meyer [mailto:robert.meyer@failurefree.com]
Sent: Monday, May 23, 2011 3:45 PM
To: Greenberg, Stuart
Subject: Bergman, Pat Mathis

Hi Stuart, any chance I could call you sometime late this week, or next week, at a convenient time in order to discuss some of the work you've cited below? I'm really interested in what you think about them plus a few other people. Thanks Rob

Robert Meyer

VP School Sales

Failure Free Reading

140 Cabarrus Avenue W.

Concord, NC 28025

PH 704-786-7838

FAX 704-785-8940

www.failurefree.com

Direct:

PH 608-825-8282

CELL 608-347-3019

From: Greenberg, Stuart [mailto:Stuart.Greenberg@fldoe.org]

Sent: Thursday, May 19, 2011 8:14 AM

To: joe.lockavitch@failurefree.com

Cc: robert.meyer@failurefree.com; gary@lieffersandassociates.com; Gsmci@cs.com; Bourisaw, Diana

Subject: Re: Fwd: Evaluation Request from Failure Free Reading

Excellent instruction is possible when schools are organized in optimal ways; high quality initial reading instruction, the optimal use of data to inform and differentiate instruction with aligned curriculum materials, ongoing professional development using a lesson study approach to design lessons and refine lessons based upon student learning.

Based upon the evidence from the findings of the National Reading Panel, the findings of **Sally Shawitz** and **Eldo Bergman** we do know what works with the lowest performing readers. The research highlighted in the video clips provided by **Reading and the Brain** at **Reading Rockets** clearly details the instruction that must take place to alter the brain activity of our lowest readers. In addition, the work of **Pat Mathis** at SMU has remarkable results with mentally handicapped students. Clearly we have the needed evidence to act in a powerful way.