Reading Instruction for Students with Mild/Moderate Disabilities
SPED 5122/6122, Fall 2019
Hybrid: See schedule for meeting times on Tuesdays

Class location: GC 3660
Credit Hours: 3
Instructor: Breda O'Keeffe, PhD
E-mail: breda.okeeffe@utah.edu
Office Phone: 801-585-1817
Office: SAEC 2294
Office Hours: By appointment

Course Description
This course is designed for prospective special education teachers in the mild/moderate program and master’s level students. Empirically validated instructional and assessment procedures are presented to address reading for students with disabilities. The focus will be on assessing students’ reading skills, planning and implementing appropriate instructional procedures, and monitoring students’ progress. Students will apply their skills in the classroom setting.

Texts
Required:


6122 ONLY:

Recommended:

Additional readings will be posted on Canvas.
Course Objectives
Upon completion of this course, students will be able to:
1. Define each “big idea” in reading: phonemic awareness, alphabetic understanding/phonics, reading fluency, vocabulary, and comprehension.
2. State why each skill is important in reading.
3. Describe what students should know and be able to do at specific grade levels.
4. Assess students’ skills in all 5 areas.
5. Use assessment information to plan instruction in reading.
6. Teach students reading skills in all 5 areas.
7. Monitor students’ progress in developing reading skills.
8. Know how to assess or collaborate with a Utah Assistive and Augmentative Technology (UAAT) team, provide instruction, and develop accommodations for students who need assistive technology supports in literacy.

Course Assignments
General Assignment Requirements
All written assignments must be created as ONE electronic document and submitted electronically through Canvas. This rule applies to Lesson Plans, CBM, and for 6122: Journal Article Summaries, and Curriculum Critiques. Acceptable document formats include .doc, .pdf, and .jpg (if scanned) documents. Please upload each assignment in Canvas through the related assignment link.

Exceptions: If you have difficulty uploading an assignment in Canvas, please email the assignment to the instructor (via Canvas or Umail). As a last resort, if Canvas or email isn’t working for you, you may turn in a paper copy. The only exception to the “one document” rule will be on the CBM assignment: graphs may be submitted in a separate Excel file, if needed (it is preferred that you copy and paste the graph into your Word document).

All assignments are to be turned in at the start of class on the date they are due. Students must submit assignments on Canvas before class. Late assignments will result in a loss of 10% PER WEEK starting on the due date except for extreme emergencies. I reserve the right to deem what is an emergency.

Assignment feedback: I grade all assignments in Canvas and give feedback through the Canvas system. Be aware that you may receive feedback on a document itself and/or in the comments within each grading rubric. The lesson plan and CBM assignments are iterative, so it is imperative that you respond to feedback from earlier assignments on later assignments. If you have any trouble finding this information, please let me know as soon as possible.

Initial Competencies
These are graded pass/fail. To show competency, students: 1) demonstrate competence on basic instructional signals, and 2) demonstrate correct pronunciation of letters and letter combinations. The Initial Competency tests are detailed in a separate handout.
**In Class Learning Activities (3 x 5 pts = 15 pts)**

To provide students opportunities to demonstrate mastery of knowledge gained from readings/lecture and to apply the information they are learning, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive five points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. **Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit.**

**Quizzes (9 x 5 pts = 45 pts)**

To help ensure accountability to the readings and lectures, 10 quizzes will be given online in Canvas. Each quiz will be worth 5 points. Quizzes may cover lecture content from the previous week(s) and the reading assignments for the week assigned. Each quiz will be closely aligned with the study guide. In order to be successful on quizzes, it is imperative that you can answer all items on the study guide. Each quiz will be posted Tuesday night after class and available until the next Tuesday before class starts. You may take the quiz as many times as you would like before the deadline (4:35pm the day of the relevant class – see schedule below and on Canvas). Quizzes will be closed after the deadline, so they cannot be completed late. The highest score on each quiz will be retained for your grade. At the end of the semester, your lowest quiz score (out of the 10 quizzes) will be dropped in calculating your grade for the class. **Quizzes are to be taken independently on Canvas. Each quiz will include a statement that you completed the quiz independently according to the University of Utah Student Code.**

**Lesson plans (4 x 20 pts = 80 pts):**

You will write up 4 lesson plans. Each of these will provide independent practice on particular aspects of reading lesson design and reading instruction. The assignments will focus on the following topics:

- Lesson Plan 1: Beginning decoding skills lesson. 20 points
- Lesson Plan 2: Advanced decoding skills lesson. 20 points
- Lesson Plan 3: Vocabulary instruction lesson. 20 points
- Lesson Plan 4: Comprehension instruction lesson. 20 points

**Progress Monitoring using Curriculum Based Measure (CBM) (3 x 20 pts = 60 pts)**

You will be required to monitor at least one student’s reading progress using reading CBM for at least 9 weeks to gain experience administering the assessments, interpreting data, writing related academic goals, and making appropriate instructional changes. At the beginning, you will determine your student’s reading grade level and skill to progress monitor. Then you will progress monitor, graph the data, and summarize this information. You need to conduct the assessments, graph and interpret the data. You need to contact the instructor immediately if you experience any problems with this arrangement (e.g., excessive student absences, behavior issues, or concerns of your cooperating teacher). This assignment will be turned in at 3 intervals:

1. **CBM, Part 1:** After initial assessment of student level, goal. 20 points
2. **CBM, Part 2**: After progress monitoring for at least 4 weeks. 20 points
3. **CBM, Part 3**: At the end of progress monitoring, with a written summary. 20 points

The following CBM assessments are available online: 
Good, & Kaminski. (2010). *Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)* Retrieved from: Acadience Learning (free, after registration)

**GRADUATE STUDENTS ONLY (SPED 6122)**

**Curriculum Critique (50 pts)**
Graduate students will be required to critique two strands of a reading curriculum (i.e., phonemic awareness, alphabetic principle, decoding, vocabulary, or comprehension), and summarize the critique in writing (handout).

**Journal Article Summaries (2 x 25 pts = 50 pts)**
Graduate students will be required to summarize 2 journal articles assigned by the instructor. Each summary will be between 3 – 5 pages and follow a specified format (handout). APA formatting will be required, and the summary must be in the student’s own words.

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**ADDITIONAL COURSE INFORMATION**

**Changes in Course Assignments and Schedule**
The instructor reserves the right to adjust the course assignments, quizzes and schedule in order to best meet the objectives of the course. Any changes in assignments, due dates, quiz dates, and quiz content will be announced in class or on Canvas.

**Policy Regarding Email Response**
You are expected to e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5:00 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends, but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours, but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).

**Announcements**: the instructor will send out classwide reminders and updates via Canvas announcements. Please make sure you receive these announcements by updating Canvas (in Settings) to notify you as soon as they are posted, and through an account that you check regularly (email, social media, etc.).

**Course Expectations**
Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.** If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary. **You may be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail, or other excessive chatting (talking to your neighbor while others are talking, etc).**

My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we’re divided into such groups for some type of activity.

In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah’s Student Code (http://www.regulations.utah.edu/academics/6-400.html), which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct available at: [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html).

**Confidentiality**

It is expected that you will protect the rights of confidentiality afforded to students and their families inside and outside of this class. Often in class we will discuss individual students, instructional and assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to the
content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people to identify the student (e.g. name, school, age, parent’s name, etc.).

Respectful Language & Diversity

Students are expected to use respectful language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “LD kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a learning disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

Student Names & Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Resources

If you are a student veteran, I want you to know that the University of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building (hours: M-F 8-5pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources:
http://veteranscenter.utah.edu. Please also let me know if you need any additional support in this class for any reason.

If you are a member of the LGBTQ community, I want you to know that my classroom is a "safe zone." Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu. Please also let me know if there is any additional support you need in this class.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics English for Academic Success Program page; the Writing Center page; the Writing Program page (http://writing-program.utah.edu); the English Language Institute page. Please let me know if there is any additional support you would like to discuss for this class.

**Accommodations for Students with Disabilities**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access (CDA), 162 Olpin Union Building, (801) 581-5020 (V/TDD), http://disability.utah.edu. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

**Safety on Campus**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

**Incompletes**

This class adheres to the University of Utah’s policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.
Overall Grading

SPED 5122: Undergraduate Student Requirements

- In Class Learning Activities (3 x 5) 15 points
- Quizzes (9 x 5) 45 points
- Lesson Plans (4 x 20) 80 points
- CBM Assignments (3 x 20) 60 points  Total = 200

SPED 6122: Graduate Student Requirements

- In Class Learning Activities (3 x 5) 15 points
- Quizzes (9 x 5) 45 points
- Lesson Plans (4 x 20) 80 points
- CBM Assignments (3 x 20) 60 points
- Curriculum Critique 50 points
- Journal Article Summaries (2 x 25) 50 points  Total = 300

Extra Credit Opportunities, Optional (Up to 10 points total extra credit):

- **Glitches**: Students may receive up to 1 point extra credit each time they post information about an error in Canvas (e.g., a broken link, missing document, etc.) on the designated class discussion board.

- **Additional resources**: Students may receive up to 2 points each time they post an additional resource for literacy instruction (e.g., a good video, resource or tips, etc.) to the designated class discussion board.

The following percentages will be used to determine the final grade.

**Grading Scale:**

- **A** = 94-100%
- **A-** = 90-93%
- **B+** = 87-89%
- **B** = 84-86%
- **B-** = 80-83%
- **C+** = 77-79%
- **C** = 74-76%
- **C-** = 70-73%
- **D+** = 67-69%
- **D** = 64-66%
- **D-** = 60-63%
- **E** = 59% and below
This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances. Note: Readings are noted by first author. Other chapters and articles noted by author name and available on Canvas. Online components are located in Modules on Canvas for the week indicated. If there is a “class meeting” with online components, the online components should be completed before the class meeting.

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<thead>
<tr>
<th>Week</th>
<th>Date/Time</th>
<th>Topic</th>
<th>Readings/Online Components</th>
<th>Assignments Due (4:35)</th>
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</thead>
</table>
| 1    | Aug 20 7:00-8:00 | • Course Overview  
• Importance of Effective Reading Instruction  
• Letter Sounds (intro)  
• Initial Competencies (intro) | CLASS MEETING  
Online  
• Online Videos |  |
| 2    | Aug 27 6:15-8:00 | • Effective Reading Instruction  
• Letter Sounds (appl)  
• Initial Competencies (appl) | CLASS MEETING  
• Read: Carnine et al., Ch. 1-4  
Online  
• Online Videos | In-class Learning Activity 1 |
| 3    | Sep 3 | Introduction:  
• Error Corrections  
• Basic Beh. Management  
• CBM Review  
• DIBELS Next Review | ONLINE WEEK  
Read:  
• Hosp et al., Ch. 3, 4, 10  
• UCS-ELA: pp. 11-20; 39-48; 69-76  
• DIBELS Next Manual: pp. 1-38  
Online  
• Online Videos | Quiz 1: Importance of Effective Instruction |
| 4    | Sep 10 4:35-8:00 | • Initial Competencies Application:  
• Basic Beh. Management  
• Error Corrections | CLASS MEETING | Initial Competencies Check Out (in class) |
| 5    | Sep 17 | Introduction:  
• Phonemic Awareness: Assessment, Instruction  
• Alphabetic principle: Assessment, Instruction | ONLINE WEEK  
Read:  
• Carnine Ch. 5-7  
Online  
• Online Videos | 6122 Only: Article Summary #1 Due |
| 6    | Sep 24 6:15-8:00 | Application:  
• Phonemic Awareness  
• Alphabetic principle | CLASS MEETING  
Online  
• Online Videos | CBM Part 1 Due: Determine level of monitoring, goal, graph |
| 7    | Oct 1 | Introduction:  
• Beginning Decoding  
• Sounding out words  
• Transition to sight words  
• Irregular words at beginning stage  
• Decoding  
• Letter combinations | ONLINE WEEK  
Read:  
• Carnine Ch. 8-10  
Online  
• Online Videos | Quiz 2: Beh. Management, Phonemic Awareness |
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<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Reading/Exercise</th>
<th>Quiz/Lesson Plan Due</th>
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<tbody>
<tr>
<td>Oct 8</td>
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<td>Fall Break – No Class – Enjoy!</td>
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<tr>
<td>8</td>
<td>Oct 15</td>
<td>6:15-8:00 Application:</td>
<td>CLASS MEETING</td>
<td>Quiz 3: Alphabetic principle, Beginning reading instruction</td>
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<td></td>
<td>• Beginning Decoding</td>
<td>Read: Carnine Ch. 13, 15</td>
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<td>• Decoding</td>
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<td>• Online Videos</td>
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<td>9</td>
<td>Oct 22</td>
<td>Introduction:</td>
<td>ONLINE WEEK</td>
<td>Quiz 4: Decoding</td>
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<td>• Advanced Decoding</td>
<td>Read: Carnine Ch. 14</td>
<td>Lesson Plan 1 Due: Beginning Decoding</td>
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<td></td>
<td>• Structural analysis</td>
<td>Online</td>
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<td>• Online Videos</td>
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<td>10</td>
<td>Oct 29</td>
<td>Introduction:</td>
<td>ONLINE WEEK</td>
<td>6122 Only: Curriculum Critique Due</td>
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<td>• Passage Reading</td>
<td>Read: Carnine Ch. 16; Kim et al. (2017) (on Canvas)</td>
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<td>• Reading Fluency</td>
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<td>• Assistive Technology &amp; Literacy</td>
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<td>11</td>
<td>Nov 5</td>
<td>4:35-8:00 Application:</td>
<td>CLASS MEETING</td>
<td>Quiz 5: Advanced Decoding</td>
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<td>• Advanced Decoding</td>
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<td>CBM Part 2 Due: Progress monitoring</td>
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<td>12</td>
<td>Nov 12</td>
<td>Introduction</td>
<td>ONLINE WEEK</td>
<td>Quiz 6: Passage Reading</td>
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<td>• Vocabulary:</td>
<td>Read: Carnine Ch. 11, 17</td>
<td>Lesson Plan 2 Due: Advanced Decoding</td>
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<td>13</td>
<td>Nov 19</td>
<td>6:15-8:00 Application:</td>
<td>CLASS MEETING</td>
<td>Quiz 7: Reading Fluency</td>
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<td>• Vocabulary</td>
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<td>In-class Learning Activity 2</td>
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<td>• Online videos</td>
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<td>14</td>
<td>Nov 26</td>
<td>Introduction</td>
<td>ONLINE WEEK</td>
<td>Quiz 8: Vocabulary Instruction</td>
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<td>• Comprehension:</td>
<td>Read: Carnine pp. 191-195, Ch. 18-21</td>
<td>Lesson Plan 3 Due: Vocabulary</td>
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<td>o Expository Text</td>
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<td>15</td>
<td>Dec 3</td>
<td>4:35-6:35 Application:</td>
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<td>In-class Learning Activity 3</td>
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<td>• Comprehension</td>
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<td>Quiz 9: Narrative</td>
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<td>• Online videos</td>
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<td>Comprehension</td>
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<td>CBM Part 3 Due: Final graph, summary, recommendations</td>
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<td>Dec 10</td>
<td>FINALS WEEK</td>
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<td><strong>Quiz 10</strong>: Expository Comprehension</td>
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<td><strong>Lesson Plan 4 Due</strong>: Comprehension</td>
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<td><strong>6122 Only</strong>: Article Summary #2 Due</td>
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