

The Reader



Exemplary Center for
Reading Instruction

NEWSLETTER

Winter 2013

Mastery Learning SIG Meeting at Annual IRA Conference, April 19-22, 2013 San Antonio, Texas

Dr. John Hobe, Dr. Ethna Reid, and Mrs. Shauna Tateoka will speak on *Teaching Behaviors that Support the Common Core Literacy Standards with a Focus on Language Acquisition*.

We anticipate that many educators will attend—especially those who believe, as we do, that all students can learn well if teachers provide adequate instruction and sufficient time to learn.

We encourage past and present Mastery Learning SIG members to bring fellow educators with you to the session. Those teachers who learned ECRI at seminars can share with other ECRI teachers. '

ECRI Administrators and Teachers:

Find your 2013 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.

IT'S TIME NOW TO REGISTER FOR ECRI'S SUMMER SEMINARS AT REID RANCH!

Check out page 8 for further information.

ECRI IN THE SOUTHEAST U.S.A.

Dr. John Hobe, Professor, Armstrong Atlantic University, Savannah, Georgia, is speaking/has spoken about ECRI at three prestigious conferences: (1) Georgia Association of Teacher Education, October 11, (2) Georgia Educational Research Association's annual meeting October 18-20, and (3) the 24th annual National Youth-at-Risk Conference March 3-6, 2013.

Dr. Hobe's knowledge of and research in ECRI, practical use of ECRI while teaching it in an elementary school, directing district ECRI summer programs, mentoring teachers implementing ECRI in classrooms, conducting seminars, researching the effect of ECRI on students, and a university professorship have prepared him well to speak on the value of ECRI. Thanks, Dr. Hobe! '

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EXPLORERS AND EXPEDITIONS

You probably have read "The Travels of Marco Polo," but have you read "The Travels of Ibn Battuta?"

Students in Mrs. Kathleen Barlow's "Reading to Learn" class at Reid School are now well acquainted with Ibn Battuta's travels.

(For more information about "Reading to Learn" please turn to

DR. ETHNA R. REID DELINEATES CRITICAL THINKING FROM SPECIALIZED STUDY SKILLS

Dr. Reid's new text *Critical Thinking and Specialized Study Skills: Learning to Use Resources Necessary for Effective Reading* defines critical thinking as:

- knowing something (as well as inferring it)
- seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately; evaluating relevancy of information, identifying fact from fiction
- solving problems and verifying facts
- organizing information into a logical structure

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page 3.)

Mrs. Barlow divided her month-long thematic unit (non-fiction) of Explorers and Expeditions into these topics of study:

- Explorers Past and Present
- Explorers in the Middle Ages
- Christopher Columbus
- Explorers of North America
- Explorers of South America

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ECRI STAFF IS SADDENED AT THE DEATH OF

Dr. Stinson Worley, former professor at Texas State University, San Marcos, TX. His obituary reads:

“Long time state educator and retired Texas State University professor Stinson Worley passed away August 31, 2012.” (Dr. Worley taught ECRI to his graduate students for years. He was a regular attendee at the three weeks of ECRI seminars at Reid Ranch for many summers.)

“Stinson, retired from university teaching in 2002, continued to pursue his many international interests and studies via frequent freighter voyages to Australia, China, Vietnam, Korea, Philippines, and Japan. Most of his interest as a mariner and the Pacific Rim countries began at the age of seventeen when he joined the Navy after a year of college. He served on a U.S. Navy mosquito boat out of various locations in the Philippines.

“Following discharge from the Navy, Stinson attended Baylor University, earning a BBA degree in economics. He shortly after began full time graduate study at the University of North Texas.

“After teaching for several years in Fort Worth and Grand Prairie, Stinson became a language/reading consultant with the Harlingen Schools and later the Irving Schools. This was followed by a faculty appointment at the University of North Texas while completing residency and his dissertation for the doctoral degree. This was followed by five years as

a professor at the University of Nevada, Reno in the area of language and reading difficulties.

“Stinson joined the faculty of Texas State University after completing the post-doctoral study in psycholinguistics at U. C. Berkeley. Shortly after going to Texas State, he developed the Graduate Reading/Language Specialist Masters Degree Program and directed that program for ten years.

“For a number of years Stinson managed to board a freighter or container ship for a month or so at sea. Usually the only passenger on board, he loved the solitude it allowed for writing, reading, and walking, when he wasn’t on the bridge.”

All of ECRI staff members respected Stinson for his consummate interest in learning and his unbelievable energy and dedication to teaching. He ran—never walked. He enjoyed learning and truly loved people, and he embraced ECRI’s teaching strategies.

ECRI staff members will miss him. We send our love and condolences to Stinson’s wife, Connie, who was truly Stinson’s equal.

Connie writes: “I know he loved going to the Reid Ranch retreats and training. He always came back refreshed and reinvigorated.” ‘

**REID RANCH HAS BEEN
LAUDED AS “ONE OF
THE SEVEN WONDERS
OF THE WORLD”
by Dale Nighbert, ECRI
Certified Trainer in Dell
Rapids, SD**

CRITICAL THINKING

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- writing conclusions and essays

“Writing makes a special contribution to the way people think. When students write, they are composing meanings—putting together facts and ideas and making something new. “I think best with a pencil in my hand.” – Ann Morrow Lindbergh.

“Writing helps students bring together and connect new with old ideas. Writing clarifies and helps extend the students’ understanding of the world.

“No language skills are more useful than those of speaking and writing. These critical thinking skills of usage stimulate the development of higher mental processing. It is through speaking and writing that learners delineate all they understand. Expressing what has been learned demonstrates the students’ mastery of the subject” (Reid, 1985).

- taking notes
- relating information from one subject area to another
- debating ideas
- knowing which skills are required for which assigned task.

To learn and use specialized study skills requires the learner to:

- obtain information from resource materials (use an encyclopedia or dictionary)
- develop the skills to obtain the information from resource materials: alphabetize letters of the alphabet or locate and use information from such sources as an atlas or thesaurus, for example
- learn to read graphic aids. ‘

LEARNING FOR LIFE: USE READING TO LEARN

An old American proverb contains wisdom on dealing with horses and people: "You can lead a horse to water but you can't make him drink." Modern translation: you can lead a student to school, but you can't make him/her think.

ECRI has proven the proverb wrong. And it's not been an easy task, not easy because traditional programs treat content areas as ends rather than means: if you learn to compute fractions in a math class you're successful, regardless of your success at solving real life math problems; if you master the grammar in a writing class, you're successful at writing, regardless of your ability to communicate; and so on, through the entire curriculum.

The teaching of reading has evolved in a similar fashion — it is generally treated as an end in itself, rather than a means to higher objectives. Comprehension, vocabulary, phonics, syntax are the criteria for student success, not how well the skill of reading is used as a means for further learning: for understanding life, for earning a living, for experiencing culture and civilization.

ECRI believes that learning to read is only half the process, one blade of a pair of scissors, useless without the other half.

This, then, becomes the ECRI maxim: Learning to Read, then **READING TO LEARN**.

But how do you get students to read to learn, i.e., to think, to realize that things taught in school are not an education, but a means

to an education? It's called strangely enough, *Reading to Learn*. This is an ECRI program created to meet the need of relevancy, to take students beyond the reading process to its application, towards what Aristotle called *Learning for Life*.

Basically, the program, which is in ECRI schools where teachers have been able to teach students to read so well, shifts to teachers teaching reading as a means for further learning. To meet this objective, kits have been developed in numerous content areas which allow students to use their own initiative and creativity while progressing through the advanced application of reading.

ECRI has 110 kits with others under development. The subjects are divided into three areas: genre, themes, and authors/illustrators. Under genre in literature, for instance, students might study poetry, myths, tall tales, or fantasy; the thematic studies include such topics as the Civil War, the Depression, Planet Earth and Conservation, or Mad Scientist; and with authors/illustrators, students review the works of a number of relevant authors and/or illustrators. The kits are used in Reading to Learn units of study that typically are completed within a month's time.

Visitors at Reid School in Salt Lake City, UT, can receive several Reading to Learn units of study as well as observe students participating in a Reading to Learn class. They will recognize that it is true: students can be brought to water (acquire reading skills) and can be taught to drink (read for life). It's

all part of ECRI's Reading to Learn program.

A "Reading to Learn" Seminar at Reid School is one day in length and can be scheduled with Dr. Reid, 1-800-468-ECRI. '

EXPLORERS AND EXPEDITIONS

(continued from page 1)

- Explorers of the Oceans
- Explorers of the Sky and Space
- Antarctic Explorers
- Arctic Explorers
- Explorers of the Top of the World (mountains)

This was a "Reading to Learn" unit of study that Dr. Ethna Reid loved visiting. The books that were there for students to read, the biographies of explorers to learn about, the vocabulary, comprehension, and study skills activities, and the writing that was requested, were truly awesome for someone who majored in history (Ethna) and who prided herself on continuing to enjoy studying it. "Where was I?" Dr. Reid asked, "When Ibn Buttuta's writings were available?"

To obtain a free copy of this 43 printed page unit of "Explorers and Expeditions," please send an 8.5" x 11" large manila envelope with \$1.90 postage on it.

Ernest Shackleton wrote: "I dreamt... that some day I would go to the region of ice and snow and go on and on 'til I came to one of the poles of the earth, the end of the apex upon which this great ball turns." How many of us have this specific of a goal, and then set about to achieve it? '

**REID SCHOOL'S
ACCREDITATION REPORT
FROM THE NORTHWEST
ASSOCIATION
COMMISSION, FEBRUARY,
2011 DESCRIBES THE
EXEMPLARY CENTER FOR
READING INSTRUCTION'S
(ECRI) BEST TEACHING
PRACTICES. REID SCHOOL
IS PROUD TO BE AN ECRI
DEMONSTRATION SITE.**

"The visiting team commends Reid School's teachers for their focus on multi-dimensional learning involving the students in auditory, visual, kinesthetic, and oral processing.

"The visiting team commends Reid School's students for their involvement, adherence, and responsiveness to classroom procedures, their ability to self-monitor, and for producing quality work.

"The visiting team commends Reid School for the reading program in which students are placed in accordance with his/her initial level regardless of the age or grade, then provided with the instruction and opportunity for advancement at his/her own individual pace.

"The visiting team commends Reid School's teachers for taking the time to conference with individual students during a dual level classroom experience.

"The visiting team commends Reid School for creating an established system of routines and procedures that limits transition time and maximizes the use of time engaging students' attention on learning.

"The visiting team commends Reid School for following through

with its commitment to smaller class sizes. This allows each student to be well known by his/her teachers. It also allows teachers to work individually with students.

"The visiting team commends Reid School for the environment of educational excellence evident throughout the school. The students are treated with respect in a safe, well maintained facility. Academic rigor is expected and extra help is available for students when needed." '

**ECRI'S TEACHING
WRITING, BOOK II and
TEACHING CRITICAL
THINKING AND
SPECIALIZED STUDY
SKILLS BOTH TEACH
THE WRITING OF ESSAYS.**

Miss Ellie Hopkins, a student at Reid School has given permission for ECRI to publish one of her essays which follows:

William Butler Yeats once said, "Education is not the filling of a pail, but the lighting of a fire." This inspirational quote means to me that you don't just learn something to carry it around unseen. You learn in a consuming and energizing way to create a spark inside of yourself that grows as you learn more about that subject, until you finally have a blazing fire. This fire emits light and warmth to everyone who comes into contact with it. When I think about this quote, I think about my burning desire to grow my talents in the expressive arts.

Unlike some people, I don't just write to get an "A" in my classes. I write for the pure enjoy-

ment of expressing myself through a literary form, whether it's for an assignment or part of my leisure time. This spark or interest in writing was developed through time as my teachers taught me this exciting art, and it has blazed larger and larger within me as I gained greater knowledge and expertise.

Additionally, I have always been mesmerized by music from the time I was a little girl. One of my favorite things to do was sing "Popcorn Popping on the Apricot Tree" while looking out of my house to the splendid surprise of blossoms crowding every tree limb with their sweet smelling aroma. Today, I am in seventh grade, and I enjoy playing my harp at any chance I get and participating in my church's youth choir, warming everyone in the same way that the fire of music warms me.

Music puts me under a spell that makes me want to be better at everything I do. This is one of the reasons why I love dance so much. I can't help but release myself in a series of turns, jumps, and kicks when I am consumed under the fiery spell that music bestows upon me.

As I have grown older and my studies have become more and more intense, I always make time for the expressive arts. The quotation, "Education is not the filling of a pail, but the lighting of a fire," simplistically describes my motivation and enjoyment in continued learning. The gift of giving back to others and sharing my talents to lift others is one of the greatest gifts I could ever receive. '

EXTRA EARLY CHILD CARE CENTERS ARE RAPIDLY EXPANDING BECAUSE THEY “BETTER SOCIALIZE THE ‘UNDER TWO’ THAN A NANNY WOULD!”??

In The Winter 2011 Reader Dr. Ethna Reid reviewed the three major early childhood education research studies conducted by ECRI which were published by the Forum on Public Policy (online at <http://forumonpublicpolicy.com/vol2010no5/archivevol2010no5/reid.pdf>.)

Recent trends indicate the increased popularity of the “under two” programs—particularly in New York City.

Across New York City, the number of spots for children under 2 at all child-care centers grew by about 3% last year, said the New York City Department of Health and Hygiene.

The surge in interest has brought more parents to private centers, which employ teachers—often with master's degrees in early education—and claim to better socialize their young pupils than care by a nanny. The centers also tout the benefits to children's verbal and motor skills.

Getting in an under-two program can be similar to applying for an elite private school: applications are often due a year in advance, some schools require interviews, and tuition can run upward of \$30,000 a year.

Even with high prices, early childhood education programs still see long waiting lists.

To nab an under-two spot at Hansen Place in Brooklyn's Fort Greene, parents need to apply when the mother is in the first tri-

mester of pregnancy. Five or six years ago, parents could wait until the third trimester to reserve a spot, said executive director Carol Brathwaite.

Buckle My Shoe in TriBeCa has seen its waiting list for infant care grow steadily in the past five years. The waiting list for under-2 care at Vanderbilt YMCA Early Childhood Center in Midtown is nearly two years long, meaning few children will ever land a spot.

The importance of the early years of a child's life has long been recognized. Since as much growth takes place in intelligence from birth to three as compared to ages 4 through 18, the ages best served to change I.Q. is before age 3. The greatest growth in school achievement is between kindergarten and grade three as compared to grade four through grade 12. To change a student's school achievement can most readily be done in those early years.

Hunt's (1961) observations and investigations added to a growing trend of providing preschool education when he wrote concerning a former established idea of a fixed I.Q. and the development of maturity:

... the assumptions of fixed intelligence and predetermined development led to a general attitude that investigations of the effects of various kinds of early experience on later intellectual capacities would be useless.

These implications influenced education. These differences between children and ages removed the onus of moral blame from school failure ... the belief that the wherewithal to solve problems comes automatically with neural tissues of the cerebrum, is being shown to be palpably false.

Bruner (1963) pointed out that, “... our schools may be wasting precious years by postponing the teaching of many important subjects on the ground that they are too difficult.” He continued, “... any subject can be taught effectively in some intellectually honest form to any child at any stage of development.” Hymes (1966) stated, “Children under six are greatly underserved ... and passive programs are almost as hurtful as pushy ones. Passive programs are monuments to missing opportunities.”

Dr. Edward Zigler, first director of the Office of Child Development which administered the fledgling Head Start program wrote, “We have evidence that two years of preschool instruction give you more benefit than one year—so, we want a program for three and 4-year-olds. But we have to reach down even earlier.”

ECRI's original four-year study comparing the effect of bringing academic instruction to 3's, 4's, 5's, and 6's, favored each younger year of instruction.

ECRI replicated the original program for 3's, 4's, and 5 year olds in the public schools. This was called “Early Start,” and it was validated by USDE.

As a result of the significant gains made in auditory comprehension of language, basic concepts and achievement scores in math and language in “Early Start,” a 3rd ECRI study called “Enriching a Child's Literacy Environment” (ECLE) was created to evaluate the value of teaching children from 6 months of age to 3 years accompanied by their parents to develop small and large muscle coordination, phonemic

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DISMAL TEST SCORES

Dale McFeatters wrote for Scripps Howard News Service on September 26, 2012 that, “the high school class of 2012 has taken its College Board exams and the results show the nation still hasn’t cracked the code of how to deliver a quality secondary education.

“The results are dismaying.

“The test is divided into three parts, critical reading, writing and math. A perfect score on each section is 800 — 2400 if the student aced all three.

“But mean reading scores were 496, a 40-year low, 34 points below 1972. Math was flat at 514, roughly unchanged since 2007. And writing was down 488, down nine points since that section was added to the test in 2006.

“Over half, 57 percent, did not achieve a combined score of 1550, the level at which a student is deemed ready for college-level work. The results were even worse on the ACT, the other major college entrance exam, where 75 percent of the students failed to meet the readiness standard.”

Only one fourth of Middle School students in the United States write at a proficient level, according to a new report on the National Assessment of Educational Programs 2011 Writing test. The test scores are equally dismal in elementary schools. The 10 years of “No Child Left Behind” did not increase reading, mathematics, and writing scores.

EXCELLENT TEST SCORES

Two major studies* of ECRI’s effectiveness include:

(1) Eleven public school elementary and secondary sites and 2,274 students in regular, reme-

dial, bilingual, special education, and Chapter I schools from coast to coast. In addition, two districts provided control schools. Regular education students (n=1733) gained 4 to 28 NCEs in vocabulary and comprehension—a gain of 0.4 to 1.5 standard deviations, which was significantly greater ($p < .0001$) than the control schools or expectancies from normative data. Children with special needs (bilingual, Chapter I, and remedial) showed NCE gains ranging from 5.9 to 27.8 with an average gain of 14 NCEs, and students in special education showed gains between 7.3 and 24.9 NCEs, with an average gain exceeding 19 NCEs. All of these gains were statistically significant when compared with controls and normative expectations.

(2) Six sites (5 public, one private) in five states and 1,986 students. One Chapter I district also provided an additional control school that maintained its original program. Students were from a range of SES and varied in ethnicity, race and urban/rural background. Special education, Chapter I, gifted, special needs, and regular education students were involved in the study. All experimental ECRI students in the six national sites demonstrated significant gains ($p < .0001$) on the reading subtests of standardized achievement tests. Average gains per class across all schools and groups ranged from 5.4 NCEs to over 26 NCEs.

Converting these scores to grade level gains and averaging them across grades, combining both studies, after one year of ECRI instruction, regular education students (and some others) in

grades 1-2 averaged 2 years gain, regular education students in grades 4-6 averaged 2 years and 3 months gain, and regular education students in grades 7-12 averaged 2 years 5 months gain.

Other studies have shown similar significance: In North Carolina, where 10 teachers, 400 students, and three administrators have been involved in the ECRI program, average reading score gains were reported to exceed 2.5 years per year enrolled. Anecdotal data indicate a reduction in behavior problems and an increase in teacher morale. In one California 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.

* Scores from the reading subscales of standardized tests, administered according to publisher’s procedures, were used. All were machine scored by publishers or by district testing departments. Samples were independently scored by an external evaluator to assess reliability. Major tests were SAT, CTBS, and ITBS. Agencies specializing in evaluation received the data and conducted the evaluation studies for ECRI.

ECRI’s Results/Effect Size

Reading Comprehension (+.48 to +.90); Vocabulary (+.31 to +1.40).

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

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TEST SCORES

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equivalent to an increase of 100 points on the SAT scale, two stanines, 21 NCEs (normal curve equivalent ranks) or 15 points of IQ—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.

Considerations

At the heart of ECRI's remarkable record of success is an effective and replicable professional development program.

Because schools can continue to use existing reading and language arts curricula, the costs of ECRI implementation are remarkably low. '

EARLY CHILD CARE

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awareness, a sense of rhythm, music and literature appreciation, and much more. Parents continued the activities at home. Again, the success of the program on mental and psychomotor development was statistically significant and ECLE was nationally validated by USDE.

ECRI's staff and the author found in the ongoing programs for infants, preschoolers, and kindergartners, that parents and teachers are excited and eager to learn, and children are happy and relish time spent in learning. The challenge is for society to provide parents and teachers of young children with quality (research-based) professional staff development programs to educate well this significant and highly valued proportion of the population. '

REID SCHOOL SPONSORS A POETRY RECITATION COMPETITION EACH YEAR

Poetry memorization at school creates confidence in a student's ability to memorize and recite in front of other students, and it creates a deeper understanding of the poem's subject and mood. As students make an effort to remember the poem each day, it assists them in remembering other information.

Memorization of poetry is made easier through repetition—students practice reciting the poem each day as they wait for class to begin. Memorization is made easier:

- by writing the poem down,
- by picturing in the students' minds what the poem is about,
- by providing meaning to the poem,
- and by personalizing it.

The poem, “O Captain, My Captain,” for example, is about Abraham Lincoln, his significant contribution in preserving the union and his tragic death. This is a memorable poem for the students to learn, and they loved visualizing the emotions of the people at that time and empathizing with them.

Students throughout the school memorize a poem each month. Dr. Reid remembers consulting with a school in Baton Rouge, LA, which had each of the classes recite its poem of the month to the other classes in the auditorium. It was exciting to see the enthusiasm as one class recited its poem for everyone else.

Dr. Robert A. Bjork, a professor of psychology at the University of California, Los

Angeles, wrote, “Memory isn't automatic. If we want to retain information, we need to pay attention to it and relate it to what we already know.”

Teachers carefully select the “poem of the month.” They want it to be meaningful to the students and relate to what they already know.

Besides the memorization, however, the expression in a student's voice and the ease in using hand movements count in the competition. These important aspects of oral language are taught in ECRI's text *Personally Speaking*.

To hear two of the winning students recite “O Captain! My Captain!” by Walt Whitman, go to <http://www.ecri.cc/videos.html>.

As part of oral language development, students and reading teachers use the same checklist while the students practice the poem as the judges use during the competition. This is excellent preparation for the students' presentation of monologues and choral readings in class, performances in Reid School's annual Shakespeare play, etc.. E-mail ECRI at ereid@xmission.com to get a copy of the checklist the judges', students', and teachers' use. '

Des Moines, Iowa

It was good to hear from Tim McKinney who wrote from Interstate #35 School District close to Des Moines.

He still is finding that ECRI's strategies work and are the answer for struggling readers. He not only teaches fourth grade but also High School Boy's Track and High School Volleyball.

Tim still remembers the good times he had at Reid Ranch! '

SUMMER 2013 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 9-14, Fee: \$495

Invitational Conference for Teachers of Teachers (5 days)
June 16-21, Fee: \$495

Integrating Study Skills, Comprehension, Literature, Grammar and Writing (5 days)
June 9-14 or 16-21, Fee \$495

Advanced Reading Seminar (3rd Seminar) Reading in the Content Areas (5 days)
June 16-21, Fee: \$495

Rocky Mountain Reading Specialist Leadership Conference (10 days)
Includes Two Seminars (Choose the two that best fit your needs!)
June 9-21, 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 Seminarss

• 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 9 through June 22 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.