

GRADUATE READING
2006

Clusters	REED 540	REED 610	REED 620	REED 637	REED 695
One: Believe/ Whole Child		<ul style="list-style-type: none"> Language acquisition and reading development 		<ul style="list-style-type: none"> Motivate lifelong readers 	
Two: Cultural Analysis					
Three: Communication		<ul style="list-style-type: none"> Influence of home, family and community on literacy 			
Four: Assessment		<ul style="list-style-type: none"> Early identification and intervention strategies for all learners Various forms of informal and formal assessments 		<ul style="list-style-type: none"> Create, administer and sustain classroom assessment measures 	<ul style="list-style-type: none"> Use assessment information that meets needs of <u>all</u> students
Five: Strategies		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Use a wide range of approaches to address learners from different cultural and linguistic backgrounds 	<ul style="list-style-type: none"> Use a wide range of approaches to address learners from different cultural and linguistic backgrounds Use wide range of materials, including sensitivity to other cultures and stages of development
Six: Special Strategies	<ul style="list-style-type: none"> Literacy tools 				<ul style="list-style-type: none"> Add relevant resources related to linguistic and cultural difference