

Table of Contents
 Literacy Newsletters
 Volume 3: School Year 2005 – 2006

Issue / Date	Contents
#1, 9/7/05	<ul style="list-style-type: none"> • Rubrics • Sample rubrics • Web sites for rubrics
#2, 9/12/05	<ul style="list-style-type: none"> • Roots and Prefixes • Suggestions for teaching roots and prefixes
#3, 9/19/05	<ul style="list-style-type: none"> • Structural analysis • Roots and prefixes • Suggestions for teaching roots and prefixes
#4, 9/26/05	<ul style="list-style-type: none"> • Word walls • Web sites for word puzzles • Concept squares
#5, 10/3/05	<ul style="list-style-type: none"> • Sentence completions • Transition words
#6, 10/10/05	<ul style="list-style-type: none"> • Sentence completion—the forward method, from Spark Notes
#7, 10/17/05	<ul style="list-style-type: none"> • Sentence completion—the backward method, from Spark Notes
#8, 10/24/05	<ul style="list-style-type: none"> • Designing an essay question
#9, 10/31/05	<ul style="list-style-type: none"> • Correcting an essay—assessing and evaluating, handling grammar and punctuation, and using explicit assessment criteria and assessment rubrics
#10, 11/7/05	<ul style="list-style-type: none"> • The writing process: prewriting, writing, and editing and revising
#11, 11/14/05	<ul style="list-style-type: none"> • Reading as a process: before, during, and after reading
#12, 11/21/05	<ul style="list-style-type: none"> • Ways of reading actively • Predicting what an author will say next
#13, 11/28/05	<ul style="list-style-type: none"> • Ways to order paragraphs • Time order • Geographic order
#14, 12/05/05	<ul style="list-style-type: none"> • Ordering paragraphs: most important to least important • Classroom management ideas
#15, 12/12/05	<ul style="list-style-type: none"> • Classroom management ideas • Ordering paragraph: least important to most important
#16, 12/19/05	<ul style="list-style-type: none"> • Guidelines for good classroom management practice • Expert questions
#17, 1/3/06	<ul style="list-style-type: none"> • Orientation questions • Ordering a paragraph: comparison / contrast • What makes a good question?
#18, 1/9/06	<ul style="list-style-type: none"> • Knowing what’s important: signposts in text • Ordering a paragraph: cause / effect

	<ul style="list-style-type: none"> • Character education: trustworthiness
#19, 1/17/06	<ul style="list-style-type: none"> • Taking notes on reading • Ordering a paragraph: classification order • Character education: respect
#20, 1/23/06	<ul style="list-style-type: none"> • Taking notes • Ordering a paragraph: listing • Character education: responsibility
#21, 1/30/06	<ul style="list-style-type: none"> • Reading a history textbook: setting a purpose / previewing • Character education: fairness
#22, 2/6/06	<ul style="list-style-type: none"> • Reading a science text: outlining / headings / study cards
#23, 2/13/06	<ul style="list-style-type: none"> • Reading a math text: visualizing • Weeding out excess information
#24, 2/27/06	<ul style="list-style-type: none"> • Focus on study questions: read, plan, write, rewrite/edit • Definitions of words in questions • Character education: caring
#25, 3/6/06	<ul style="list-style-type: none"> • Focus on word problems: read, plan, write, rewrite/edit
#26, 3/13/06	<ul style="list-style-type: none"> • What's in a textbook: chapter previews, charts/graphs, footnotes • Graphic organizers: KWS chart, planning chart
#27, 3/20/06	<ul style="list-style-type: none"> • What's in a textbook: glossaries, indexes, maps, photos / illustrations • Graphic organizers: four-column chart, timeline, e-chart
#28, 3/27/06	<ul style="list-style-type: none"> • What's in a textbook: special features, study questions and reviews, table of contents, timelines • Graphic organizers: cluster / word web, sequence chart, tic-tac-toe chart
#29, 4/3/06	<ul style="list-style-type: none"> • Reading nonfiction: expository, narrative • Reading an essay
#30, 4/10/06	<ul style="list-style-type: none"> • Guidelines for reading essays • Rhetorical devices: questions, repetition, parallelism, alliteration
#31, 4/24/06	<ul style="list-style-type: none"> • Responding to an essay exam question
#32, 5/1/06	<ul style="list-style-type: none"> • The language of media literacy: a glossary of terms
#33, 5/8/06	<ul style="list-style-type: none"> • Key questions to analyze a media message
#34, 5/15/06	<ul style="list-style-type: none"> • Media as text: the media triangle—text, production, audience
#35, 5/22/06	<ul style="list-style-type: none"> • Visual literacy: reading media photographs