

**Administrators:** Please share with staff whom have responsibilities connected to this workshop topic.

<b>Attendance:</b> <input type="checkbox"/> Expected <input checked="" type="checkbox"/> Invitation	<b>Expenses Covered by:</b> <input checked="" type="checkbox"/> Division <input type="checkbox"/> Decentralized	<b>Sub Covered by:</b> <input checked="" type="checkbox"/> Division <input type="checkbox"/> Decentralized	<b>Approved by:</b> Maureen Taylor, Superintendent of Schools
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<input checked="" type="checkbox"/> <b>Awareness</b> – curriculum overview <input checked="" type="checkbox"/> <b>Exploration</b> – unit planning, teaching strategies, integration into existing curricula <input checked="" type="checkbox"/> <b>Synthesis</b> – implementing and seeing using relationships of curriculum parts <input type="checkbox"/> <b>Refinement</b> – thorough incorporation of all curriculum components and integration with other curricula	<h2>Early Literacy</h2> <p>Day 1 – September 11<sup>th</sup>, 2012 Day 2 – October 24<sup>th</sup>, 2012 Day 3 – December 4<sup>th</sup>, 2012 Day 4 – February 12<sup>th</sup>, 2013 Day 5 – April 11<sup>th</sup>, 2013 Day 6 – June 11<sup>th</sup>, 2013</p>
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**Goal:**  
Participants will have the opportunity to:

- receive information regarding the expected outcomes of early literacy and the processes involved, including administration of the EL screen and DRA.
- learn about the five components of effective reading instruction and how they align with planning a UbD unit for ELA
- learn how to incorporate the Daily 5 into their classroom

**So that teachers .....**

- develop an understanding of early literacy.
- have an awareness of the interdependence of the five components of effective reading instruction.
- understand the alignment between EL, DRA, and curricular outcomes and are able to incorporate all strands of ELA in UbD planning.
- become familiar with the benefits of guided reading and the Daily 5.
- understand the assessment process (EL, DRA), the data entry system, and how to use data to plan and differentiate instruction.

**So that students....**

- benefit from having their reading abilities monitored closely to enable teachers to detect weaknesses and provide early intervention.
- receive reading instruction at the level they require to improve their reading ability.
- benefit from strategic and explicit language arts instruction and assessment.

<b>Who:</b>	<b>Teachers new to kindergarten to grade 3 and EST who do not have Early Literacy training</b>
<b>Date:</b>	<b>September 11, October 24, December 4, February 12, April 11, June 11</b>
<b>Time:</b>	<b>9:00 – 3:30</b>
<b>Location:</b>	<b>Education Centre</b>
<b>Facilitator(s):</b>	<b>Sandra Quayle, Elaine Beres, Pam Anderson Klassen</b>
<b>Bring:</b>	<b>Laptop, binder</b>

**Overview:** The goal of the six inservice days is to provide teachers with the foundation needed to provide effective reading instruction to students and to understand the five components of reading and the role they play. The ability to use data to detect areas of need will assist teachers in differentiating instruction to meet the needs of all students. Planning a balanced language arts program incorporating all strands of ELA will be discussed.

For workshop information contact: Pam Anderson Klassen phone 764-1571  
Deadline for Registration: September 10<sup>th</sup>, 2012  
Maximum of 30 Participants  
Registration will only be accepted through online registration

[Click Here To Register](#)

**Workshop Name: ELDay3-12/4/12**  
Complete "Request for Leave" Form:

Staff Dev. Decentralized Teachers (SDDT)

Staff Dev. Systems Teachers (please check one):

Curriculum (CURR)

Student Support Services (SPED)

Other (SDDT)

Staff Dev. System CUPE (SDSC)

Staff Dev. Individual (SDCI)