

MLPP



Michigan Literacy Progress Profile



2005 - 2006

Fall through Spring

Every Child a Reader, Every Teacher a Learner

*Strategies to Enhance Children's Literacy
These sessions are open to all pre-k
through 3rd grade teachers, guest and
student teachers.*



OaklandSchools

Michigan Literacy Progress Profile 2005 - 2006 Welcome to MLPP



We are pleased to offer a series of sessions focusing on strategies for improving early literacy in children from preschool through grade three. These sessions are open to all staff in Oakland County and have been designed to support training in the Michigan Literacy Progress Profile (MLPP).

Individuals currently enrolled in MLPP training will be admitted to sessions on a priority basis. Others will be able to use these sessions to fulfill MLPP requirements if trained in the future or to simply enhance their classroom literacy instruction. All sessions will be led by experienced trainers who combine a depth of knowledge in early literacy with a realistic understanding of today's classrooms.

Questions?

About your **registration**, please call Event Management at **248.209.2500**.

About the **content** of MLPP, please call Dr. Joan Firestone at **248.209.2035**.

About this **booklet**, please call Tom Barnes at **248.209.2057**.



OaklandSchools

Non-discrimination Statement

Oakland Schools does not discriminate on the basis of race, color, national origin, age, sex, marital status, religion or disability. For employment matters contact the Director of Human Resources at 248.209.2059. For all other matters, contact the Director of Legal Affairs at 248.209.2662, 2111 Pontiac Lake Road, Waterford, MI 48328-2736.

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MLPP State Requirements

The Michigan Department of Education now requires that teachers participate in 36 hours of Michigan Literacy Progress Profile Training in order to receive a state MLPP certificate.

A district may plan for MLPP training for their staff in a variety of ways. They may opt to provide all or some of their own training. They may elect to have their teachers participate in workshops offered through Oakland Schools or require that teachers attend only district sessions. Prior to registering for any session offered by Oakland Schools, teachers should receive district consent. The following are MLPP requirements:

Background Information on MLPP Tasks, Balanced Literacy Program and Literacy Acquisition

12 hours required (previously called Days 1 and 2)

This series provides participants with background information on MLPP tasks, a balanced literacy program and literacy acquisition.

Analysis of MLPP Data to Make Instructional Decisions

6 hours required (previously called Day 3)

This session focuses on analyzing and using information from the MLPP to make instructional and program decisions.

Prerequisite:

- Background on MLPP Tasks (previously called Days 1 and 2)
- Introduction to Oral Reading Records – May be taken as part of MLPP workshops or previously taken through your district, another workshop or coursework.

Comprehension

6 hours required (previously called Day 4)

Teachers completing the comprehension requirement through Oakland Schools will need to attend two after-school sessions (one in retelling and one on strategies) OR one whole-day session. Due to the nature of the tasks, preschool and Kindergarten teachers will be required to attend only one half-day session (3 hours.) The full-day session for preschool and Kindergarten teachers will focus on instructional strategies as well as administering the tasks. The additional 3 hours will be credited toward the Balanced Literacy Program Component requirement.

Balanced Literacy Program Components and Instructional Strategies Requirement

12 hours required (previously called Days 5 and 6)

Teachers completing this requirement through Oakland Schools will need to participate in 12 hours of professional development. They may select from a variety of options that best suit their needs. These classes may be taken before background information on MLPP Tasks.

MLPP Workshop Logistics



Registration Information

Please register at least two weeks in advance of a session. Registration will be based on a first-come, first-served basis. People registering in advance will be notified if a workshop is cancelled.

Register on page 13 or **online** at www.oakland.k12.mi.us. Each session has been designated a number or a letter. Use this notation to locate a session on the registration form. Please make a copy of the registration form for your records **before** sending it to Oakland Schools.

Cost Information

The cost of each after-school workshop is **\$25.00** and each full day is **\$40.00**. Participants may pay by check, P.O. or credit card. Refunds will only be given if a **written** cancellation is received at least 7 business days before the workshop is scheduled.

Workshop Times

Full-Day Sessions

8:30 AM – Registration begins

9:00 AM – 3:00 PM, please be prompt

(Light breakfast and boxed lunch are provided)

Half-Day or “After School” Sessions

4:00 PM – Registration begins

4:30 PM – 7:30 PM, please be prompt

(Boxed dinner provided)

MLPP Passport (tracking system) and Certificate of Completion

Each participant will receive an MLPP Passport used for tracking classes and hours attended. Remember to ask for a Passport on your first day. Please ask the MLPP speaker or registrator to sign off on your passport for each class you complete. After 36 hours have been completed, make a copy of the passport for your own records and mail the original to Tom Barnes at Oakland Schools, 2111 Pontiac Lake Road, Waterford, MI 48328. Tom will then mail a certificate of completion to you. Please print your address on the passport and remember: only you are responsible for tracking your progress through the MLPP program.

Typical Questions about the MLPP Program and Process

Q: Can I take the MLPP classes out of order?

The appropriate order for attending classes is: Days 1 and 2, ORR, Day 3 and Day 4. Days 5 and 6 can be taken out of order any time. Remember: **Oral Reading Records** will count towards Days 5 and 6.

Q: Can I split up Days 1 and 2?

Days 1 and 2 must be taken within the series being offered.

Q: What happens if I lose my Passport?

Contact Event Management at 248.209.2500 and ask for your transcript. But please remember: only you are responsible for tracking your progress through the MLPP program.

Q: Do I have to take “Introduction to Oral Reading Records” at Oakland Schools?

An introductory session may be taken as part of the MLPP offerings or you may take the class through your district, another workshop or coursework. If you elect not to participate with our ORR you will then be asked to take 12 hours of Days 5 and 6.

Driving Directions to Oakland Schools



Oakland Schools is located at 2111 Pontiac Lake Road, Waterford, Michigan 48328. We are on the southwest corner of Telegraph and Pontiac Lake Roads with entrances on Pontiac Lake Road and Summit Drive.

From the North

Take I-75 south to Exit 93, the Dixie Highway exit. (Please note Dixie Highway also has an exit just south of Flint that exits on the left. Do not use that exit). Turn right at Exit 93 and go approximately 8 miles to Telegraph Road. Turn right on Telegraph Road and make another right onto Pontiac Lake Road, which is approximately 1 mile south.

From the South

Travel north on Telegraph Road through the city of Pontiac.

Make a left turn onto Pontiac Lake Road (just past the Summit

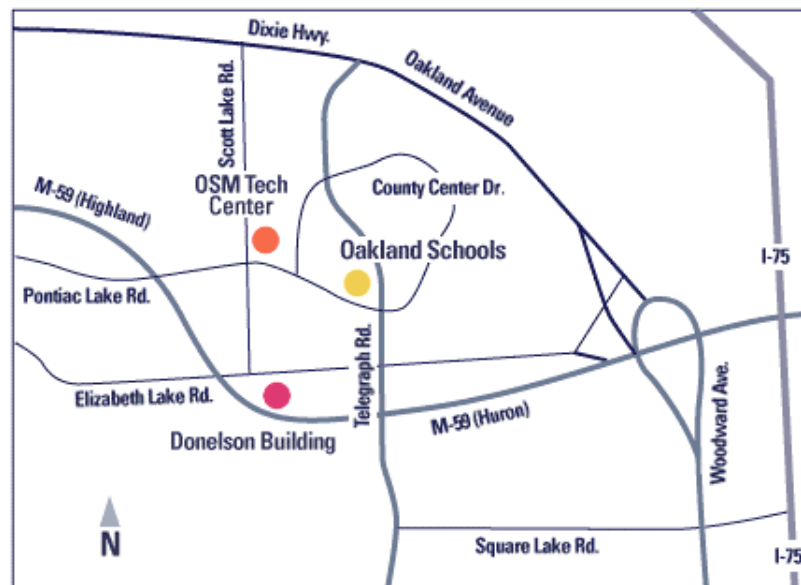
Place Mall) by going through the light and circling around to the right. Oakland Schools is located on the southwest corner of Telegraph and Pontiac Lake Road. It is the three-story glass building on your left.

From the East

Take westbound M-59 to Telegraph Road, turning right onto Telegraph. Make a left turn onto Pontiac Lake Road (just past the Summit Place Mall) by going through the light and circling around to the right. Oakland Schools is located on the southwest corner of Telegraph and Pontiac Lake Road. It is the three-story glass building on your left.

From the West

Take M-59 east to Pontiac Lake Road making sure you have passed the Oakland County International Airport. Turn left onto Pontiac Lake Road. Oakland Schools is located on your right approximately two miles after you turn.



MLPP Session Offerings 2005-2006

Background on MLPP Tasks

12 hours required

Previously called Day 1 and 2

This series provides participants with background information on MLPP tasks, a balanced literacy program and literacy acquisition. Please select from one of the following series.

Date	Course	Time	Presenter
Series 1			
Monday, October 10, 2005	Day 1	9:00 AM – 3:00 PM	Sandy Biondo
Wednesday, October 12, 2005	Day 2	9:00 AM – 3:00 PM	Sandy Biondo
Series 2			
Wednesday, January 25, 2006	Day 1	9:00 AM – 3:00 PM	Sandy Biondo
Thursday, January 26, 2006	Day 2	9:00 AM – 3:00 PM	Sandy Biondo
Series 3			
Thursday, March 16, 2006	Day 1	9:00 AM – 3:00 PM	Sandy Biondo
Friday, March 17, 2006	Day 2	9:00 AM – 3:00 PM	Sandy Biondo
Series 4			
Monday, May 22, 2006	Day 1	9:00 AM – 3:00 PM	Sandy Biondo
Tuesday, May 23, 2006	Day 2	9:00 AM – 3:00 PM	Sandy Biondo

Linking MLPP to Instruction: Analysis of the Data

6 hours required

Previously called Day 3

This session focuses on analyzing and using information from the MLPP to make instructional and program decisions. **Select one of the following offerings.**

Date	Time	Presenter
A. Wednesday, October 5, 2005	9:00 AM – 3:00 PM	Ingrid Snyder
B. Wednesday, December 7, 2005	9:00 AM – 3:00 PM	Ingrid Snyder
C. Tuesday, March 7, 2006	9:00 AM – 3:00 PM	Ingrid Snyder
D. Wednesday, May 3, 2006	9:00 AM – 3:00 PM	Ingrid Snyder

Comprehension Task Offerings

6 hours required for 1st, 2nd and 3rd grade teachers.
3 hours required for preschool and Kindergarten teachers
Previously called Day 4

The focus of these sessions will be to introduce teachers to the comprehension tasks included in the MLPP. The following information will be provided for each task: background, administration, scoring, recording, and interpretation. First, second, and third grade teachers completing this requirement through Oakland Schools will need to attend two after-school sessions (retelling and strategies) **OR** one full-day session. Due to the nature of the tasks, preschool and Kindergarten teachers will be required to attend only one after-school or half-day session. Full-day sessions for preschool and Kindergarten teachers will include additional information on instructional lessons for both retelling and comprehension strategies. The additional three hours will be credited toward the balanced literacy program requirement.

Preschool and Kindergarten Teachers: Select one of the following offerings.

Date	Time	Presenter
E. Wednesday, October 12, 2005	9:00 AM – 3:00 PM	Mary Masson
F. Wednesday, December 14, 2005	4:30 PM – 7:30 PM	Ingrid Snyder
G. Monday, February 13, 2006	4:30 PM – 7:30 PM	Ingrid Snyder

1st, 2nd and 3rd Grade Teachers: Select one full-day or two after-school sessions (one retelling session and one strategies session). Either session may be taken first.

H. Thursday, October 20, 2005 ➤ Strategies	4:30 PM – 7:30 PM	Cheryl Blacklock
I. Monday, November 14, 2005 ➤ Retelling and Strategies	9:00 AM – 3:00 PM	Sandy Biondo
J. Tuesday, November 29, 2005 ➤ Retelling	4:30 PM – 7:30 PM	Ingrid Snyder and Sharen Turnbull-Howard
K. Tuesday, January 10, 2006 ➤ Strategies	4:30 PM – 7:30 PM	Cheryl Blacklock
L. Monday, February 13, 2006 ➤ Retelling and Strategies	9:00 AM – 3:00 PM	Sandy Biondo
M. Tuesday, February 28, 2006 ➤ Retelling	4:30 PM – 7:30 PM	Ingrid Snyder and Sharen Turnbull-Howard
N. Tuesday, April 11, 2006 ➤ Retelling and Strategies	9:00 AM – 3:00 PM	Sandy Biondo

Oral Reading Records

Oral Reading Records can be counted towards the Balanced Literacy Program requirements (Days 5 and 6).

This introductory session may be taken as part of the MLPP offerings or you may take the class through your district, another workshop or coursework. If you elect not to participate with our ORR you will then be asked to take 12 hours of Days 5 and 6.

Introduction to Oral Reading Records (1st–3rd Grade Teachers)

Oral Reading Records (ORR) is the basis for instruction that can help teachers plan effectively and efficiently for lessons that specifically meet learner needs. This critical session for all 1st– 3rd teachers explores the basics: purposes, conventions, scoring, how and when to use them. Classroom management tips for fitting this into one’s day will also be shared. (Suggested follow-up session: Advanced Oral Reading Records Analysis, see next paragraph.) **Select one of the following offerings.**

Date	Time	Presenter
O. Monday, November 7, 2005	4:30 PM – 7:30 PM	Lynn Mangold
P. Tuesday, December 6, 2005	9:00 AM – 3:00 PM	Deonna Montei
Q. Wednesday, February 15, 2006	4:30 PM – 7:30 PM	Lynn Mangold

Advanced Oral Reading Records Analysis (1st – 3rd Grade Teachers)

An ORR of reading behavior is a detailed account of what a child actually does as he or she reads. The record is analyzed to determine reading strengths as well as areas needing improvement. This session will provide hands on experiences in learning how to analyze oral reading records and plan for guided reading instruction. Teachers will learn how to form flexible groups and plan focused lessons to match a student’s stage of reading development. Participants will leave with a packet of practical information that will help make guided reading lessons easier and more effective.

Prerequisite:

Background on the conventions of Oral Reading Records.

R. Thursday, March 23, 2006	4:30 PM – 7:30 PM	Lynn Mangold
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Balanced Literacy Program Offerings

12 hours required unless Oral Reading Records have been taken

Previously called Days 5 and 6

These sessions serve as introductory workshops to various instructional components of a balanced literacy program. Participants should choose according to their needs and interests. 12 hours are required. (Please note that participation in an Oral Reading Records session will count towards the 12 hours needed). Workshop options: “during the day” or “after-school” sessions.

During the Day Sessions

Registration begins at 8:30 AM. Workshops will run from 9:00 AM – 3:00 PM, please be prompt.

1. Nuts & Bolts of Classroom Management

1st – 3rd Grade Teachers

Everyone asks, “How can I work with a small group of students and keep the others busy? How can I make that time worthwhile?” We will explore a variety of ways to manage the class while working with small groups and discuss activities that are worthy of students’ time.

Date	Time	Presenter
Tuesday, October 18, 2005	9:00 AM – 3:00 PM	Janice Winkiel

2. Beyond a Book in Every Center: Building a Literacy Based Classroom

PreK – 1st Grade Teachers

Participants will explore why literacy should be woven throughout early childhood classrooms as well as how to include literacy in every part of the day. This fun and lively workshop will equip participants with strategies and activities to implement immediately. More importantly, it will help teachers talk about why those strategies are critical to children’s literacy success.

Thursday, October 27, 2005	9:00 AM – 3:00 PM	Susan Bennett-Armistead
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3. Helping our Students Become Experts in Retelling

2nd – 3rd Grade Teachers

This workshop will focus on two units of study in reading. The first unit, appropriate for the first half of the year, focuses on the qualities of good retelling. The second unit helps readers who are reading longer texts, such as chapter books, by teaching them how to determine what is important.

Wednesday, November 30, 2005	9:00 AM – 3:00 PM	Miriam Swirski-Lubin
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4. Developing Young Writers: Writing To, With and By Children

PreK – 1st Grade Teachers

This workshop will provide participants with strategies for improving children’s writing in their classrooms. Writing Aloud, Shared Writing, Interactive Writing, Journal Writing and Guided Writing will be discussed. Participants will learn how to establish writing centers in their classrooms. The importance of phonetic (invented) spelling and appropriate word study strategies will be shared.

Thursday, December 15, 2005	9:00 AM – 3:00 PM	Christine Shepherd
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Balanced Literacy Program Offerings – Continued

All Day Sessions – Continued		
<p>5. I've Done the MLPP, Now What? Using the MLPP to Plan Shared Reading and Interactive Writing PreK – 1st Grade Teachers Shared Reading and Interactive Writing can be powerful tools when linked to MLPP assessments. This workshop will help teachers connect the MLPP to everyday teaching. It will begin by exploring the connections between common assessments and literacy practices. Then, teachers will have the opportunity to look at their own data and make their own plans.</p>		
Wednesday, January 18, 2006	9:00 AM – 3:00 PM	Miriam Swirski-Lubin
<p>6. Spelling and Vocabulary in a Balanced Literacy Classroom 2nd – 3rd Grade Teachers Discover the role of spelling and vocabulary in a balanced literacy classroom. Use student literacy profiles including spelling inventories to make instructional decisions. Learn research-based instructional strategies for building strong spelling and vocabulary programs.</p>		
Thursday, January 19, 2006	9:00 AM – 3:00 PM	Ingrid Snyder
<p>7. Descriptive Report Writing 2nd – 3rd Grade Teachers Descriptive reports are texts that classify and describe the way things are in our world. Join us as we use Tony Stead's book, <i>Is That A Fact?</i>, as our guide to develop an inquiry based unit of study using non-fiction texts to help student become writers of description and explanation. Oakland County teachers who are currently using this model in their classrooms will share their classroom successes.</p>		
Wednesday, March 1, 2006	9:00 AM – 3:00 PM	Mary Masson
<p>8. Teaching Reading Comprehension Strategies Through Shared Book Experience K – 2nd Grade Teachers Early Childhood teachers know that children love to hear favorite books read time and again. The benefits of repeated reading in early literacy development are accomplished through Shared Book Experience. Reading comprehension strategies, also, are easily integrated through this component of a balanced literacy program. Participants will learn how to teach seven critical reading comprehension strategies through Shared Book Experience.</p>		
Monday, April 10, 2006	9:00 AM – 3:00 PM	Pam Morehead

Balanced Literacy Program Offerings – Continued

After-School Sessions		
Registration and light snack begins at 4:00 PM. Workshops are from 4:30 PM – 7:30 PM		
<p>9. Strengthening Comprehension through Reading Strategies PreK-K Grade Teachers This session will explore how to introduce PreK and K story elements through reading strategies as questioning, predicting and visualizing. Learn how to strengthen children’s awareness and understanding of these elements through puppets, music and role-playing.</p>		
Date	Time	Presenter
Wednesday, October 26, 2005	4:30 PM – 7:30 PM	Alice Turett
<p>10. Fluency: Why Is It Important and How to Teach For It 1st – 3rd Grade Teachers Fluency has hit the spotlight! What is it all about, anyway? Learn how to improve your students’ fluency by increasing their rate, phrasing, smoothness, and intonation when they read orally. You will notice an improvement in their comprehension too!</p>		
Tuesday, November 1, 2005	4:30 PM – 7:30 PM	Cheryl Blacklock
<p>11. A Developmental Approach to Emergent Writing PreK-K Grade Teachers Learn strategies for creating a child-friendly and developmentally sensitive program that monitors children’s progress, provides timely and focused interventions and can be modified in both special and general education.</p>		
Thursday, November 17, 2005	4:30 PM – 7:30 PM	Leda Israel
<p>12. A Closer Look at Readers Workshop 1st – 3rd Grade Teachers Readers Workshop allows teachers to differentiate or personalize instruction to accommodate the learning of all students. Participants will learn how to effectively implement the reading workshop – structure, mini-lessons, independent reading, sharing, and the monitoring of progress. Also, the group will explore ways to promote a love of reading, develop good literacy habits, and build a community of readers in the classroom.</p>		
Tuesday, December 6, 2005	4:30 PM – 7:30 PM	Deonna Montei



Balanced Literacy Program Offerings – Continued

After-School Sessions – Continued		
<p>13. Phonemic Awareness: Learning How to Hear; Learning How to Listen PreK–1st Grade Teachers Young children need to learn how to hear in order to learn how to listen. Oral language and the building of vocabulary are critical in building phonemic awareness. Phonemic awareness is best learned in the context of a rich literacy program that fosters listening, speaking, reading and writing in joyful ways. Songs, poems, jingles and movement are fun ways to ‘play’ with language. This workshop looks at the ‘why’ and the ‘how’ of providing learning opportunities in our classrooms.</p>		
Thursday, January 19, 2006	4:30 PM – 7:30 PM	Michael Taylor
<p>14. Read All About It: Using Informational Text in the Primary Grades K – 2nd Grade Teachers Participants will learn research based strategies for identifying and locating quality informational text as well as strategies to include it in all aspects of a language arts program. This hands-on presentation includes opportunities to explore informational text and practice planning to include it in the primary literacy program.</p>		
Monday, March 13, 2006	4:30 PM – 7:30 PM	Susan Bennett-Armistead
<p>15. What Do Those Little Marks...Mean? Studying Punctuation and Conventions in the Writing Workshop 2nd – 3rd Grade Teachers Our young writers often rely on us to fix their spelling, grammar and punctuation. How do we get our students to do this independently? This workshop focuses on a unit of study that teaches children how to use conventions to make their writing more interesting, engaging and precise.</p>		
Wednesday, March 15, 2006	4:30 PM – 7:30 PM	Miriam Swirski-Lubin
<p>16. A Closer Look at Informational Text 1st – 3rd Grade Teachers Participants will learn to identify the purpose of informational writing and its relationship to genre as well as instructional strategies that are effective in developing reading and writing of informational text. The use of touchstone text in various genres and crafting techniques for writing will also be addressed.</p>		
Wednesday, April 12, 2006	4:30 PM – 7:30 PM	Ingrid Snyder and Sharen Turnbull-Howard

**MLPP Registration and Payment Form
Fall 2005 through Spring 2006**

Four convenient ways to register!

- Fax** 248.209.2021
Email emregistration@oakland.k12.mi.us
 (Include all registration information)
Mail 2111 Pontiac Lake Road
 Waterford, MI 48328-2736
Online www.oakland.k12.mi.us, click on
 Register Online, then locate class

Name _____
 District/Org. _____
 School _____
 Position/grade _____
 Work phone _____
 Home address _____
 City and Zip _____
 Home phone _____
 Email address _____

Payment Information

Total Amount _____
 P.O. # _____ Check # _____
 MasterCard OR VISA
 Credit Card # _____
 Exp. Date _____
 Cardholder Name _____
 Cardholder Address _____
 Cardholder Signature _____

Materials and meals will be provided.

For questions about **registration**, please call
 248.209.2500.

*** Denotes an after school (half day) workshop**

Background on MLPP Tasks - \$80.00 for Series 1, 2, 3 or 4
Previously called Days 1 and 2

- Series 1 Day 1..... Monday, October 10
 Day 2..... Wednesday, October 12
- Series 2 Day 1..... Wednesday, January 25
 Day 2..... Thursday, January 26
- Series 3 Day 1..... Thursday, March 16
 Day 2..... Friday, March 17
- Series 4 Day 1..... Monday, May 22
 Day 2..... Tuesday, May 23

Linking MLPP to Instruction-Analysis of the Data –
\$40.00 Each, Previously called Day 3

- A.** Analysis of the Data Wednesday, October 5
- B.** Analysis of the Data Wednesday, December 7
- C.** Analysis of the Data Tuesday, March 7
- D.** Analysis of the Data Wednesday, May 3

Comprehension Task Offerings - \$40.00 Full Day or
\$25.00 Each *After School Previously called Day 4

- E.** Comprehension – PreK-K Wednesday, October 12
- F.** Comprehension – PreK-K* Wednesday, December 14
- G.** Comprehension – PreK-K* Monday, February 13
- H.** Comprehension – 1st-3rd * Thursday, October 20
- I.** Comprehension – 1st-3rd Monday, November 14
- J.** Comprehension – 1st-3rd * Tuesday, November 29
- K.** Comprehension – 1st-3rd * Tuesday, January 10
- L.** Comprehension – 1st-3rd Monday, February 13
- M.** Comprehension – 1st-3rd * Tuesday, February 28
- N.** Comprehension – 1st-3rd Tuesday, April 11

Oral Reading Record Offerings - \$40.00 full day or
\$25.00 Each *After School

- O.** Oral Reading Records* Monday, November 7
- P.** Oral Reading Records Tuesday, December 6
- Q.** Oral Reading Records* Wednesday, February 15
- R.** Adv. Oral Reading Records* Thursday, March 23

Balanced Literacy Program - Full Day, \$40.00 Each
Previously called Days 5 and 6

- 1.** Nuts & Bolts Tuesday, October 18
- 2.** Beyond a Book Thursday, October 27
- 3.** Helping Our Students Wednesday, November 30
- 4.** Developing Young Writers..... Thursday, December 15
- 5.** I've Done MLPP Wednesday, January 18
- 6.** Spelling & Vocabulary Thursday, January 19
- 7.** Descriptive Report..... Wednesday, March 1
- 8.** Teaching Reading Comp. Monday, April 10

***After School Offerings, \$25.00 Each**

- 9.** Strengthening Comp* Wednesday, October 26
- 10.** Fluency: Importance* Tuesday, November 1
- 11.** Developmental Approach* ... Thursday, November 17
- 12.** A Closer Look at Readers* Tuesday, December 6
- 13.** Phonemic Awareness* Thursday, January 19
- 14.** Read All About It* Monday, March 13
- 15.** What Do Those Marks Mean* Wednesday, March 15
- 16.** A Closer Look at Info* Wednesday, April 12