

Fire Blessing Bowl
by Cheryl Williams
 Rich colors record the artist's brush strokes on wheel-thrown ceramic as the smooth interior glows with golden light...



Middlebury Chair
by Mary Lynn O'Shea
 The artist's jacquard loom produces another exquisite fabric with intricate designs that invite you to sit and stay a while...



Nakomis
by Daniel Slack
 Born of earth and fire, a great sculptural relic imbued with the power of the imagination. Tall, wheel-thrown stoneware vessel with extruded additions is decorated with metallic oxide stains brushed over a base glaze...



Ball Mirror
by Brent Skidmore
 Pearlescent painted balls bring color and sophisticated whimsy to carved mahogany and maple. They beckon your touch!



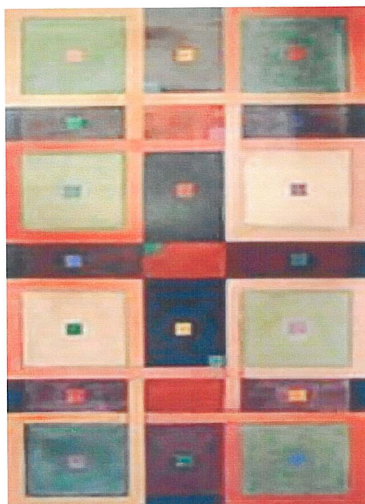
Little Rocker
by Isaac Arms
 The traditional rocker reinvented as contemporary sculpture. Clean, spare steel lines with powder-coat finish...



Thauston
by Glenn Ward
 Simple elegance, complex form. Sensuous curves of bent and laminated ash intersect ebony in a coffee table that was made to spark conversation...



Lattice
by Patricia Dreher
 Shape and color frolic on this festive floor art of high-grade canvas, handpainted with acrylics and non-yellowing varathane...



Typewriter Times
by Debra Dresler
 How do you spell fashion? Bracelet-style quartz watch with genuine antique typewriter keys cemented into sterling silver backs. Because the keys are recycled from retired typewriters, they will vary in color, age, and condition...



From the Desk of
Darlena Ohlsen

September 1, 1999

Dear Fellow Educator:

Four years ago, when our school librarian told us about **Reading Renaissance**[®] professional development, I have to admit I was skeptical. After all, we were already getting great results with **Accelerated Reader**[®] reading management software. How much difference could a one-day seminar really make?

I'm delighted to say, it made all the difference in the world! I'm not kidding when I say that Reading Renaissance has changed my life as a teacher. And it's changing my students' lives, too—every day.

This training showed me and my colleagues practical, classroom-proven ways to monitor progress, personalize instruction, and intervene effectively to ensure success for every child.

As a result, we've gone from students who avoid books to students who don't want to put their books down! Just the other day, I had to ask my math students to close their books so our class could begin. Their response may surprise you, but it was perfectly natural for them: "Can't we read for just a few more minutes, *please?*"

This amazing change of attitude has resulted in an equally astonishing change in *aptitude*. Since 1996, our students' reading growth has increased two and a half times for the entire school! (more than 500 students)! Library circulation has skyrocketed as well, jumping from 4,000 books in 1992–93 to almost 61,000 for 1997–98. That's an increase of *more than 15 times!*

Not only are our students reading *more* books; they're also reading *better* books, and really learning about literature. They're becoming aware of different genres, different authors, and developing their own personal favorites.

Reading Renaissance has transformed our school in other ways, too. For example: Since starting the program, my students' discipline problems have all but disappeared. Now, instead of chit-chatting or distracting other students, they sit quietly at their desks, reading. Every one of them!

One of the things I like best about Reading Renaissance is that it helps me improve my communications with parents and other teachers. Now I can use the detailed reports I get from Accelerated Reader to show parents *exactly* how their children are doing. And in the event of a problem, I can let parents know just how I plan to intervene and help return that child to a cycle of success. Parents really like that!

Let me give you one final example of how Reading Renaissance has made an impact on our students.

Last year, we offered our kids a special reward if they reached all of their reading goals—a sleep-over in the gym. As you would expect, every one of our students met their goals, and the sleep-over went ahead as planned. But can you guess what our kids wanted to do when the big night came?

You guessed it—they wanted to read. Now *that's* what I call amazing!

If you've never used Reading Renaissance techniques in your classroom, I encourage you to find out more about this exciting program today. In fact, as a fellow teacher, I *implore* you. Believe me, you owe it to yourself to experience the phenomenal success you can achieve with these strategies. More importantly, you owe it to your *students*.

Every child deserves the opportunity to learn and grow and reach his or her full potential. With Reading Renaissance, you can give your kids that chance. As a teacher, I don't need to tell you how key that is. You know that for some of your students, Reading Renaissance may not just be their best chance—it may be their *only* one.

Please take a few moments now to fill out and return the enclosed card to receive *free* information about how you can start a Reading Renaissance at your school. There is absolutely no obligation—your response is simply an easy way to find out more about this life-changing program!

I'm grateful for my opportunity to learn more about Reading Renaissance. As you look back on this day, months or even years from now, I think you'll be just as grateful for yours.

Sincerely,

Darlana Olhson
Reading Renaissance Model Classroom Educator
Vista Elementary School
Jerome, Idaho

P.S. In more than 20 years of teaching, I have never seen a program that can transform a school the way Reading Renaissance has transformed ours. That's why I urge you to send for your FREE information kit today. Just call Renaissance Learning toll-free at **(800) 200-4848**, ext. 257, or fill out and return the enclosed card. Your students (and their parents) will thank you!