Developing Learning Communities
LEWIS UNIVERSITY
College of Education
Fall 2015

I. **Instructor:** Dr. Jung Kim, Assistant Professor  
Office: DeLaSalle Hall 313  
Hours: Mon/Wed 2:30-4:30  
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**Course Information:** 52-533 Methods and Strategies for Reading Comprehension  
Instruction, Including Instructional Practicum for the  
Reading Teacher (3 hours)

Course Times: Wednesdays 5:00-7:40

This course addresses the development of techniques and strategies appropriate for  
individual and group reading instruction. Organizing for classroom instruction, including  
collaborating with other professional and paraprofessionals will be examined. Candidates  
will have the opportunity to coach colleagues through the modeling of effective  
instruction. Focus is on designing and implementing reading/thinking strategies to assist  
students in the construction of meaning and comprehension of written language. The 25  
hour field work (instructional practicum) allows candidates an opportunity to assess,  
develop instructional plans, and provide supportive instruction for a student. 3 credit  
hours/25 clinical hours.

II. **Rationale:**  
Reading is a complex, recursive thinking process. Reading instruction must be focused on  
thinking and constructing meaning. Understanding how meaning is constructed from print  
is essential if teachers are to improve the comprehension of their students. Reading  
Teachers must have the knowledge, skills, and dispositions for teaching reading  
comprehension effectively and best develop these through a combination of study,  
collaboration with colleagues, reflection, and practical experience. This course fulfills the  
Service Learning requirement in the College of Education. The College of Education  
requires a minimum of 10 hours of service learning in each program. The 25 hours of  
clinical practice in this course address service learning in addition to the State of Illinois  
clinical practicum requirements for endorsement, as the practicum is conducted in service  
to a school or family beyond the typical setting for and contracted duties of the candidate,  
and the course requires reflection on the college unit standards for social justice and  
multicultural education that extend beyond state expectations for clinical practice. The  
service learning component is addressed informally in class discussions and is assessed  
officially by the Oral Response to Service that follows the completion of the course.
Mission Statement of Lewis University

*Lewis University is a Catholic University in the Lasallian Tradition.* Our Mission is integrated into all aspects of University life, including this course. This course embraces the Mission of the University by fostering an environment in which each student is respected as an individual within a community of learners. In the spirit of the vision of Lewis University, the goals and objectives of this course seek to prepare students to be successful, life-long learners who are intellectually engaged, ethically grounded, socially responsible, and globally aware.

Vision of the College of Education

Lewis University’s College of Education is imbued with a Lasallian moral and ethical legacy. This heritage compels it to consider the central role education can and should take in the creation of a more equal and just society. Therefore, the College of Education views its work as making a salient contribution to the amelioration of injustice and inequality through the preparation of educators who believe all can learn, challenge marginalizing discourses and honor diversity. The College of Education also aligns itself with John Dewey’s notion that the school is the primary vehicle of social progress. As such, it envisions the school as an important location for challenging and transforming social ills and seeks to prepare educators who are deeply discerning, knowledgeable, and critical lifelong learners. It is these characteristics that are indispensable for a truly transformative educator. **This course places special emphasis on instruction for their literacy needs that empowers students who are marginalized.**

Sanctified Zone

This learning space is an extension of Lewis University’s Sanctified Zone, a place where people are committed to working to end racism, bias and prejudice by valuing diversity in a safe and nurturing environment. This active promotion of diversity and the opposition to all forms of prejudice and bias are a powerful and healing expression of our desire to be *Signum Fidei,* “Signs of Faith,” in accordance with the Lewis Mission Statement. To learn more about the Sanctified Zone, please visit: [www.lewisu.edu/sanctifiedzone](http://www.lewisu.edu/sanctifiedzone).

Students Requiring Special Accommodations

If you have a disability that may require consideration by your Instructor and you have not previously submitted documentation to the staff in the Leckrone Academic Resource Center (LARC), please make an appointment with Denise Rich, Director of Academic Support Services in LARC (x5593). It is recommended that you address this prior to the start of class or within the first week of class. If you need accommodations for successful participation in class activities prior to your appointment in LARC, you should provide information in writing to your Instructor that includes suggestions for assistance in participating in and completing class assignments. It is not necessary to disclose the nature of your disability to your instructor. For more information about academic support services, visit the LARC website at: [www.lewisu.edu/larc](http://www.lewisu.edu/larc).

III. **Objectives-Standards-Performance Assessments:**

The objectives and performance assessments for this course are derived from the
International Reading Association’s *Standards for Reading Professionals 2010* (IRA), and the Lewis University College of Education Unit Standards (COE). They are also aligned with the State of Illinois Content Area Standards for Educators-Reading Specialist (ISBE) and the National Educational Technology Standards for Teachers. Additionally, this instructional practicum provides Level 1 Coaching Opportunities (IRA, 2004) with candidates engaging in conversations with colleagues, developing materials and curriculum for/with colleagues, professional sharing, and both instruction and assessment of students.

The Reading Teacher will understand the literature and research about factors related to reading. (COE 1; ISBE 1, 3) Assessed via Article Review

- IRA 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
  - Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

The Reading Teacher will design, model, and implement effective literacy instruction. (COE 1; ISBE 1, 7) Assessed via Reading Teacher Tutoring Work Sample sections 2-6 & Strategy Presentation

- IRA 1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
  - Model fair-mindedness, empathy and ethical behavior in teaching students and in working with other professionals.
  - Communicate the importance of fair-mindedness, empathy and ethical behavior in literacy instruction and professional behavior
- IRA 2.1: Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum.
  - Develop and implement the curriculum to meet the specific needs of readers who struggle with reading.
- IRA 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.
  - Use instructional approaches that are supported by literature and research.
  - Provide appropriate in-depth instruction for all readers and writers and especially for those who struggle with reading and writing.
  - Support classroom teachers and/or education support personnel to implement instructional approaches for all students.
- IRA 2.3: Use a wide range of texts [narrative, expository, poetry, etc.] and traditional print and online resources.
  - Support classroom teachers in building and using a quality accessible, classroom library and materials collection that meets the specific needs and abilities of all learners.
- IRA 3.3: Use assessment information to plan and to evaluate instruction.
  - Analyze and use multiple data sources to analyze individual reader’s performance and to plan instruction and/or intervention.
  - Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.
- IRA 5.1: Design the physical environment to optimize students’ use of traditional print and online resources in reading and writing instruction.
  - Arrange instructional areas to provide easy access to books and other materials for a variety of individual, small group and whole class activities and support teachers in doing the same.
  - Modify the arrangement to accommodate students’ changing needs.
- IRA 5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.
Create a supportive social environment for all students, especially those who struggle with reading.

Support teachers and/or other professionals in doing the same for all readers.

- **IRA 5.3:** Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; conducting discussions, giving peer feedback).
  - Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print and online resources.
  - Create effective routines for all students, especially those who struggle with reading and writing.
  - Support teachers in doing the same for all readers.

- **IRA 5.4:** Use a variety of classroom configurations (whole class, small group, and individual) to differentiate instruction.
  - Use evidenced-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Lewis University Service Learning Outcomes: 2. Deepen learning of academic course content in an engaged, practical setting:

The Reading Teacher will be responsive to diversity in planning and implementing instruction. (COE 2; ISBE 1) Assessed via Reading Teacher Tutoring Work Sample section 8

- **IRA 4.1:** Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
  - Demonstrate an understanding of the ways in which certain qualities of diversity influence the reading and writing development of students who struggle with reading and writing, including those for whom English is a second language.
  - Assist teachers to develop reading and writing instruction that is responsive to diversity.

- **IRA 4.2:** Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.
  - Use curriculum materials and instructional practices that are sensitive to the needs of all students and that represent an array of diversity, including students for whom English is a second language.
  - Collaborate with others to build strong home to school and school to home literacy connections.

The Reading Teacher will communicate and work with other professionals, the public, and parents to facilitate student literacy learning. (COE 1, 3; ISBE 6, 8) Assessed via Reading Teacher Tutoring Work Sample Tasks 1, 8, & Parent Summary & Strategy Presentation

Lewis University Service Learning Outcomes: 2. Deepen learning of academic course content in an engaged, practical setting; 3. Have confidence that s/he can be an agent of change; 4. Be effective, collaborative leaders

The Reading Teacher will reflect on his/her own practice. (COE 1; ISBE 8) Assessed via Reading Teacher Tutoring Work Sample Task 7

- **IRA 6.2:** Display positive dispositions related to one’s own reading and writing and the teaching or reading and writing and pursue the development of individual professional knowledge and behaviors.
  - Promote the value of reading and writing in school and out of school by modeling a positive attitude towards reading and writing with students, colleagues, administrators, and parents.
  - Demonstrate effective interpersonal, communication, and leadership skills.

Lewis University Service Learning Outcomes: 1. Identify service and civic responsibility as personal and professional priorities; 5. Be a self-reflective person in order to gain an understanding of local and global communities

**Technology Standards:**
NETS 1: Facilitate and Inspire Student Learning and Creativity

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• Use technology to facilitate experiences that advance student learning
NETS 4: Promote and Model Digital Citizenship & Responsibility
• Model safe, legal use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
• Model and promote responsible social interactions related to the use of technology
NETS 5: Engage in Professional Growth and Leadership
• Participate in local learning communities (use College LiveText, Blackboard, and other media for class; communicate regularly via appropriate digital platforms and Lewis University email)

IV. Course Policies:
See appropriate University and College of Education publications for policies including, but not limited to, academic honesty, grading and accommodations for students'/candidates’ special needs.

A. Copyright – The Lewis University Copyright and Intellectual Property Guidelines will provide information about your legal obligations regarding the proper use of copyrighted materials. These guidelines apply to Lewis University students as well as employees. The complete text of this document can be found at http://www.lewisu.edu/academics/library/index.htm.

B. Academic Honesty - The Lewis University Graduate Catalog expresses the policy regarding Academic Honesty in these words: “Scholastic integrity lies at the heart of Lewis University. Plagiarism, collusion, and other forms of cheating or scholastic dishonesty are incompatible with the principles of the University. Students engaging in such activities are subject to loss of credit and expulsion from the University.” A crucial disposition valued by the College of Education and assessed in the Reading and Literacy Program is that candidates will “demonstrate ethical behavior in personal and professional relationships…exhibiting honesty and integrity in all situations.” We expect that all candidates will indeed demonstrate such professional behavior in every assignment and course in the program. The work that you submit must follow the course expectations and be your original work with any sources consulted appropriately credited.

C. Attendance and Participation - Candidates are to adhere to the academic policy concerning attendance that is described in the Graduate Catalog. Candidates are expected to be in attendance at scheduled classes, as so much of the learning that occurs will be collaborative and participatory. Candidates are to arrive on time, attend class for the full period, and have assignments completed on time. Candidates will be expected to share their ideas and defend them based on prior knowledge and new learning. Texting and other non-classwork-based electronic device usage will be duly noted against students’ participation grades. Such device usage is both inconsiderate and distracting to the instructor and fellow classmates. An excused absence is one agreed upon, in advance, by the instructor and the candidate, including any make-up assignment which may be required. A verifiable emergency or illness may also be excused upon consultation with the instructor. More than one absence may result in the lowering of the candidate’s course grade.
D. Evaluation Procedures – Candidate’s knowledge, skills, and dispositions will be evaluated through the use of rubrics and rating scales that highlight the expected characteristics of candidate work, and which shall be distributed to candidates in advance of each project. Rubrics will be used to inform conferences between candidates and the instructor. The following activities will be evaluated:

1. **Strategy Demonstrations** (15 points): Each candidate will demonstrate a comprehension strategy appropriate for use with an individual or small group of struggling readers. Strategies will be taken from course texts. Candidates will provide their peers and instructor with a written description of the activity that includes a research-based rationale for using the strategy to meet the needs of readers. Candidates will also provide a form for written feedback. Participants will provide verbal and written feedback to the presenter during the seminar following the strategy demonstration. All peers will organize each of the presented activities into their own strategy files. Candidates will draw from these strategy files when planning and implementing tutoring.

2. **Article Responses** (15 points): Each candidate will prepare a brief, no more than four page, typed, double spaced response to three professional articles. The first article will be from a list of classic articles about comprehension, the second article will be from a list of contemporary professional articles about comprehension, and the final article will be a contemporary article that each candidate selects from professional articles within the past year. In each response, the candidate will discuss the impact of the research/theory presented in the article on comprehension instruction, as well as connections he or she has made between the article content and class activities, discussions, readings, or his or her own literacy teaching/experiences.

3. **Reading Teacher Tutoring Work Sample** (60 points): This fulfills the clinical requirement for this class. Each candidate will work with a Grade 2-12 student or small group of students who would benefit from supportive literacy tutoring for a total of 25 hours. This tutoring will include assessment, modeling of reading through read-alouds, strategic instruction, writing modeling and instruction, and use of trade books, other written materials, and information technologies, as appropriate to the needs of each Grade 2-12 student. Emphasis will be placed on modeling reading and writing as lifelong, beneficial activities, supporting the student’s developmental reading and cultural/linguistic background through instruction, as well as on strategic, independent comprehension that marks an effective reader. The candidate will confer with others to plan and modify instruction and to make decisions regarding appropriate grouping and materials. **Please note that the main emphasis of the tutoring time must be focused on comprehension instruction.**

The candidate will keep a log of lesson plans and reflections for each session, incorporate class content into lessons, discuss self- and student-learning with classmates and the instructor, collaborate with classmates to provide and receive feedback on plans and progress, and prepare a written Reading Teacher Tutoring Work Sample (RTTWS) that summarizes and reflects on the tutoring experience.
Periodically, candidates will turn in their logs of plans and reflections that will become part of the RTTWS. The format for logs will be provided in class.

The course instructor serves as the supervisor for the tutoring field experience and will conduct observations of tutoring sessions.

The RTTWS is an important component of the instructional practicum that is embedded in this course. Candidates are expected to perform at “Acceptable” level or better on each component of the RTTWS, which is a major indicator used for confirmation of completion of the practicum toward the Reading Teacher Endorsement. Multiple ratings of “Unacceptable” on elements in any of the RTTWS task rubrics will result in consultation among the course instructor, candidate, and department chair regarding the candidate's suitability for continuing in the Reading and Literacy program. The RTTWS portion of the course grade will be determined based on the balance of Target, Acceptable, and Unacceptable ratings across all RTTWS components.

Based on 60 points allotted to the RTTWS:

- **54-60 points**: Evaluation ratings are predominantly at the Target level, with no ratings at Unacceptable.
- **48-53 points**: A mix of Target and Acceptable ratings across all course evaluation components with no more than one Unacceptable rating overall.
- **42-47 points**: A majority of Acceptable ratings with one or more Unacceptable ratings overall, but no more than one Unacceptable rating from each course evaluation component.
- **<41 points**: More than one Unacceptable rating on each evaluation component.

4. **Parent Summary Report** (10 points): The candidate will use the provided two-page format to prepare a report for parents that summarizes the tutoring and makes recommendations for continued progress. The candidate will draw on information from the tutoring logs and assessments in the RTTWS to prepare the parent summary report. The report will conform to the given format, be no more than three pages long, and will use language that is clear, direct, and appropriate for a parent audience. The candidate will explain any professional terminology used, and will avoid using jargon or casual language. The summary report will cover goals, specific strategy instruction, student learning, and recommendations.

5. **Oral Response to Service** (complete within 60 days of conclusion of the course). While the RTTWS and the Parent Summary Report provide the documentary evidence of service and the professional learning in the course, the Oral Response to Service provides evidence of reflective service learning. Following the tutoring practicum, the candidate will complete the College of Education Oral Response to Service assessment. This requires the candidate to engage in reflection on the COE unit standards and personal efforts to integrate equitable practices to bring about change. The oral response provides an opportunity for candidates to highlight
activities in their service work, professional experiences and their life outside of the classroom.

6. **Dispositions**: Dispositions evident in professional conduct, participation, discussions, and collaboration will be considered according to criteria outlined in the Illinois Teaching Standards, INTASC Standards, and IRA Standards for Reading Professionals. Candidates are expected to use the professional vocabulary of reading and literacy theory and research, discuss issues with respectful, professional language, and engage in collaborative, supportive behavior that demonstrates understanding of the effect that an individual teacher’s attitude and behavior can have on student and peer learning. The instructor will be contributing to the Department evaluation of candidate dispositions. Although no points are allotted to dispositions in this course, the course instructor may consult with a candidate when evident dispositions indicate that the candidate is not meeting course objectives and thus warrant an adjustment to the candidate’s course grade. The instructor will discuss student dispositions with the Department Chair when necessary.

E. **Grading System:**

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tr>
<td>15</td>
<td>Strategy Demonstration</td>
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<td>15</td>
<td>Professional/Historical Article Responses</td>
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<td>60</td>
<td>Tutoring Work Sample and Participation</td>
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<td>10</td>
<td>Parent Summary:</td>
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<td>100</td>
<td>Total</td>
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**Grading**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

**LATE WORK POLICY**: Due dates for all assignments will be given well in advance. Five points for each day that an assignment is late will be deducted from the grade for that assignment. If a student has an excused absence, the due assignment must be submitted to the instructor prior to class time. **A zero will be given for any assignment if the student is absent or unprepared on the scheduled presentation day.**

**ASSIGNMENT RESUBMISSION**: If a student must resubmit an assignment because it failed to meet established criteria, the student’s final grade will be the average of the initial grade and the grade achieved on the corrected assignment.

All assignments must be typed and be submitted in a professional manner.

VII. **Textbook and Instructional Materials:**


Candidates will also be required to read and be prepared to discuss various articles and selections that will be assigned or distributed in class. Course materials and resources will be posted to Blackboard and/or Taskstream.

Required Materials:
- Notebook or electronic log of plans, reflections, and strategies used in tutoring
- Children’s books and other instructional materials suitable for use in tutoring sessions

VIII. **Instructional Methods and Activities:**
A. Traditional Experiences include lectures, discussion and demonstrations of instructional strategies by the instructor. Candidates will engage in strategies, present strategies and share unit plans. Instructional technology will be integrated into the content and methodology of this course.

B. Clinical Experiences include candidate strategy presentations, collaborative planning for tutoring, and exploration of on-line resources.

C. Field Experiences include the clinical hours tutoring a K-12 student, as well as collaboration with experts in the field.

IX. **Resources:**
A. *Contemporary References* (after 1997)
Newark, DE: International Reading Association.


B. Classic References (before 1997)


C. **Key Journals**

- *Reading Research Quarterly*
- *The Reading Teacher*
- *Journal of Adolescent and Adult Literacy*

D. **Websites**

- International Reading Association: [http://www.reading.org](http://www.reading.org)
- Project Gutenberg: [http://promo.net/pg/](http://promo.net/pg/)
- Read Write Think: [http://www.readwritethink.org/](http://www.readwritethink.org/)
- Clearinghouse on Reading, Thinking, and Communication: [http://reading.indiana.edu/](http://reading.indiana.edu/)

X. **Course Schedule:**

Topics allotted to each session are subject to change, depending on group progress and developing interests demonstrated throughout the course. The candidate will also read and be prepared to discuss various articles and selections that will be assigned or distributed in class, as areas of interest or need arise. Readings and assignments are to be completed for discussion or submission on the date listed.

**THIS SCHEDULE MAY/WILL CHANGE. PLEASE BE FLEXIBLE AS IT GETS UPDATED AS CONTINGENT ON LARAWAY’S SCHEDULE**

*Mosaic of Thought (MT), Strategies that Work (SW), I Read It, But I Don’t Get It (IRI)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Overview—Reading Theory Comprehension in the Reading Process Comprehension Research: How readers make meaning of text</td>
<td>-MT Chapters 1-2</td>
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<td>-SW Chapters 1-3</td>
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<td>9/3</td>
<td>Assessing student interest using the Burke Interview, interest inventories, strategy surveys</td>
<td>-SW Chapters 4-5</td>
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<td>-IRI Chapters 1-3</td>
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<td>-Read through the RTTWS Rubric thru Task 2</td>
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<td>9/10</td>
<td>Romeoville Some assessment – some books Report Card</td>
<td>-MT Chapter 3-4</td>
<td>1st Article Response Due Draft of context and goals</td>
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<td>-SW Chapter 6-7</td>
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<td>-IRI Chapters 4-6</td>
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<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<tr>
<td>9/17</td>
<td>Romeoville</td>
<td>Using the tools of for active learning</td>
<td>Review the Tancock article</td>
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<td>Presence of the Past: Schema</td>
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<td>9/24</td>
<td>Laraway: Meet students, begin assessment</td>
<td>Art of Discovery: Questioning</td>
<td>2nd Article Response Due</td>
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<td>Creating Meaning: Inference</td>
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<td>10/1</td>
<td>Laraway: Continue assessment</td>
<td>Brining Text to Life: Sensory &amp; Emotional Imaging</td>
<td>Strategy Presentation to Class – Monitoring</td>
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<td>Heart of the Matter: Determining Importance</td>
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<td>10/8</td>
<td>Laraway: Strategy Presentation to Students - Monitoring</td>
<td>Evolution of Meaning – Synthesis</td>
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<td>10/15</td>
<td>Laraway: Strategy Presentation to Students - Schema</td>
<td>Content Literacy Topic Studies</td>
<td>3rd Article Response Due</td>
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<td>Strategy Presentation to Class – Questioning</td>
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<tr>
<td>10/22</td>
<td>Laraway: Strategy Presentation to Students - Questioning</td>
<td>Reading to Understand Texts Genre of Test Reading</td>
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<td>Strategy Presentation to Class – Inference</td>
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<tr>
<td>10/29</td>
<td>Laraway: Strategy Presentation to Students - Inference</td>
<td>Comprehension Across the Curriculum</td>
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<td>Strategy Presentation to Class – Visualization</td>
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<td>11/5</td>
<td>Laraway: Strategy Presentation to Students – Visualization</td>
<td>Comprehension for diverse students including ESL students</td>
<td>Review of expectations for Tasks 5-8</td>
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<td>11/12</td>
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<td>Draft of RTTWS and Parent Report Due</td>
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<td>11/19</td>
<td>Laraway: Final tutoring time with students (tentative)</td>
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<td>Pick up revisions of RTTWS and Parent</td>
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<td>11/26</td>
<td>No Class – Thanksgiving Break</td>
<td>Work on RTTWS.</td>
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<tr>
<td>12/3</td>
<td>Turn in Final RTTWS</td>
<td>-Final Draft of all RTTWS components, including Parent Summary Report due -Final evaluation will conducted in College LiveText</td>
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