

Week 1				
Essential Question Why is reading comprehension instruction still necessary on the middle school level?				
Outcome Determine navigation of the Caucus system. Distinguish between the four Robb reading strategies listed for the week. Analyze use of strategies in the classroom.	Assignment	Assessment	Standards	Seat Time
<b>Objective:</b> Participants will become familiar with the caucus system	1. Ice Breaker Questions: <i>What is your name? What is your current position? What is your favorite book? If you could have one million of anything, besides money, what would it be?</i>	Completed response in ice breaker thread that addresses all parts of the questions.	<b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.	15 min
<b>Objective:</b> Participants will identify the Robb theory and the following strategies - <i>setting purposes for reading, building background knowledge for students, predicting, and questioning.</i>	2a. Use the Internet to research (some links will be provided) Robb's theory and the following: <i>building background knowledge, visualizing, predicting, and questioning.</i> Provide link to any site you find on your own.		<b>Technology Standards 2</b> -generate, process, transfer information using appropriate technologies	45 min
	2b. Post a summation of Robb's theory in discussion. Post a definition of the week's strategies. Why is it important to use these particular strategies in the middle school level?	Completed thorough post regarding Robb's theory and reading strategies. Evidence is present to reflect research through provided websites and independently. Strategies clearly defined.	<b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems	35 min
	3. Describe an activity or lesson that you have already used in your classroom that involves one of the week's strategies. How well did it work? Read other participants' posts and respond to one. Be sure to ask them a question in your response.	Summation of activity or lesson plan with reflection posted. Respose with inquiry to another participant presented.	<b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems	30 min

	4. Create an informative handout you would use in your classroom based on the week's strategy assigned to you using any program and information you would like. Attach this handout to a post in discussion. Choose one participant's handout to pay a compliment to it in discussion. Feel free to print and use the handouts other participants created as well.	Appropriate handout created and posted. Response to another participant is present.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	35 min
<b>Week 2</b>				
<b>Essential Question</b> Why is reading comprehension instruction still necessary on the middle school level?				
<b>Outcome</b> Distinguish between the four Robb reading strategies listed for the week. Analyze use of strategies in the classroom.	<b>Assignment</b>	<b>Assessment</b>	<b>Standards</b>	<b>Seat Time</b>
<b>Objective:</b> Participants will identify the Robb theory and the following strategies - <i>making inferences, retelling, synthesizing and summarizing, and choosing essential details.</i>	1. Use the Internet to research (some links will be provided) the following: <i>making inferences, retelling, synthesizing and summarizing, choosing essential details.</i> Provide link to any site you find on your own.		<p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	45 min
	2a. Post a definition of the week's strategies. Why is it important to use these particular strategies in the middle school level?	Completed through post of new reading strategies. Evidence is present to reflect research through provided websites and independently. Strategies clearly defined.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	35 min
	2b. Describe an activity or lesson that you have already used in your classroom that involves one of the week's strategies. How well did it work? Read other participants' posts and respond to it. Be sure to ask them a question in your response.	Summation of new activity or lesson plan with reflection posted. Respose with inquiry to another participant presented.	<p><b>ELA Standards 1,2,3</b> -reading language skills and speaking - expressive language skills - writing</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies - apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	30 min

	3. Create an informative handout you would use in your classroom based on the week's strategy assigned to you using any program and information you would like. Attach this handout to a post in discussion. Choose one participant's handout to pay a compliment to it in discussion. Feel free to print and use the handouts other participants created as well.	Appropriate handout created and posted. Response to another participant is present.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction. <b>Technology Standards 2, 5</b>  -generate, process, transfer information using appropriate technologies  apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	35 min
<b>Week 3</b>				
<b>Essential Question</b> Why is reading comprehension instruction still necessary on the middle school level?				
<b>Outcome</b> Distinguish between the four Robb reading strategies listed for the week. Analyze use of strategies in the classroom.	<b>Assignment</b>	<b>Assessment</b>	<b>Standards</b>	<b>Seat Time</b>
<b>Objective:</b> Participants will identify the Robb theory and the following strategies - <i>connecting texts to self, other texts, community/world issues, and analyzing and comparing texts to find common themes.</i>	1. Use the Internet to research (some links will be provided) the following: <i>self-monitoring and rereading, questioning the author, connecting texts to self, other texts, community/world issues, and analyzing and comparing texts to find common themes.</i> Provide link to any site you find on your own.		<p><b>Technology Standards 2, 5</b>  -generate, process, transfer information using appropriate technologies  apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	45 min
	2a. Post a definition of the week's strategies. Why is it important to use these particular strategies in the middle school level?	Completed thorough post of new reading strategies. Evidence is present to reflect research through provided websites and independently. Strategies clearly defined.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>Technology Standards 2, 5</b>  -generate, process, transfer information using appropriate technologies  apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	35 min

	2b. Describe an activity or lesson that you have already used in your classroom that involves one of the week's strategies. How well did it work? Read other participants' posts and respond to it. Be sure to ask them a question in your response.	Summation of third activity or lesson plan with reflection posted. Respond with inquiry to another participant presented.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	30 min	
	3. Create an informative handout you would use in your classroom based on the week's strategy assigned to you using any program and information you would like. Attach this handout to a post in discussion. Choose one participant's handout to pay a compliment to it in discussion. Feel free to print and use the handouts other participants created as well.	Appropriate handout created and posted. Response to another participant is present.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	35 min	
<b>Week 4</b>					
<b>Essential Questions</b> How will instruction of the Robb reading strategies enhance a student's reading comprehension and overall experience with reading instruction? How can creating original templates enhance reading comprehension instruction and practice in the classroom?					
<b>Outcome</b> Reflect ability to create original templates by utilizing new information regarding reading comprehension strategies. Analyze use of templates in the classroom.		<b>Assignment</b>	<b>Assessment</b>	<b>Standards</b>	<b>Seat Time</b>
<b>Objective:</b> Participants create templates by utilizing new information regarding reading comprehension strategies.	1. Create an original template you can use in the classroom based on the reading comprehension strategy you are <i>most</i> familiar with. Use Word or Publisher to create this and post it in this week's discussion. All materials must be original. (Sample templates will be provided for participants as models.)	Original template constructed and posted using Word or Publisher that reflects Robb's theory and reflects practicality.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	60 min	

	2. Post an explanation as to one specific way you will use this template in your reading instruction. Choose another participant's template to respond to. Explain How you would use their template in your classroom and be sure to ask them a question in your response to them.	Explanation provided with clear instructions for use. Response with inquiry to another participant posted.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	45 min
	3. PARTICIPANT'S CHOICE: Find a resource online about any of the strategies we have studied or reading instruction in general that you believe would be a useful tool to use with students (can be an online game, puzzle, resource for students, etc.) and post an explanation why you believe it is useful. Be sure to provide the link. <b>OR</b> Choose a fellow participant's template and fill it in using information from the favorite book you listed in our first activity (the ice breaker). Attach the completed version of this template post a reflection about your experience completing this template.	Resource with explanation/link provided in post. <b>OR</b> Completed template attached and reflection provided in post.	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p> <p><b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	40 min
<b>Week 5</b>				
<b>Essential Questions</b> How will instruction of the Robb reading strategies enhance a student's reading comprehension and overall experience with reading instruction? How can creating original templates enhance reading comprehension instruction and practice in the classroom?				
<b>Outcome</b> Reflect ability to create original templates by utilizing new information regarding reading comprehension strategies. Analyze use of templates in the classroom.	<b>Assignment</b>	<b>Assessment</b>	<b>Standards</b>	<b>Seat Time</b>

<p><b>Objective:</b> Participants create templates by utilizing new information regarding reading comprehension strategies.</p>	<p>1. Create an original template you can use in the classroom based on the reading comprehension strategy you are <i>least</i> familiar with. Use Word or Publisher to create this and post it in this week's discussion. All materials must be original. (Sample templates will be provided for participants as models.)</p>	<p>Original template constructed and posted using Word or Publisher that reflects Robb's theory and reflects practicality.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>60 min</p>	
	<p>2. Post an explanation as to one specific way you will use this template in your reading instruction. Choose another participant's template to respond to. Explain How you would use their template in your classroom and be sure to ask them a question in your response to them.</p>	<p>Explanation provided with clear instructions for use. Response with inquiry to another participant posted.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>45 min</p>	
	<p>3. PARTICIPANT'S CHOICE: Find a resource online about any of the strategies we have studied or reading instruction in general that you believe would be a useful tool to use with students (can be an online game, puzzle, resource for students, etc.) and post an explanation why you believe it is useful. Be sure to provide the link. <b>OR</b> Choose a fellow participant's template and fill it in using information from the favorite book you listed in our first activity (the ice breaker). Attach the completed version of this template post a reflection about your experience completing this template.</p>	<p>Resource with explanation/link provided in post. <b>OR</b> Completed template attached and reflection provided in post.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>40 min</p>	
<p><b>Week 6</b></p>					
<p><b>Essential Questions</b> How will instruction of the Robb reading strategies enhance a student's reading comprehension and overall experience with reading instruction? How can creating original templates enhance reading comprehension instruction and practice in the classroom?</p>					
<p><b>Outcome</b> Reflect ability to create original templates by utilizing new information regarding reading comprehension strategies. Analyze use of templates in the classroom.</p>		<p><b>Assignment</b></p>	<p><b>Assessment</b></p>	<p><b>Standards</b></p>	<p><b>Seat Time</b></p>

<p><b>Objective:</b> Participants create templates by utilizing new information regarding reading comprehension strategies.</p>	<p>1. Create an original template you can use in the classroom based on <b>a different</b> reading comprehension strategy . Use Word or Publisher to create this and post it in this week's discussion. All materials must be original. (Sample templates will be provided for participants as models.)</p>	<p>Original template constructed and posted using Word or Publisher that reflects Robb's theory and reflects practicality.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>60 min</p>
	<p>2. Post an explanation as to one specific way you will use this template in your reading instruction. Choose another participant's template to respond to. Explain How you would use their template in your classroom and be sure to ask them a question in your response to them.</p>	<p>Explanation provided with clear instructions for use. Response with inquiry to another participant posted.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>45 min</p>
	<p>3. PARTICIPANT'S CHOICE: Find a resource online about any of the strategies we have studied or reading instruction in general that you believe would be a useful tool to use with students (can be an online game, puzzle, resource for students, etc.) and post an explanation why you believe it is useful. Be sure to provide the link. <b>OR</b> Choose a fellow participant's template and fill it in using information from the favorite book you listed in our first activity (the ice breaker). Attach the completed version of this template post a reflection about your experience completing this template.</p>	<p>Resource with explanation/link provided in post. <b>OR</b> Completed template attached and reflection provided in post.</p>	<p><b>ELA Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <b>ELA Standard 2:</b> Students will read, write, listen, and speak for literary response and expression. <b>ELA Standard 3:</b> Students will read, write, listen, and speak for critical analysis and evaluation. <b>ELA Standard 4:</b> Students will read, write, listen, and speak for social interaction. <b>Technology Standards 2, 5</b> -generate, process, transfer information using appropriate technologies apply technological knowledge and skills to design, construct, use, and evaluate products and systems</p>	<p>40 min</p>
<p><b>Course Evaluation</b></p>				<p>Seat Time</p>
				<p>15 min</p>