

LINNEA C. EHRI
Curriculum Vitae

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Bio Summary

Linnea Ehri received her Ph.D. in Educational Psychology from the University of California, Berkeley. She was a professor at the University of California, Davis, for many years before joining the Ph.D. Program in Educational Psychology at the Graduate Center of the City University of New York as a Distinguished Professor. She has received research awards from the American Educational Research Association, the National Reading Conference, the Society for the Scientific Study of Reading, and the International Reading Association, and has held elective offices in the first three organizations listed. She is a member of the Reading Hall of Fame. She served on the National Reading Panel which was commissioned by the U.S. Congress to report on research-based methods of teaching reading effectively to elementary students. She has received federal research grants from NICHD and the Office of Education.

Her current research and teaching involve literacy acquisition and instruction. The following topics have been addressed in her research studies:

- How children learn to read and spell words, and the course of development of these abilities;
- Acquisition of foundational skills that help children learn to read words, including phonemic segmentation and letter knowledge;
- Forms of instruction that help students acquire foundational skills, word reading and spelling skills, and vocabulary;
- The impact of learning the writing system on language and memory, including phonemic awareness and vocabulary;
- The impact of teacher knowledge about phonemes and the writing system, their spelling instructional practices, and students' spelling achievement;
- Effects of reading instructional programs on students' reading achievement;
- Theories to explain literacy acquisition including orthographic mapping to secure word identities in memory, and phases of development in learning to read words by sight;
- Causes of difficulty in learning to read and spell.

Education

- B.S. (1963) Department of Psychology, University of Washington in Seattle.
M.A. (1966) Department of Psychology, San Francisco State University.
Ph.D. (1970) Department of Educational Psychology, University of California, Berkeley.

Honors and Awards

- 2008 Elected Fellow of the American Educational Research Association
2002 Recipient of the Distinguished Scientist Award, from the Society for the Scientific Study of Reading.
1998 Recipient of Sylvia Scribner Research Award, from American Educational Research Association, Division C
1998 Elected to Reading Hall of Fame of the International Reading Association
1998-2000 Served on the National Reading Panel, commissioned by the U.S. Congress to

- report on research-based methods of effective reading instruction
- 1994-96 Elected to Board of Directors of the National Reading Conference
- 1994-96 Elected Vice President of American Educational Research Association, Division C Learning and Instruction
- 1993-98 Served as President-Elect, President, and Past President of the Society for the Scientific Study of Reading
- 1991 Recipient of the Oscar S. Causey Award for Distinguished Research from The National Reading Conference.
- 1991 Appointed Distinguished Professor of Educational Psychology at the Graduate Center of the City University of New York
- 1989-91 Elected Secretary of Division C Learning and Instruction, American Educational Research Association
- 1981 Received the Milton D. Jacobson Award from the International Reading Association
- 1980 Elected a Fellow of the American Psychological Association, Division 15 Educational Psychology.

Positions Held

- 1997 Coordinator, Concentration in Language and Literacy, CUNY Graduate Center
- 1993 Secondary Appointment, faculty in Speech Language and Hearing Sciences, CUNY Graduate Center
- 1991 Distinguished Professor, Ph.D. Program in Educational Psychology, CUNY Graduate Center
- 1970 Assistant, Associate, Full Professor, Division of Education, University of California, Davis.

Publications

1. 1969 Ehri, L. C. and Rohwer, W. D., Jr. Verb facilitation of paired-associated learning as a function of syntactic and semantic relations. *Journal of Verbal Learning and Verbal Behavior*, 8, 773-781.
2. 1972 Ehri, L. C. Sentence contexts as facilitators of noun pair learning in children. *Journal of Experimental Child Psychology*, 14, 242-256.
3. 1972 Ehri, L. C. and Richardson, D. Antonym adjective contexts and the facilitation of noun-pair learning in children. *Journal of Verbal Learning and Verbal Behavior*, 11, 387-397.
4. 1973 Ehri, L. C. Language production, comprehension, and seriation capabilities in children. *Proceedings, 81st Annual Convention, American Psychological Association*, 8(1), 81-82.
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6. 1974 Ehri, L. C. and Ammon, P. R. Children's comprehension of comparative sentence transformations. *Child Development*, 45, 512-516.
7. 1974 Ehri, L. C. and Muzio, I. M. Cognitive style and reasoning about speed. *Journal of Educational Psychology*, 66, 569-571.
8. 1974 Ehri, L. C. and Muzio, I. M. The influence of verb meanings on memory for adjectives. *Journal of Verbal Learning and Verbal Behavior*, 13, 265-271.
9. 1974 Ehri, L. C. and Wilce, L. S. Research in brief: Printed intonation cues and reading in children. *Visible Language*, 8, 265-274.
10. 1975 Ehri, L. Word consciousness in readers and pre-readers. *Journal of Educational Psychology*, 67, 204-212.
11. 1976 Lefever, M. & M. Ehri, L. The relationship between field independence and sentence disambiguation ability. *Journal of Psycholinguistic Research*, 5, 99-106.
12. 1976 Ehri, L. C. Do words really interfere in naming pictures? *Child Development*, 47, 502-505.
13. 1976 Ehri, L. C. Comprehension and production of adjectives and seriation. *Journal of Child Language*, 3, 369-384.

14. 1976 Ehri, L. Word learning in beginning readers and pre-readers: Effects of form class and defining contexts. *Journal of Educational Psychology*, 68, 832-842.
15. 1977 Ehri, L. Do adjectives and functors interfere as much as nouns in naming pictures? *Child Development*, 48, 697-701.
16. 1978 Ehri, L. Beginning reading from a psycholinguistic perspective: Amalgamation of word identities. In F. Murray (Ed.), *The Development of the Reading Process*, International Reading Association Monograph (No. 3). Newark, DE: International Reading Association, pp. 1-33.
17. 1979 Ehri, L. Linguistic insight: Threshold of reading acquisition. In T. Waller and G. MacKinnon (Eds.), *Reading Research: Advances in Theory and Practice Volume 1*. New York: Academic Press, pp. 63-114.
18. 1979 Ehri, L. C., and Wilce, L. S. Does word training increase or decrease interference in a stroop task? *Journal of Experimental Child Psychology*, 27, 352-364.
19. 1979 Ehri, L. C. and Wilce, L. S. The mnemonic value of orthography among beginning readers. *Journal of Educational Psychology*, 71, 26-40.
20. 1979 Ehri, L. C. and Roberts, K. T. Do beginners learn printed words better in contexts or in isolation? *Child Development*, 50, 675-685.
21. 1980 Shaffer, T. & Ehri, L. Seriators' and non-seriators' comprehension of comparative adjective forms. *Journal of Psycholinguistic Research*, 9, 187-204.
22. 1980 Ehri, L. C. and Ryan, E. B. Performance of bilinguals in a picture-word interference task. *Journal of Psycholinguistic Research*, 9, 285-302.
23. 1980 Ehri, L. C. The development of orthographic images. In U. Frith (Ed.), *Cognitive Processes in Spelling*. London, England: Academic Press, pp. 311-338.
24. 1980 Ehri, L. C. The role of orthographic images in learning printed words. In J. Kavanagh and R. Venezky (Eds.), *Orthography, Reading and Dyslexia*. Baltimore, MD: University Park Press, pp. 155-170.
25. 1980 Ehri, L. C. and Wilce, L. S. Do beginners learn to read function words better in sentences or in lists? *Reading Research Quarterly*, 15, 451-476.
26. 1980 Ehri, L. & Galanis, A. Teaching children to comprehend propositions conjoined by "before" and "after." *Journal of Experimental Child Psychology*, 30, 308-324.
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33. 1983 Hohn, W. E. and Ehri, L. C. Do alphabet letters help pre-readers acquire phonemic segmentation skill? *Journal of Educational Psychology*, 75, 752-762.
34. 1984 Ehri, L. How orthography alters spoken language competencies in children learning to read and spell. In J. Downing & R. Valtin (Eds.), *Language Awareness and Learning to Read*. New York: Springer Verlag, pp. 119-147.
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children into word reading? *Journal of Reading Behavior*, 16, 257-72.

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62. 1993 Ehri, L. C. How English orthography influences phonological knowledge as children learn to read and spell. In R. J. Scholes (Ed.), *Literacy and language analysis* (pp. 21-43). Hillsdale, NJ: Erlbaum.
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75. 1996 Ehri, L. C. Sight Word reading and its development in beginning readers of English and German. In E. Witruk & G. Friedrich (Eds.), *Padagogische Psychologie im Streit um ein neues Selbstverständnis*. Landau, Germany: Verlag Empirische Padagogik.
76. 1997 Ehri, L. Phonemic awareness and learning to read. *Literacy Development in Young Children*, 4, pp. 2-3.
77. 1997 Ehri, L. Sight word learning in normal readers and dyslexics. In B. Blachman (Ed.), *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention* (pp. 163-189). Mahwah, NJ: Erlbaum.
78. 1997 Greenberg, D., Ehri, L., & Perin, D. Are word reading processes the same or different in adult literacy students and 3rd-5th graders matched for reading level? *Journal of Educational Psychology*, 89, 262-288.

79. 1997 Ehri, L. Learning to read and learning to spell are one and the same, almost. In C. Perfetti, L. Rieben, & Fayol, M. (Eds.), *Learning to Spell: Research, Theory and Practice Across Languages* (pp. 237-269). Mahwah, NJ: Erlbaum.
80. 1998 Ehri, L. C. Word reading by sight and by analogy in beginning readers. In C. Hulme & M. Joshi (Eds.), *Reading and Spelling: Development and Disorders* (pp.87-112). Mahwah, NJ: Erlbaum.
81. 1998 Ehri, L. Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), *Word Recognition in Beginning Literacy* (pp. 3-40). Mahwah, NJ: Erlbaum.
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83. 1998 Ehri, L., & McCormick, S. Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading and Writing Quarterly*, 14, 135-163. Reprinted in R. Ruddell & N. Unrau (Eds.), (2004). *Theoretical Models and processes of Reading* (5th edition) (pp. 365-389). Newark, DE: International Reading Association. Reprinted in Alvermann, D.E., Unrau, N.J., & Ruddell, R.B. (Eds.). (2013). *Theoretical models and processes of reading* (6th edition). Newark, DE: International Reading Association.
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85. 1998 Ehri, L. Research on learning to read and spell: A personal-historical perspective. *Scientific Study of Reading*, 2, 97-114.
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87. 1999 Ehri, L. Phases of development in learning to read words. In J. Oakhill & R. Beard (Eds.), *Reading Development and the Teaching of Reading: A Psychological Perspective* (pp. 79-108). Oxford, UK: Blackwell Publishers.
88. 1999 Ehri, L. The unobtrusive role of words in reading text. In A. Watson, & L. Giorcelli (Eds.), *Accepting the literacy challenge*. Sydney, AU: Scholastic.
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92. 2000 Gaskins, I., Ehri, L., Cress, C., O'Hara, C. & Donnelly, K. Kinder werden Worterdetektive oder: Wie Amerikanische Kinder Lesen lernen. In H. Naegele und R. Valtin (Eds.), *LRS in den Klassen 1-10: Handbuch der Lese-Rechtschreib-Schwierigkeiten* (pp. 93-98). Beltz Verlag: Weinheim und Basel. (Germany)
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Samuels (Eds.), *What research has to say about reading instruction* (3rd edition) (pp. 110-139). Newark, DE: International Reading Association.

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Affiliations

American Educational Research Association (AERA)

American Psychological Association (APA)

APA Division 15 Educational Psychology

American Psychological Society

International Reading Association (IRA)

Literacy Research Association (LRA) (formerly National Reading Conference, NRC)

Psychonomic Society

Society for Research in Child Development (SRCD)

Society for the Scientific Study of Reading (SSSR)

Board of Advisory Editors

Educational Psychologist (1984-1988)

Educational Psychology Review (2004-2009)

Journal of Educational Psychology (1978-1984; 1990-2004)

Journal of Experimental Child Psychology (1997-2007)

Journal of Reading Behavior (1984-1993; 1995-1997)

Learning and Individual Differences (1987-1992)

National Reading Conference Yearbook (1984-1986; 2008-9)

Reading and Writing: An Interdisciplinary Journal (1988-present)

Reading Research Quarterly (1978-1995; 2001-2017)

Review of Research in Education (1984-1988)

Scientific Studies of Reading (2003-present)

The Reading League Journal (2020-present)