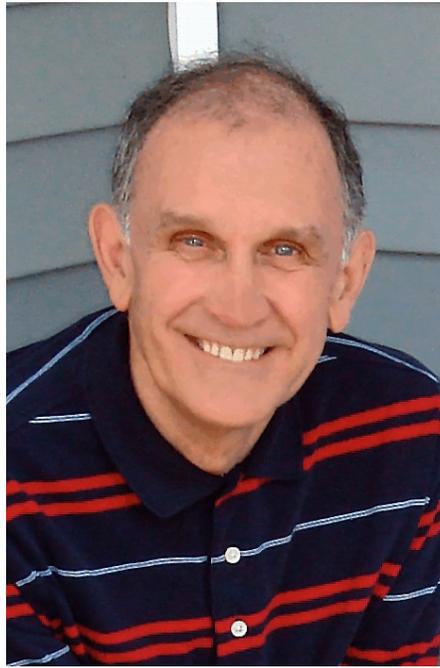




## SPOTLIGHT ON Dr. John Hobe

Dr. Hobe has been head of Early Childhood Education at Armstrong Atlantic State University in Savannah, Georgia since 1991 (Professor since 1989) and a staff member at the Exemplary Center for Reading Instruction (ECRI) since 1974. Dr. Hobe was a special and regular education elementary and middle school teacher in both Ohio and California prior to moving to Savannah. In 2009 and 2010 Dr. Hobe has presented or will be presenting data explaining the effects generated as teachers use the teaching methods developed at ECRI at these conferences and conventions: the Georgia Conference on College and University Teaching in 2009 and 2010; the International Reading Association (IRA) Annual Conventions in 2009 and 2010; the Annual National Youth-At-Risk Conferences in 2009 and 2010; the Georgia Educational Research Association in 2009; and the First Triennial Conference on Latino Education and Immigrant Integration in 2009. Dr. Hobe is Chair of the Mastery Learning Special Interest Group of IRA, 2009 and 2010, and has served on IRA's Professional Standards and Ethics Committee and the IRA Reading Program and NCATE Accreditation Reviews.

In addition to his university administrative and teaching responsibilities, he continues to assist public



and private schools in implementing ECRI and the Enriching a Child's Literacy Environment (ECLE) programs. He is presently working with others to establish a Savannah, Georgia, Classical Charter School for economically deprived children. The school which opens in 2010 will use the ECRI methods. He is also working to obtain a grant to establish "The Exemplary Center for Young Children and Families" at Armstrong Atlantic State University which will utilize the ECRI and ECLE methods.

Dr. Hobe's openness, honesty, compassion, and obvious love for others has earned the admiration of his colleagues and students. He is an outstanding teacher and motivator.

## TEACHING THE WRITING OF POETRY

Through the use of ECRI's *Teaching Literature* text, students are taught that: "Poetry, like other fiction, has been written to make us aware of our experiences as well as feel the author's experiences. Poetry sharpens our senses. Poetry says more in fewer words than other literature." Following the reading of familiar poems, students discuss the poets' experiences as revealed in their poetry and relate their personal experiences to their writing. By trying to rewrite a poem in sentence format, students quickly learn that the poem is more concise than their sentences, and students find that their senses are sharpened as they read and reread a poem.

Students also learn from the ECRI text that: "Poetry is often divided into lines and stanzas and has regular rhythmical patterns or meters. Most poems make use of highly concise, musical and emotionally charged words. Many poems contain imagery, figurative language and rhyming words." This, too, is taught and studied as they continue to read and discuss poetry.

Students learn to recognize rhythm and meter and different kinds of stanzas. They are taught how to recognize the use of sounds – alliteration, assonance, consonance, rhyme, euphony, and cacophony as they read, and how to use these sounds of language as resources as they write. They learn to recognize and write ballads, sonnets, limericks, haiku, epigrams, blank verse, free verse,

*(continued on page 3)*

### Denise Pitchford, Milwaukee, WI, Quoted in a New York Times Article

Denise Pitchford, Principal of the CEO Leadership Academy, a high school of 200 students grades 9 through 12, was quoted in an article by John Tierney in the New York Times. Denise left the ECRI-adopted Andrew S. Douglas Middle School as Assistant Principal to start a new private high school. At Andrew S. Douglas she attended all the ECRI seminars with the teachers there and says she prizes her ECRI texts and wouldn't trade them for anything. In the New York Times article Denise says, "I wanted the flexibility [of a smaller school with less red tape] to give immediate personal attention to every student. To me, it represented less money but a better opportunity." CEO has now become a charter school, and 98% of her student body receives vouchers. Denise wants her Board Chairman, Dr. Howard Fuller on his next trip to Utah to visit Reid School. Plans for a summer ECRI seminar for CEO's faculty in teaching comprehension are underway.

## Teaching The Writing of Poetry

(continued from page 2)

narrative and lyric poetry, and a concrete poem. They identify similes, metaphors, hyperbole, personification, onomatopoeia, synecdoche, metonymy, transferred epithet, symbol, allegory, paradox, overstatement, understatement, and irony. They, thus, learn to use these figures of speech and use of words as they write.

This concentrated effort to make literature and writing instruction at Reid School part of each day's reading and English classes has led to its students' writing being recognized statewide and nationally. It enabled Reid School to apply for the Linnie Fisher Robinson Endowment for Literary Arts which recognizes excellence in writing poetry and short stories. Students have received recognition and cash prizes for many years through the Youth Division of Utah Writers and other national poetry anthologies. Students were first recognized and received cash prizes from the Endowment for Literary Arts in February 2009. The following poem by Kenzo Okazaki received 1<sup>st</sup> place among Reid School students in grades 3-4 from the Endowment of Literary Arts and 3<sup>rd</sup> place in Grades 3-5 in the State of Utah.

### An Unlikely Pair of Animal Friends

On the coast of Tasmania one  
bright and sunny day  
An unlikely pair of animal friends  
went out to play.  
One of them a platypus, the other  
a green tree frog.  
They got together once a week  
near a hollow beech log.

The two friends liked to play a  
little game,  
But on this morning the pair could  
tell something wasn't the same.  
A Tasmanian devil was standing  
by ready to start the chase,  
He was quite angry as he didn't  
have many friends in this  
place.  
The brave tree frog jumped out  
and said, "Please don't eat me!  
This is a game that's fun for two,  
but it's even better with three."  
— Kenzo Okazaki

Robert Frost in his Great Issues Course lecture at Dartmouth on May 18, 1952, defined poetry as both prose and verse. He said, "Let me tell you two or three things poetry is. The first thing that poetry is is both prose and verse. So I won't get into trouble there, let me say that in the old days, in the old classical days, you'll find Cicero, though he wrote no verse at all, spoken of as a Roman poet. And I always in speaking of poetry, always mean prose and verse.

"Another thing is, I like to think, that the nearest of kin to poetry is the athletic department. For what reason? Because poetry I regard as a kind of prowess, prowess in performance. It's performance. It isn't criticism. It isn't appreciation. It's performance. Another thing poetry is is the *renewal* of language. It's the *renewal* of words. It's the way words come fresh, so that you say of them sometimes: 'Well, I never saw that used just that way before. But, on second thought, it's very nice.' That's what it is to write. That's what it is to make poetry, in prose or verse.

"Then another thing poetry is— it is the dawning on you of an idea; the freshness caught of an

idea dawning on you.

"Poetry has that freshness forever of having caught the feeling that goes with an idea just as it comes over you."

Reid School publishes an annual Fine Arts Anthology which includes at least two poems from every student, copies of students' art, and students' musical compositions. Reid School students' poetry reflect the rigor involved in a good performance, the connection of prose and poetry, the renewal of words, and the dawning of fresh, new ideas.

1<sup>st</sup>-place Winners in Kindergarten

### Snowflakes on my Eyelashes

I woke up this morning  
And found a bunch of snow.  
It felt cold  
Under my feet.  
Snowflakes got caught  
On my eyelashes!  
— Brinley Openshaw

### At the Beach

I sat  
At the beach  
And saw  
The sun.  
I felt a starfish  
And smelled  
A hot dog.  
— Owen Jenkins

1<sup>st</sup> place Winner in 7<sup>th</sup> Grade

### Snow

The last breath of winter  
Blows secrets into your  
Frostbitten ears  
Before the warmth of the sun  
Slowly  
Erodes the snow stories  
Into the wet earth crust.  
It's now time for  
The sun season summer.  
— Faith Ivory

## ***Influencer's Aftermath***

*(continued from page 1)*

fields, e.g., Parents: a director of finance in Dallas, Texas, who wanted to bring his five-year-old boy “to classes at your school in Salt Lake City or buy materials to teach him myself,” and a father in Utah who wanted to learn the critical behaviors so he could teach all of his children. He wrote “I am very passionate about raising confident, resilient children.” (Dr. Reid referred both fathers to ECRI teachers in their own cities.) Educators: a project director for a Juneau School District Alaska Native Student Program, and a school administrator in South Jersey. Health Care: A Leadership Development Consultant from Flint, Michigan, who traveled to Salt Lake City to visit ECRI classes, and a Professor of Medicine and Public Health Services in Hershey, Pennsylvania. And Religious leaders. Obviously, the authors of *Influencer* and *Crucial Conversations* (their New York Times Bestseller) have attracted a wide range of readers who want to make productive changes in their lives as well as influence the behavior of others.

Most of the calls to ECRI have come from educators since they have the daily task of changing “hearts, minds, and behavior.” The cover of the book states, “Whether you’re a CEO, a parent, or merely a person who wants to make a difference, you probably wish you had more influence with the people in your life.”

ECRI staff members are pleased with the recognition they are receiving, and they are especially pleased with the number of educators who made it possible for ECRI to continue its studies for many years in identifying critical teacher behaviors and observing changes in students. (Note in the next column recent letters from educators who have used ECRI for many years and are still praising its continuing efficacy.)

*(continued on page 7)*

## **ECRI Continues to Receive Accolades from the Field**

**Alpine, Utah:** 03/12/09

“I just wanted to let you know of some exciting news. I went to your seminar last summer at the Reid Ranch to help build my knowledge of ECRI that I learned from Brigham Young University, Provo, Utah. I have always used ECRI since I graduated from BYU, but this last school year ‘08-‘09, after implementing what I learned at Reid Ranch, I’ve seen a lot of success in my students. I’m a resource teacher at Freedom Elementary School in Highland, Utah. After comparing our reading assessments at the beginning of the year (IRI and DRA testing) to the end of the semester, all of my reading students have progressed in reading by a grade or a grade and a half since the beginning of the school year. That is a lot of progress for my resource students (grades 1-6), and I feel a lot of the success goes to implementing ECRI. It’s exciting to see students gain confidence in their reading.”

Jackie Brey, Freedom Elementary School, Alpine School District

**St. George, Utah:** 11/05/09

“I don’t know if you remember me, but I always think of you. I am Ron Rasmussen and I was one of your reading students back in the early seventies when you came to Cardston Elementary School in Alberta Canada to teach teachers to teach reading.

“I am still teaching in my 37<sup>th</sup> year. I now live in St. George and work for the Washington School District. I Googled your name and found this site. It brought back millions of great memories. You

have been one of the most powerful influences in my life as a teacher. You trained me in the most valuable strategies many of which I still use.”

Ron Rasmussen, Santa Clara Elementary School, Washington County School District

**American Fork, Utah:** 5/31/08

“I am trying to give a thank you to Shauna Tateoka. She was my son’s first grade teacher at Barratt Elementary School in American Fork, Utah many years ago. If it wasn’t for her efforts in his behalf, he would not have mastered the fine art of reading. His name is Merrill Harris. Mrs. Tateoka made an indelible impression upon our family and is revered as one of our most influential teachers.

“I am currently enrolled in Brigham Young University’s Special Education Program largely as a result of her example. She believed in Merrill and gave him the keys to unlock the magical world of reading. He was diagnosed as having a learning disability in the second grade and most of his subsequent teachers did not have the positive faith in him that Mrs. Tateoka did. I have adopted her never-ending faith in the success of all students, no matter what their learning style happens to be.

“Please pass on this letter of thanks and appreciation. I want her to know that she has given Merrill a priceless gift, as well as influenced my own perspective in educating children.”

Andria Halbert

(Note: Mrs. Shauna Tateoka, a former classroom teacher and ECRI consultant, is

*(continued on page 5)*

## Accolades from the Field

*(continued from page 4)*

presently in Sendai, Japan, where her husband is Mission President for the Church of Jesus Christ of Latter-day Saints. We appreciated receiving this letter and forwarding it to Mrs. Tateoka.)

**Manti, Utah:** 11/19/09

"I have just been dealing with a very difficult student. Thanks to ECRI, I know how to do this. I just want to take this opportunity to thank you so very much for the education I received from you, not only in the teaching of reading and language, but also in how to deal with badly behaving students.

"You may not remember, but the first time I talked with you, I requested to come and observe one of the tutoring sessions given by someone at your Center. I was confident enough that I could observe for a while and put those practices to use in my classroom. I'm so sorry. There was no way for me to understand how your training was more than a simple tutoring session. You were very nice to me, but informed me that I could sign up for training. It took me awhile, but I finally did. My time in your training those many years ago changed my teaching life.

"There is hardly a day that goes by that I don't use some part of the training I learned from you. I'm sure that many people around the world say the same thing. Years pass without talking to you, but that doesn't mean that you aren't the little voice in my head, telling me how to deal with children and effectively teach students about the language and the reading code. There are so many specifics I could write about, but I'm sure you have heard them many times.

"You've even guided my personal life. You said one time that people ask you how you "do it all" and you replied, "I don't." As the years have passed in my life, I've taken that statement to heart and feel confident that I can follow your model and only can do what I can do.

"I've trained many teachers to be more effective, I've brought violent behavior into line, I've tutored many struggling children, and I've enjoyed my profession because of you.

"Thank you from the bottom of my heart."

Barbara Eliason, Principal,  
Manti Elementary School, South  
Sanpete School District

**Virginia Beach, VA:** 3/13/08

"In 1984 I completed your ECRI Workshop in Plainfield, New Jersey. I have often wanted to tell you how much the ECRI instructional program changed the way I teach. My teaching style has developed into a 'no-nonsense,' 'You can do it,' 'No, I won't repeat myself,' 'Yes, you do understand,' approach. My classroom management style is envied, and I spend very little time with discipline because my students are almost always on task. I am in my 31<sup>st</sup> year of teaching and have enjoyed it immensely.

"Now, I am currently working on an Action Research Plan to show the value of ECRI in the classroom, including the use of Learning Centers for differentiation of instruction. I would like the opportunity to review or redo the training. Is that possible?"

Diana Mond, Library Media  
Specialist, Center for Effective  
Learning

**Tulare, CA** 4/02/09

"Is it possible to purchase a set of the ECRI directives? I was trained in the use of these directives in the mid 70's and know first hand of the fantastic results they produce. I used them religiously for four straight years in my 2<sup>nd</sup> grade classroom. I always had principals who wanted to bring many in to observe the use of these powerful directives. I was even offered the chance by Dr. Reid to go to Japan to help the teachers there to implement the ECRI directives, but declined. I then dropped out for 10 years to start/raise a family. I am currently employed as a Neverstreaming teacher and have never forgotten the power of those directives and the unbelievable results they produced."

Nancy Andrews, Oak Valley  
Union Elementary School

**San Jose, CA:** 7/23/09

"This is a letter of gratitude, though Emily Post would chastise me for not sending it snail mail.

Thirty years ago in Visalia, CA I was given professional development in ECRI. I have taught every grade except 2<sup>nd</sup> and 8<sup>th</sup> and in a self-contained charter high school. Through all of this and all my subsequent districts, I have been complimented to no end on the ECRI skills I still use. Your methods of direct instruction have made me the confident seasoned teacher I am today. At 56 I still plan to teach to at least 65 which would give me 42 years in the profession. I have to do it—teach. I thrive on it; my students still touch my soul everyday—5<sup>th</sup> grade presently."

Barbara Capps, Forest Hill  
Elementary, Campbell Union  
School District



# News and Notes from Around the World

## Bangkok, Thailand

Dr. Watcharaporn Chewwattana, professor in the Kuakarum College of Nursing, an affiliate of the Bangkok Metropolitan University, and expert in Pediatrics and child care has begun discussions with Dr. Ethna Reid about using the Enriching a Child's Literacy Environment (ECLE) program and conducting research there as a result of her visit with Dr. John Hobe at the Armstrong Atlantic State University.

Pattana Ployprapai from the Chulalongkorn University contacted Dr. Reid about the importance of having young children interact with teachers and peers. "If young children have a chance to interact with other people and within proper context, it will be one effective way to enhance their initial thinking ability," Pattana writes. She was interested in Enriching a Child's Literacy Environment (ECLE) and ECRI's videos of student interactions. ECRI early in its studies of effective instruction identified the importance of "pupil responses," "small group discussions," "multi-sensory activities," and "personally speaking" as critical to students' learning.

## Savannah, Georgia

Barbara Grimm, Director of the new Savannah Classical Charter School which opens in the Fall of 2010, writes: "I am excited about the prospect of partnering with you (Dr. Reid) as we form this new charter school." (See article "Spotlight on Dr. John Hobe" for more information about this challenging endeavor.) Barbara met early with the Early Childhood Education Department at Armstrong Atlantic State University to plan a Professional Development School in collaboration with the Charter School.

## Beemer, Nebraska

Dawn DeTurk, Principal, Beemer Elementary School described to Dr. Reid that their First Grade students are **writing** the main ideas as they silently read rather than stating the main idea aloud as recommended by ECRI. Dr. Reid was duly impressed with this meaningful activity—which their students are quite able to do!

## Pawley's Island, South Carolina

Mrs. Madeleine Ritchie, an ECRI consultant who had to ease up on her travels due to a back injury, writes now that she is serving as a consultant to Miss Ruby's Kids. (In the Winter 2009 Reader Mrs. Ritchie was featured as she was teaching an Enriching a Child's Literacy Environment (ECLE) seminar for prospective trainers of ECLE in South Carolina. She continues to work with these various ECLE programs.)

## Downey, California

Marilyn Mason, ECRI consultant, is presently working with staff at the St. Mark's School where Mrs. Jennifer Frank began the initial ECRI training. Marilyn knows from experience how critical follow through is. Marilyn writes, "There is no place for anything but success with the Exemplary Center for Reading Instruction."

## Naples, Florida

Dorene McShea, Literacy Specialist, Lorenzo Walker High School, is eager for ECRI to begin training there. She is a former ECRI teacher from upstate New York and recognizes the need for better reading skills for high school students. (With a national average of only 58% of Hispanic students who graduate from high school within four years, and 55% for African-Americans plus a decline in comprehension scores as low as 2.2 grade levels, high school teachers are eager for help.)

## FORMER REID RANCH STUDENT SENDS "THANKS"!

In the Fall 1998 Reader, a description of Lauren Poleski's reading vocabulary, comprehension and rate gains was included with an accompanying letter of "thanks" from Lauren's parents. Lauren was a student at Reid Ranch for three summers. We remember Lauren well because of her eagerness to become a better reader and her willingness to respond to instruction with enthusiasm

Lauren graduated from the University of Nevada at Las Vegas, May 2009. Her graduation announcement, a photo of Lauren, and another letter of thanks from her parents were mailed to Dr. Reid. Also, included were descriptions of her academic success (3.9 GPA in her major course work and a 3.48 GPA overall!) and her career path as an Art Director in either the motion picture or television industry. Lauren has already interned at the Universal Lot and interned on Tabitha's Saloon Takeover and The Biggest Loser. Her parents write: "There is no doubt in our minds that without the skills mastered and confidence earned while at the Ranch for three summers, Lauren may not have achieved all she has thus far. We are eternally grateful to you and your staff for giving her those tools. May you find continued success in your work."

**THE 2010 ECRI CATALOG IS READY FOR DISTRIBUTION!**

**NOTE THE BIG CHANGES IN THE ECRI TEXTBOOKS ON THE FRONT PAGE OF THE READER (WITH MORE COMING) AND CHANGE IN THE ECRI DVD's!! WOW!** For \$16 and \$17 you can learn from the best teachers. These are fantastic and impressive.

Dr. Reid recommends in every initial seminar for teachers to buy two DVDs on penmanship. Dr. Lyn Gowan's DVD focuses on teaching manuscript writing, while the DVD with Cheri Israelson emphasizes cursive. You have to see Cheri's ability to write letters backwards on this DVD! It's unbelievable. And, yes, ECRI recommends writing a letter backwards to check on students' ability to notice the directionality of the teacher's writing. SO, ORDER YOUR SETS OF DVDs at this great price.

- Staff Development DVDs, \$16 each.**  
 Introduction to the ECRI textbooks  
 Teaching Letter Names and Sounds  
 Teaching New Words Through Phonics  
 Teaching New Words Through Word Structure  
 Teaching Penmanship  
 Teaching Spelling  
 Teaching Literal and Inferential Comprehension  
 Teaching Critical and Creative Comprehension  
 Teaching Study Skills  
 ECRI Tutorial Program Workshop Video, "Learn How to Tutor"  
 Teaching Grammar Through Sentence Reading and Writing  
 Teaching Scheduling and Record Keeping: Orientation of ECRI Practice Time  
 Small Group Discussion

- Other DVDs, \$17 each.**  
 Shauna's First Grade Classroom  
 The Maine Idea of ECRI  
 The Dallas Idea of ECRI, "Why ECRI?" "ECRI Awareness," First Day of ECRI"  
 Lecture on Children's Literature, Shauna Tateoka  
 Lecture on Children's Literature, Shauna Tateoka (1992)  
 ECRI's Literature Kits, Shauna Tateoka (1994)  
 Five Talk Street — Channel 5 (NBC) in Dallas  
 ECRI Awareness — Talk Show (1994)  
 ECLE Awareness — Talk Show (1994)

- The North Carolina Idea of ECRI  
 KRS Awareness (14" or 30")  
 KRS National Diffusion Network Awareness (57")

- Additional DVDs, \$17 each.**  
 Modeling ECLE for Parents  
 Children's Literature  
 Building Children's Self Esteem  
 Mathematics Readiness at Home  
 Focusing on the Positive  
 Sandi Seckel, NE ECRI Trainer, at the Reid Ranch

- Internet Based ECRI Training DVDs, \$16 each.**  
 Teaching Spelling  
 Teaching Sounds and New Words Through Phonics  
 Teaching Critical Comprehension (2001)  
 Teaching Literal Comprehension (2000)  
 Teaching Inferential Comprehension  
 Why Teach Penmanship?  
 Teaching New Words Through the Word Structure Methods  
 Teaching Literature — Part I and Part II  
 Teaching Creative and Expository Writing  
 Integrating the Teaching of Writing with the Teaching of Inferential Comprehension  
 Overview of ECRI  
 Importance of Sharing Books with Children  
 Two-Group Simultaneous Spelling Instruction  
 (You can see these online at [www.ecri.ccc/videos.html](http://www.ecri.ccc/videos.html))

***Influencer's Aftermath***  
*(continued from page 4)*

That ECRI has had a positive influence on changing teachers' and students' attitudes and behaviors is clearly evident. Chuck Weed, Regional Facilitator, New York State, wrote:

"Examples of teacher change are abundant in my region and are evidence of Dr. Reid's philosophy that teacher behavior does, indeed, regulate student success. I can think of nothing more rewarding than a visit to Liz Roger's Second Grade Class in the West Sand Lake Elementary School - or some 10 ECRI classrooms at Ticonderoga Elementary School - or Lillian Richardson's Third Grade in Schroon Lake School. Observers witness happy teachers instructing

happy kids in active, productive classrooms. I suspect that the basic reason for the dramatic gains in student achievement is the dramatic change in teacher self-concept. Feeling good about ourselves is the core of Ethna Reid's program and, as such, it produces the most positive and productive classrooms I have ever observed"

Betty Scott, former Supervisor of Lamar County Schools, Alabama, agreed:

"Dr. Reid developed an exceptional program, changing attitudes, improving self-esteem of both students and teachers, and making the teaching of reading a more meaningful and challenging effort. She has displayed a sense of innovation in attempting to creatively change, improve, and enhance the teaching and learning of skills required to become

an effective reader."

Dr. Kellie Cohen, Director of Special Education in Fort Smith Public Schools, Arkansas, wrote:

"After using the ECRI program in my classroom, I was selected to supervise the implementation of ECRI in the Dallas, TX, I.S.D. Prior to returning home to Arkansas, I documented, in my doctoral study, the academic gains that were made by over 15,000 students whose teachers were using ECRI in their classrooms.

"Even to this day, I get excited by the reaction that I observe and the comments that are made by teachers and administrators who attend an ECRI seminar. They leave the seminar feeling empowered with the knowledge and skills necessary to change a child's life, and in doing so their lives are changed also."

Call 1-800-468-ECRI to reserve your place at the Ranch. Look us up on the net at [www.reidranch.com](http://www.reidranch.com).

*Exemplary Center for Reading Instruction*  
3310 South 2700 East  
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**Director: Dr. Ethna R. Reid**

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**ECRI Educators:**

**Where Will You Be on April 27?**

We hope you will be at the International Reading Association (IRA) 55<sup>th</sup> Annual Convention in Chicago.

Plan to attend the Mastery Learning Special Interest Group meeting on May 27 for a RESEARCH REVIEW: What Works When Teaching Comprehension, Literature, Writing, and Content Reading.

Speakers are Dr. Ethna R. Reid and Dr. John Hobe! Join with other ECRI colleagues to catch up on current activities! Plan to share experiences after the session.

**SUMMER 2010 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 14-18, Fee: \$495**

**Invitational Conference for Teachers of Teachers (5 days)**  
**June 21-25, Fee: \$495**

**Integrating Study Skills, Comprehension, Literature, Grammar and Writing (5 days)**  
**June 14-18 or 21-25, Fee \$495**

**Advanced Reading Seminar (3<sup>rd</sup> Seminar) Reading in the Content Areas (5 days)**  
**June 21-25, Fee: \$495**

**Rocky Mountain Reading Specialist Leadership Conference (10 days)**  
**Includes Two Seminars (Choose the two that best fit your needs!)**  
**June 14-25, 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 14 through June 25 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.**