

The Reader



Exemplary Center for
Reading Instruction

NEWSLETTER

Winter 2012

Mastery Learning SIG Meeting at Annual IRA Conference, May 2, 2012 Chicago, Illinois

Dr. John Hobe, Dr. Ethna Reid, and Mrs. Shauna Tateoka will speak on Diversifying Vocabulary, Comprehension, Writing and Literature Instruction at the Primary, Elementary, and Middle School Levels,

It is gratifying to see the number of educators who observe the tremendous effect on students when mastery is expected.

We encourage past and present Mastery Learning SIG members to bring fellow educators with you to the session to welcome back Mrs. Tateoka from her three year stay in Japan.

The session will commence at 9:00 a.m. at the Hyatt Regency McCormick Place in Room CC12C.

ECRI Administrators and Teachers:

Find your 2012 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.

Teaching Beginning Reading Successfully Using Reading and Writing

– John Hobe, Ed.D.

Armstrong Atlantic State University,
Childhood and Exceptional
Student Education, Head
John.Hobe@armstrong.edu

The Exemplary Center for Reading Instruction (ECRI) created instructional designs and a management system for teachers who teach beginning reading. These effective teaching practices, combined with other practices in a complete language arts program, led to significant effect sizes up to 2.0 sigma in numerous studies. (Education Commission of the States, 2001; Northwest Regional Educational Laboratory, 2001; & Reid, 1995). An effect size of one sigma equals one standard deviation in the normal distribution. To appreciate the magnitude of these effect sizes, .65 sigma is equal to about one year's growth on commercially prepared norm referenced standardized tests. The American Educational Research Association (AERA) explains a .25 sigma as being educationally significant. Effect sizes to 2.0 sigma are considerably larger than .25 or .65 sigma.

(continued on page 2)

Reid School Teachers, Using ECRI's Teaching Strategies, Impress Middle School Teachers at the Utah State Middle Level Conference, March 2012

Dr. Ethna R. Reid, Mrs. Kathleen Barlow, Mrs. Angela Preble, and Mrs. Shauna Tateoka presented a program entitled "Leadership Training and Skills Development."

Summary of the Session

Leadership Training and Skills Development is a new class offered for the first year at Reid Middle School. In the past there were classes for leadership development with community service projects. It was decided to sep-

(continued on page 4)

**ECRI SEMINAR TO BE
SCHEDULED IN LATE
APRIL AT REID
SCHOOL FOR A
HOME-SCHOOL CO-OP.**

Other participants may join the group. Please contact ECRI for registration information, time, and cost. Call Dr. Reid, 801-486-5083, 801-466-4214, or 1-800-468-ECRI.

Teaching Beginning Reading Successfully Using Reading and Writing

(continued from page 1)

First, effective teachers select a beginning reading book with regular sound symbol relationships. That is, the symbols (letters) represent regular sounds, such as in the word “dog.”

Next, if needed, the teacher teaches the letter name for the first letter in the first word in the reader, for example, “d” in “dog.” After the teacher names the letter, the teacher asks the students to name the letter aloud in unison while seeing the letter. The students see, hear, and, then, name the letter. After learning to name a letter, students are taught the sound the letter represents in the word to be learned. The students now learn the sound the letter “d” represents in the word “dog,” /d/. In other words, the teacher teaches in context. That is, the students are learning to read the words that will appear in their reader.

These lessons are contained in the textbook, *Teaching Vocabulary (Eight Methods of Instruction) and Teaching Letter Names and Sounds*, available from ECRI at <http://www.ecri.cc/catalog/index.html>.

The teacher also teaches the penmanship for the letter “d,” demonstrating how to write the letter as she/he describes the directionality of the strokes as they are written. The students describe the strokes along with the teacher, and, then, they write the letters on properly lined paper following the teacher’s directions.

Students respond orally in uni-

son as they trace letters and complete a partially written letter. Finally, students write the letter with no prompts. As students write, name and read/sound the letter orally, in unison, it is truly a multi-sensory task. Penmanship lessons are available in the textbook *Teaching Manuscript and Cursive Penmanship* from the same address shown above. Teachers use the district-adopted penmanship program.

Teachers continue using these three lessons, naming letters, reading sounds, and learning the penmanship for the letters “o” and “g.” The students learn to write, spell, and read simultaneously. They see, listen, name, read, and write. The auditory, visual, and tactile learners find their needs satisfied.

The teacher has now taught the prerequisite skills to learn to read the word “dog.” The students know the letter names and the sounds each letter represents in the word “dog,” and they can write the word because they have learned the penmanship. The teacher uses the phonics lesson in the textbook mentioned above in the third paragraph. The phonics lesson works well with the word “dog” because the word is one or two syllables in length with regular sound/symbol relationships. The students learn to write, spell, and read the word while responding orally in unison. This oral unison response helps less confident students to respond well. Students demonstrate they know the word’s meaning while using the word in sentences, reading sentences, and answering questions about the sentences.

The teacher continues these procedures with the next word in the reading program. If the word happens to be “fog,” the teacher teaches only the letter name, sound, and penmanship for the letter “f.” The teacher then teaches the word “fog.” The teachers need not teach the three lessons for the “o” and “g,” because the letters represent the same sounds as in the word “dog.” The teachers continue teaching students to write, spell, and read new words as they appear in the students’ reading materials. Soon, students are transferring these skills to new words.

Many teachers enjoy using a beginning reading text that has words with regular sound/symbol relationships that are easily taught because of the deliberate sequencing of letters, sounds, and, then, words. *Start Reading* is such a text. Its sequenced instruction assists beginning readers to quickly read new words—almost daily. It is extremely useful for the non-native English speaker at any grade level. In *Start Reading* the students learn the letter name “a” and the sound /a/, the letter “n” and sound /n/ and “d” /d/ and “r” /r/ so students learn quickly to read “Ann,” “dad,” “and,” and “ran.” These words appear in sentences as instruction begins in comprehension and are found in a storybook and a CD Rom.

Teachers of beginning readers, in addition to teaching students to read and comprehend words as students write, spell and read the words orally, model using the words in a variety of sentences and provide sentences for students

(continued on page 3)

Teaching Beginning Reading Successfully Using Reading and Writing (continued from page 2)

to read aloud before the students read the stories from which the words have come. With this instruction, students begin reading well, and, they want to read more.

References

- Education Commission of the States (2001). Program and practices exemplary center for reading instruction. Retrieved March 15, 2012 from <http://www.ecs.org/clearinghouse/23/32/2332.htm>
- Northwest Regional Educational Laboratory & National Clearinghouse for Comprehensive School Reform (2001). The catalog of school reform models. Retrieved March 15, 2012 from <http://www.nwrel.org/scpd/catalog/about.shtml>
- Reid, E. (1995). Validation Report: Department of Education, Washington, D.C. (Available from [Exemplary Center for Reading Instruction, 3310 South 2700 East, Salt Lake City, Utah 84109]).
- Reid, E.R., Diebel A.U, Piwko R.J., Newbold P.K., 1986. *Start Reading*, Cove Publishers (Available from Exemplary Center for Reading Instruction, 3310 South 2700 East, Salt Lake City, Utah 84109, or online at <http://www.ecri.cc/catalog/index.html>.)

Dr. Ethna R. Reid Speaks to Master Trainers of Crucial Conversations, August 2011

Dr. Reid enjoyed meeting and teaching the 50 or more master trainers from throughout the world—Paris to Africa to Beijing—and discussing the “Trainer Guide” for

Crucial Conversations, a program developed by Vital Smarts. Dr. Reid enjoyed learning how to “get unstuck” (recognizing conversations that keep you from what you want), “start with heart,” “make it safe,” “master my stories,” “state my path” and other fascinating means to turn crucial conversations into action and results.

In the New York Times Best-seller *Crucial Conversations*, a crucial conversation is defined as “a discussion between two or more people where (a) stakes are high, (2) opinions vary, and (3) emotions run strong.” And when we’re in the middle of a crucial conversation, “we can avoid them, we can face them and handle them poorly, or we can face them and handle them well.”

Dr. Reid was excited about the clarity and simplicity of the terms and the obvious changes that would occur as groups learn the very specific strategies outlined in the book.

The master trainers also hold seminars utilizing Vital Smarts’ *Influencer* book.

Dr. Reid especially appreciated meeting and discussing with the master trainers their use of the Exemplary Center for Reading Instruction’s (ECRI) data to teach others to become “influencers.”

References:

- Patterson, K., Grenny, J., McMillan, R., & Switzer, A. (2002) *Crucial Conversations*, McGraw Hill.
- Patterson, K., Grenny, J., Maxfield, D., McMillan, R., & Switzler, A. (2008) *Influencer*, McGraw Hill
- Other books by these same authors: *Crucial Confrontations* (2005), *Change Anything* (2011).

News and Notes

Administrators and teachers love receiving accolades from former students. Following is a March 11, 2012 letter of thanks to Dr. Reid from the parents of a former student at Reid School, UT.

“This note is very long overdue. I have not contacted you because I felt that I needed to include a gift with my letter. However, at this time what I would like to do and what is possible for me don’t align. Therefore I believe that for now, I simply need to tell you a very long overdue THANK YOU.

“Mattie attended Reid School from 3rd grade through 7th grade and each year we could not sing enough praise for her experience. She was challenged and engaged, entertained and tested. She looked forward to attending school each day. She had wonderful, talented teachers and great experiences, from world’s fair to science fair, from poetry to Shakespeare. These experiences have enhanced and enriched her life.

“This year she attends Olympus Jr. High in the 8th grade. She is a straight A student in the honors program and has adjusted very well to the large school. We feel that much of her success has come from her preparation at Reid School and the high standards that were expected of her there. Again, THANK you!

“I just would like to add our gratitude to the list of many others whose lives have been enriched by your efforts. Reid was a wonderful gift for Mattie. I hope to be in a position some future time to show my thanks in more than a letter.

THANK YOU MANY TIMES.”
— Calvin and Tani Brubaker
and Madeline

Utah State Middle Level Conference, March 2012

(continued from page 1)

arate the leadership component from the community service and add "skills development" necessary for "leaders to lead." It has been an exciting journey in the new class beginning with the study of the leadership styles of Abraham Lincoln and Theodore Roosevelt. Students learned conflict resolution skills, participated in dilemma discussions and learned what a "win-win" situation is. They learned about etiquette before the Thanksgiving luncheon and the importance of manners in making others feel comfortable. Students worked in class to develop better speaking skills, starting with pantomime and with the use of gestures, enunciation and stress of words in sentences. They have learned how to speak from an outline and how to provide a two to four minute spontaneous summary of a science unit in front of a class, etc.

Students studied leadership ideas found in the business world (Thomas Edison and Bill Gates) and the leadership style of Jim Sinegal, co-founder and CEO of Costco, the fourth largest retailer in the U.S. and the ninth largest in the world. They participated in a culture activity which was to help them feel empathy for those of different cultures. Each activity in the class is followed by an in-class writing assignment.

The Schedule

The session began with Mrs. Barlow sharing the pre-assessment activity that was given to the

students in the Preparatory Levels 1&2 A and Preparatory Levels 1&2 B classes. (Preparatory Level at Reid School includes seventh, eighth, and ninth grade students.) The presenters explained the collaboration that was developed with the Advanced English, Writing, Computer Lab 2, History and Leadership classes. The use of literature kits was presented as well as the importance of learning first hand—even to the creation of 3D models.

An outline of the first three quarters of the Leadership Training and Skills Development class was distributed, and presenters involved the audience in many of the lessons. The audience became students for a period of time. The text "Personally Speaking" was shown as the audience participated in a few of its lessons.

Class Outline

Term #1

Students completed a pre-assessment about their feelings on leadership. They studied the leadership styles of Abraham Lincoln and Theodore Roosevelt. They discussed bullying and gaining trust from adults and others. They learned conflict resolution skills. They participated in a culture activity which helped them feel empathy for those of different cultures. They discussed in small groups dilemma discussions. Students learned what a "Win-Win" situation is through activity and discussion. They learned to teach new skills to the Beginning Level students and wrote about skills a leader must possess. Each activity was followed by an in-class writing assignment.

Term #2

Students worked together to establish rules that benefitted the entire group. They learned how great leaders have overcome challenges to live productive lives. They learned the importance of ideas in the business world (Thomas Edison and Bill Gates). Students participated in groups to learn about teamwork. Students also learned about and discussed the leadership style of Jim Sinegal, cofounder and CEO of Costco, the fourth largest retailer in the U.S. and the ninth largest in the world. Students learned about etiquette and the importance of manners in making others feel comfortable. Students practiced etiquette skills in a luncheon.

Term #3

A leader must be able to express ideas, motivate, and inform others. Students have worked on eliminating timidity as they speak by learning how to use body language (pantomime) and gestures as they speak. Lessons stressing enunciation and juncture have aided the students to speak clearly and pause between syllables and words. Students have demonstrated they can adjust volume and intonation as they read and speak. They understand that varying the volume or degree of loudness on different words changes the meaning of each sentence. Students also learned and demonstrated how to use different pitches or tones as they spoke and read (intonation). Students learned that too fast or too slow a rate of speaking can distort enunciation and limit pitch changes. They de-

(continued on page 5)

Utah State Middle Level Conference, March 2012

(continued from page 4)

monstrated that the ability to vary the rate of reading and speaking can convey meaning. Students participated in choral speaking and reading activities. This was to help them speak and perform as a group. Enunciation is a key to choral speaking and reading. Students learned to write an announcement adding vital information (who, what, where, when, why, how). They gave the announcements over the school intercom to different classes. The students' ability to speak clearly and loudly and provide accurate information was critiqued.

Pre-Assessment given in August to the students as the class began:

1. What qualities make a great leader?
2. Who do you admire? Why?
3. Do you see yourself as a leader? Why or Why not?
4. What do you want to learn about being a leader?
5. What does a great leader look like?
6. What does a great leader sound like?

Participants in the UMLA Conference received samples of the lessons and two sample literature kits. The two non-fiction literature kits are *Explorers and Expeditions* and *Colonial Times, Era of Discontent 1763-1775*. The explorers studied were those of the *Middle Ages*: Marco Polo and Ibn Battuta; Christopher Columbus; *Explorers of North America*: Henry Hudson, Juan Ponce de Leon, Junipero Serra, Sacagawea and Lewis and Clark,

John Wesley Powell; *Explorers of South America*: Francisco Pizarro, Hernando Cortes, Vasco Nunez de Balboa; *Explorers of Oceans*: Vasco da Gama, Ferdinand Magellan, Captain James Cook; *Explorers of the Sky and Space*: Wilbur and Orville Wright, Amelia Earhart, Neil Armstrong; *Explorers of the North and South Poles*: Roald Amundsen, Robert Falcon Scott, Sir Ernest Shackleton, Matthew Henson, Robert Perry; *Exploring the Top of the World*: Mt. Everest and K2, Edmund Hillary (and many other explorers studied.) The kits which list all the books are available upon request.

Mrs. Barlow and Mrs. Tateoka, developers of the new class, used a Master of Science thesis (Truss, 2006) as a focus to begin their studies for the class. The leadership training class has been an asset to the Preparatory Level students at Reid School. Its carryover to other classes has been noticed and reported by Reid School faculty members.

Bibliography

- Fritz, Jean. *Bully for You, Teddy Roosevelt*, New York: The Putman & Grosset Group, 1991.
- Gomberg, Samuel H., Editor. *Leading Dilemma discussions: A Workshop*, Carnegie-Mellon University, 1980.
- Kids Discover. "Lincoln," 2007.
- Kids Discover. "Teddy Roosevelt," Volume 15, Issue 9, September 2005.
- Maxwell, John C. *The 21 Irrefutable Laws of Leadership: Workbook*, Nashville: Thomas Nelson, 2007.
- Phillips, Donald T. *Lincoln on Leadership*, New York: Business Plus, 1992.
- Shakespeare, William. "Julius Caesar" New York: Simon & Schuster, 1992.
- Truss, David Adam. *Developing an Effective Middle School Leadership Program*, University of Oregon Master of Science Thesis, 2006.

Integrating the Teaching of Literature and Writing

Reid School publishes a remarkable Fine Arts Anthology at the end of February each year. Kindergarten through 9th grade students select at least three poems from the 50 or more he/she has written to include in the Anthology. Students are taught to recognize the characteristics of each poetic genre, read many excellent examples, and, then, write. This year, acrostic poetry, ballads, blank verse, cinquain, free verse, haiku, limericks, lyric, narrative, rhyming poetry, and sonnets were taught. Dr. Reid, in her Foreword quoted two of the students' poems. She wrote:

"No matter the age, each student's writing is unique. The students' poetry reflect their personalities and experiences. . .

"The poem by Zoe Liu (9th grade) immediately caught my attention, even my breath. What a magnificent way to describe your mother:

Mother Is A Coat

Mother is a coat.
When I feel cold
Her hugs always make me warm.

Mother is a book.
When there is something I don't know
She always tells me the truth.

Mother is the sun.
When I feel sad
She always makes me feel
Like the warm sunshine in the winter.

"And, as a beginning writer in kindergarten, Owen Pieper's haiku had me laughing out loud at his startling last line because I've seen Owen with his younger brother Charles (a preschooler) arm in arm in the halls."

Giant Dinosaurs

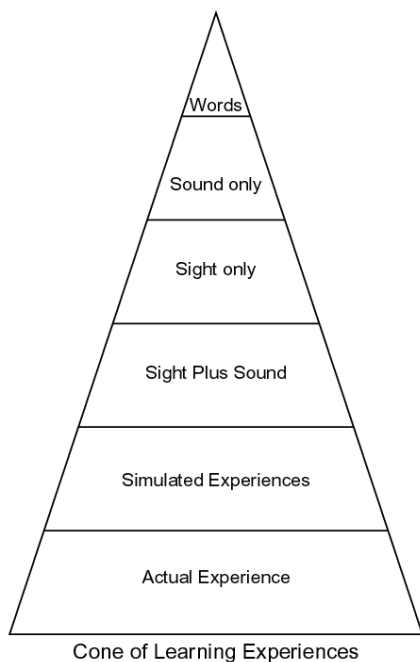
Giant dinosaurs
Smile at my silly brother
Before they eat him.

“Seeing Is Believing” . . . “A Picture Is Worth a Million Words”

— Which is leading ECRI to use Skype as another model for teachers to learn from who are beginning to implement ECRI's teaching techniques. Reid School teachers this year graciously consented to be Skyped to a school in Indiana as they taught reading/English.

ECRI has long sent videos/DVD's of ECRI teachers to schools, and schools have sent videos of their teachers to ECRI to evaluate their teaching strategies and student responses.

In Edgar Dale's famous *Cone of Learning Experiences* “Sight only” is just three spaces down from “Words.” The cone indicates the importance of learning by “doing” (the bottom of the cone) – but educators also recognize the value of integrating the cone's learning experiences.



In an ECRI survey of “educators learning to implement ECRI

following seminars” *observing a consultant demonstrate the program with students (especially those of the novice ECRI teacher)* ranked a “10” on a scale of “1” to “10” for helpfulness in answering teachers’ questions and in understanding the consultant’s organization of the classroom.

Next to “demonstrating” was *tandem teaching* or *cooperative teaching*. The consultant acts as an aide to the teacher or teaches along with him/her.

Observing Videos/DVDs of proficient ECRI teachers was in third place.

Visits to schools using ECRI ranked high—unless the cost of travel and substitutes was prohibitive. Some respondents replied, a “visit” didn’t help them immediately in the classroom unless the visit was lengthy and there was time to question the demonstrating teachers.

So, is a “picture worth a million words?”

ECRI SEMINARS IN THE SUMMER AT REID RANCH HAVE BEEN EXTREMELY HELPFUL BECAUSE THE SEMINARS ARE “PRACTICUMS,” AND THEY MESH THE CONE’S EXPERIENCES.

Participants in the seminars (see schedules on page 8) observe the ECRI trainers teach students in the morning for three hours. Then, in the afternoon, the participants attend seminar sessions in which they “do” and “say” what they observed earlier. They learn enough in the afternoon classes to begin to teach students at least one brief lesson by the second day. (This was a breakthrough for medical students when they moved into the hospitals.)

The best instruction is to be able to “do” the task desired to be learned and talk about it: provide the rationale for it and the process it took to achieve it—demonstrating the “what” and telling the “why” and “how.”

Ultimately, with mastery, one is free to find ways to “do” a task even better—if the means to evaluate whether it is “better” is also found.

ECRI continues to learn as it explores the use of new technology to assist teachers in their classrooms. We love the ease of Skyping.

Note on Skyping:

Observe Reid School kindergartners reading and understanding what they read, writing, spelling well, and taking appropriate steps to master during Practice Time at Reid School. Visit or arrange to Skype!

Also, visit or Skype in the Pre-school and see how well preschool students learn to read with *Start Reading*. (Note the reference to the *Start Reading* program in Dr. John Hobe’s article on page 1.)

In response to Pattana Ployprapai’s request from Thailand to observe videos of ECRI teachers eliciting student responses, Dr. Reid wrote:

“I direct the Exemplary Center for Reading Instruction (ECRI) as well as the program called Enriching a Child’s Literacy Environment (ECLE). In both sets of research, the importance of students’ verbal and written response, small group discussions, meaningful interactions with teachers and other students are critical to student success in learning. We are trying to locate videos to send you.”

We should have had ECRI and ECLE teachers Skype directly to Pattana.

SPECIAL CORRESPONDENCE:

Grafton, Wisconsin

Amy Schilder, a former ECRI student in Dell Rapids, South Dakota, writes: "From third to sixth grade, my language arts classwork was all done in the ECRI method, and my classmates and I can still recall the familiar 'write-spell-and-read' dialogue when we think how to spell 'fledgling!'"

Amy's wonderful teachers from Dell Rapids became ECRI teachers of teachers after they attended the first "Teacher of Teachers Conference" held at Reid Ranch in 1987.

P.S. Amy ordered the teaching materials and mastery tests for "The Lion, the Witch, and the Wardrobe" by C.S. Lewis.

Bakersfield, California

"My name is Jerie (Ritchie) La Roche, and I spent one of the most valuable learning/teaching years of my life at Reid School. I have often thought about all we were able to accomplish with children of all levels. I am now a Program Specialist: Curriculum, for the Panama Buena Vista School District. I am overseeing the research into new curriculum for our special needs populations. I would be very interested in seeing if ECRI would work in our setting."

Australia

"My name is Eileen McKenzie.

"I am currently doing a degree in 'Training and Development' in Australia.

"I am very interested in your work and find it great. It is the

glue that holds the blocks of education together.

"I have looked at the Reid Ranch web site, and noticed you do a series of workshops.

"On the Reid School web site there was reference to a 15-day intensive training program the teachers at the school participate in. Is this something available to the public at Reid Ranch?"

— Eileen McKenzie

P.S. We are looking forward to meeting Eileen this summer at the ECRI Seminars June 10-23, 2012 at Reid Ranch.

Provo, Utah

"I am a retired ECRI teacher, grades 1-3. I can still recite the dialogue I used years ago, but I don't have the teaching materials to show sequence and instruction.

"As a grandmother, I sometimes babysit. I can quickly evaluate a grandchild who needs the foundation of beginning reading that I taught with ECRI.

"May I please purchase some of the Basic Reading Program materials?"

"I hope you will say, 'Yes.'"

— Kathryn Spencer

P.S. Kathryn purchased ECRI's new textbooks. "Once a teacher, always a teacher!"

**Do you have the new 2011
ECRI published texts?**

*Teaching Critical Thinking
and Specialized Study Skills,*
\$39.95

*Teaching Grammar for
Sentence Reading and
Writing (Two Volumes)*
\$44.95

**Call 1-800-468-ECRI
to order now.**

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 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

ECRI INVITED EACH YEAR TO SPEAK AT THE ANNUAL NATIONAL YOUTH-AT-RISK CONFERENCE

ECRI is pleased that it is invited each year to present at the annual National Youth-at-Risk Conference—usually in March. Fortunately, Dr. John Hobe lives in Savannah, Georgia, and was able to present at the March 6, 2012, National Youth-at-Risk Conference in Savannah. Dr. Hobe also spoke on "ECRI's Integrating Reading and Writing Instruction to Enhance Comprehension" at the 58th Annual South-eastern Regional Association of Teacher Education (SRATE) October 27, 2011.

SUMMER 2012 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 10-15, Fee: \$495

Invitational Conference for
Teachers of Teachers (5 days)
June 17-22, Fee: \$495

Integrating Study Skills,
Comprehension, Literature,
Grammar and Writing (5 days)
June 10-15 or 17-22, Fee \$495

Advanced Reading Seminar
(3rd Seminar) Reading in the
Content Areas (5 days)
June 17-22, Fee: \$495

Rocky Mountain Reading
Specialist Leadership
Conference (10 days)
Includes Two Seminars
(Choose the two that
best fit your needs!)
June 10-22, Fee: \$750

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	\$25.95
• Teaching Manuscript and Cursive Penmanship	\$17.95
• Teaching Comprehension (Literal, Interpretative, Critical, and Creative)	\$39.95
• Teaching Scheduling and Record Keeping	\$25.95
• ECRI Informal Reading Inventory, Parts 1 and 2	\$26.95
• ECRI Informal Reading Inventory, Part 3	\$26.95
• Lesson Plan Book for Reading Language Arts	\$7.95
• Teaching Writing (Creative and Expository) Skills, Book 1	\$35.95
• Teaching Literature	\$35.95

Intermediate Seminar

• Teaching Critical Thinking and Specialized Study Skills	\$39.95
• Teaching Grammar for Sentence Reading and Writing (Two Volumes)	\$44.95
• Teaching Punctuation	\$28.95
• Teaching Writing (Creative and Expository) Skills, Book 2	\$35.95

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 10 through June 23 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.