

**George Mason University  
College of Education and Human Development  
Elementary Education Program**

ELED 555.A01 – Literacy Teaching and Learning in Diverse Classrooms, Part I  
3 Credits, Summer 2020

Synchronous Online (June 1,3,4,8,10,11,15,17,18,22,24,25,29, July 1)  
Asynchronous Online (June 2,5,9,12,16,19,23,26,30)

**Faculty**

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**Prerequisites/Corequisites**

Admission into elementary education graduate program; semester long cohort course sequence.

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

**Course Overview**

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

**Course Method**

This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 31, 2020. This course will also use a combination of Zoom, Blackboard Collaborate and google slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

2. To get a list of supported operating systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with the Blackboard Collaborate or other required web conferencing tool.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. **Course Week:** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials five times/week. In addition, students must log-in for all scheduled online synchronous meetings.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable teacher candidates to:

1. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.

3. Demonstrate an understanding of the structure of the English language and syntax.
4. Integrate children’s literature across content areas (INTASC 1, 4, 5, 7)
5. Engage in book discussion to deepen knowledge about and appreciation of children’s literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8)
6. Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
7. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
8. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
9. Understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
10. Observe, develop, and assess the reading development and needs of emergent literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
11. Use formal and informal assessments as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension
12. Use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation
13. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate interest and reading levels.
14. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners’ achievement in an interdisciplinary manner in Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.
15. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
16. Plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, accuracy, meaningful expression (prosody), comprehension strategies and proficient reading.
17. Plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
18. Survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.
19. Plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
20. Describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.

**Professional Standards**

Upon completion of this course, students will have met the following professional standards:

Standards: INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
2. Learning Differences	Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
3. Learning Environments	
4. Content Knowledge	Children’s Literature; Interactive Read Aloud; Assessment-Guided, Small-Group, Explicit Teaching; Book club
5. Application of Content	Interactive Read Aloud; Assessment-Guided, Small-Group, Explicit Teaching; Children’s Literature; Book club
6. Assessment	Interactive Read Aloud; Assessment-Guided, Small-Group, Explicit Teaching;

7. Planning	Interactive Read Aloud; Assessment-Guided, Small-Group, Explicit Teaching; Children’s Literature
8. Instructional Strategies	Children’s Literature; Assessment-Guided, Small-Group, Explicit Teaching; Interactive Read Aloud
9. Professional Learning and Ethical Practice	Book club
10. Leadership and Collaboration	Assessment-Guided, Small-Group, Explicit Teaching; Children’s Literature; Book club

Standards: ISTE NETS (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	Assignments
1. Learner Development	Children’s Literature
2. Learning Differences	Children’s Literature
3. Learning Environments	Children’s Literature
4. Content Knowledge	Children’s Literature

Standards: IRA ([http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html))

IRA	Assignments
1. Foundational Knowledge	Children’s Literature; Read Aloud Lesson; Book Club; Assessment-Guided, Small-Group, Explicit Teaching
2. Instructional Strategies and Curriculum Materials	Children’s Literature; Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
3. Assessment, Diagnosis, Evaluation	Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching;
4 Creating a Literate Environment	Children’s Literature; Read Aloud Lesson; Book Club; Assessment-Guided, Small-Group, Explicit Teaching

Standards: CAEP

(<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lg=en>)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students’ progress and their own learning	Book Club; Children’s Literature; Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching
1.5 Candidates model and apply technology standards	Student Assessment
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Read Aloud Lesson; Assessment-Guided, Small-Group, Explicit Teaching

## Required Texts

Johnston, P.H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson.

\*\*Additional selected readings will be posted on Blackboard.

### **Related Texts: (excellent resources)**

- Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based programs* (3<sup>rd</sup> ed.) New York, NY: Allyn & Bacon.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> ed.). New York, NY: Guilford.
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2015) *Classrooms that work: They can all read and write* (6<sup>th</sup> ed.). Boston, MA: Pearson.
- Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6<sup>th</sup> edition) New York: Pearson.
- Harvey, S., & Goudvis, A. (2017) *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3<sup>rd</sup> ed.). Portland, ME: Stenhouse.
- Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5<sup>th</sup> ed.). New York, NY: Guilford.

### **Course Performance Evaluation**

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

**\*\*All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

### **Assignments and/or Evaluations:**

#### **Children's Literature Catalogue (10 points)**

**DUE: 6/12**

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, the entire class will create an online catalogue of children's literature resources to help you enhance your knowledge of and access to children's literature. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in staying current on high-quality children's literature.

#### **Evaluation**

Children's literature catalogue will be evaluated for completion.

#### **Interactive/Strategic Read Aloud Lesson (20 points) (PBA)**

**Lesson Plan Due: 6/19 Submission DUE: 6/24**

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and review it/reflect on it. I will explain and model a strategic read aloud in class.

## Evaluation

Lesson will be evaluated for understanding of read aloud, modelling and teaching of a strategy, and thoughtfulness of reflections as well as connections to course material.

### Assessment-Guided, Small-Group, Explicit Teaching Lesson (20 points)

#### Lesson Plan DUE: 6/29

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will evaluate some work samples from a small group of students. You will use this information to design a targeted, explicit lesson for this small group of students. You will submit your lesson plan. I will describe this type of lesson in class.

## Evaluation

Reading lessons will be evaluated based upon use of assessment data to drive instruction, appropriateness and thoroughness of written plan.

### Vision Statement (10 points)

#### Due: 7/1

Throughout this course, you will have time to deeply consider your "vision" for teaching. That is, what is it that drove you to enter this program? Teaching is a difficult profession. Some days, weeks, years are very taxing. What is going to keep you going? What is going to make you enthusiastically enter your classroom each day and give everything you have to the children in front of you. The best teachers thrive in a stressful work environment because they have a vision for their teaching, a moral compass that is driving their work. What is yours?

## Evaluation

Children's literature catalogue will be evaluated for completion.

## Other Requirements:

### 1. Ongoing Participation & Book Club (40%)

It is expected that you attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to synchronous and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes completion of all synchronous and asynchronous application activities. You will reflect on and self-assess your participation following each class session. You will keep a participation journal where you will complete an exit ticket at the end of each class. This will include completion of the rubric and a narrative explanation and reflection on the class using the following prompts:

- 1) My level of participation this class was...
- 2) A goal for next class is...
- 3) A question I have is... or a comment I have is...



	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
Participation/Attendance	Absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

As part of this class, you will participate in a book club with a group of peers. Discussions of the Johnston text, *Opening Minds*, will take place as arranged by your book club group. More information will be provided in class.

## 2. Work Timeliness Expectations

**All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted by 11:59 pm on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7<sup>th</sup> Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

## Course Performance Evaluation Weighting: ELED 358

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
1-20	Participation/Book Club	40%	Ongoing
1,3, 4,5, 6, 7, 8, 10, 11, 13, 14, 15, 18	Children’s Literature Catalogue	10%	June 12 <sup>th</sup>
1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 1516, 17	Interactive/Strategic Read Aloud (PBA) Plan and Reflection	20%	Plan - June 19 <sup>th</sup> Write Up – June 24 <sup>th</sup>

1-20	Assessment-Guided, Small-Group, Explicit Lesson	20%	June 29 <sup>th</sup>
1-20	Vision	10%	July 1 <sup>st</sup>

## GRADING POLICIES

Grade	Points	Interpretation
A	3.00 or higher	Represents mastery of the subject through effort at and/or beyond basic requirements
B	2.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
C	1	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	0.00	

*\*Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure.*

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

### Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<b>June 1<sup>st</sup> Monday</b> <b>10:35-12:35 Synchronous</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Our history as readers</li> <li>• What do you know about literacy instruction?</li> <li>• Reading K-W-L</li> <li>• Interactive Strategic Read Aloud – <i>Fox</i></li> </ul>	<b>READ:</b>  <b>WATCH/DO/DUE:</b> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<b>June 2<sup>nd</sup> Tuesday</b> <b>2 hours Asynchronous</b> <ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Visioning</li> <li>• Theoretical Influences on Reading Instruction</li> <li>• Political Influences on Reading Instruction</li> </ul>	<b>READ:</b> <ul style="list-style-type: none"> <li>• BLACKBOARD: Duffy article</li> </ul> <b>WATCH/DO/DUE:</b> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>



<p><b>June 3<sup>rd</sup> Wednesday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Theory of Assistance  Reading Processes  Comprehensive Early Literacy Framework  5 pillars  IRA model</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, chapters 1, 2</li> <li>• BLACKBOARD: NELP Report (2009) pp 2-4</li> </ul> <p>Early Literacy Rsch (Reutzel, 2015)</p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 4<sup>th</sup> Thursday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Word recognition</p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Sight words</li> <li>• Word Walls</li> </ul> <p>Language Development</p> <ul style="list-style-type: none"> <li>• Alphabetic Principle</li> <li>• Concepts of print</li> <li>• Shared reading</li> <li>• Morning meeting</li> </ul> <p>IRA model</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo chapters 3,4,5</li> <li>• BLACKBOARD: Morning Message (Wasik, 2011)</li> </ul> <p>Phonemic Awareness (Yopp, 1992)</p> <p>Q&amp;A: Phonics (Brabham, 2003)</p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 5<sup>th</sup> Friday</b>  <b>2 hours Asynchronous</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Tiers</li> <li>• Word Consciousness</li> <li>• Word learning strategies</li> <li>• Graphic organizers</li> <li>• Structural analysis</li> <li>• Word Banks</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 9</li> <li>• BLACKBOARD: Vocabulary folder -&gt; PICK 1</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Vocabulary Module</li> </ul>

<b>Class Session</b>	<b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b>
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<p><b>June 8<sup>th</sup> Monday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Reading “To”</p> <ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> <li>• Strategic Read Aloud</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT:</li> <li>• BLACKBOARD: IRA: A Review of Recent Research (Lennox, 2013)</li> </ul> <p>IRAs for English Lang Learners (Giroir, 2015)</p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 9<sup>th</sup> Tuesday</b>  <b>2 hours Asynchronous</b></p> <p>Book Club</p> <ul style="list-style-type: none"> <li>• Learning Frames</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Johnston, chapters 1 &amp; 2</li> <li>• BLACKBOARD: Kohn (2001) <i>Five Reasons to Stop Saying, “Good Job”</i></li> </ul> <p><i>Teacher Language: Three R’s</i></p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>○ Book clubs meet to discuss Johnston chapters 7,8,9</li> <li>○ Book club summary sheet DUE</li> <li>○ DO Participation Journal DUE</li> </ul>
<p><b>June 10<sup>th</sup> Wednesday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Text Types</p> <ul style="list-style-type: none"> <li>• Narrative vs. Expository</li> <li>• High-quality literature</li> <li>• Aesthetic read alouds</li> </ul> <p>Genres</p> <p>Expository comprehension</p> <ul style="list-style-type: none"> <li>• KWL</li> <li>• Text structure</li> <li>• Vocabulary</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 10</li> <li>• BLACKBOARD:</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 11<sup>th</sup> Thursday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Reading “With”</p> <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Differentiated Instruction</li> <li>• Guided Reading</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• BLACKBOARD: Shared reading-&gt; Fisher, Frey &amp; Lapp 2008 OR Kesler 2010</li> </ul> <p>Guided Reading: <i>The Romance &amp; the Reality</i> (Fountas&amp;Pinnell, 2013)</p> <p>Modified Guided Reading (Avalos, 2007)</p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>

<p><b>June 12<sup>th</sup> Friday</b>  <b>2 hours Asynchronous</b></p> <p>Text Analysis  Children's Literature Catalogue  Evaluating Big Books</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 11</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> <li>• Children's Literature Catalogue DUE</li> </ul>
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Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<p><b>June 15<sup>th</sup> Monday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Before-during-after</li> <li>• Narrative comprehension instruction</li> <li>• Strategic read-alouds</li> <li>• Discussion</li> <li>• Reciprocal teaching</li> <li>• Expository comprehension (KWL, Text structure, vocabulary)</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 8</li> <li>• BLACKBOARD: Comprehension folder -&gt; PICK 2</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 16<sup>th</sup> Tuesday</b>  <b>2 hours Asynchronous</b></p> <p>Book Club</p> <ul style="list-style-type: none"> <li>• Teacher Talk</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>○ TEXT: Johnston, chapters 3 &amp; 4</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>○ Book clubs meet to discuss Johnston chapters 7,8,9</li> <li>○ Book club summary sheet DUE</li> <li>○ DO Participation Journal DUE</li> </ul>
<p><b>June 17<sup>th</sup> Wednesday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Fluency</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 6</li> <li>• BLACKBOARD: Fluency folder -&gt; PICK 1 +Rasinski (2012)</li> <li>•</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 18<sup>th</sup> Thursday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Assessment I</p> <ul style="list-style-type: none"> <li>• Informal vs. Formal</li> <li>• Reading Conferences</li> <li>• Running Records</li> <li>• Miscue Analysis</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• BLACKBOARD: Clay article  Assessment folder articles -&gt; PICK 2</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>

<p><b>June 19<sup>th</sup> Friday</b>  <b>2 hours Asynchronous</b></p> <p>Interactive Read Aloud Groups</p>	<p><b>READ:</b></p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• Interactive/Strategic Read Aloud Plan DUE</li> <li>• DO Read aloud and tape it for reflection</li> <li>• DO Participation Journal DUE</li> </ul>
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Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<p><b>June 22<sup>nd</sup> Monday</b>  <b>1:20-4:20-Synchronous</b></p> <p>Assessment Continued</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• BLACKBOARD: Assessment folder articles -&gt; PICK 2</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
<p><b>June 23<sup>rd</sup> Tuesday</b>  <b>2 hours Asynchronous</b></p> <p>Book Club</p> <ul style="list-style-type: none"> <li>• Social Imagination</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>○ TEXT: Johnston, chapters 5 &amp; 6</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>○ Book clubs meet to discuss Johnston chapters 7,8,9</li> <li>○ Book club summary sheet DUE</li> <li>○ DO Participation Journal DUE</li> </ul>
<p><b>June 24<sup>th</sup> Wednesday</b>  <b>10:35-12:35 Synchronous</b></p> <ul style="list-style-type: none"> <li>• Teaching Reading to ELs and diverse learners</li> <li>• Explicit teaching</li> <li>• Intervention</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 15</li> <li>• BLACKBOARD:Effective Instruction for English Learners</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> <li>• Interactive/Strategic Read Aloud submission DUE</li> </ul>
<p><b>June 25<sup>th</sup> Thursday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Reading “By”</p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Buddy Reading</li> <li>• Book Clubs</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT: Zarillo, ch 12</li> <li>• BLACKBOARD: Facilitating Engagement by Differentiating Ind. Reading (Kelley, 2009)</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>

<p><b>June 26<sup>th</sup> Friday</b>  <b>2 hours Asynchronous</b></p> <p>Assess work samples  Plan explicit teaching</p>	<p><b>READ:</b></p> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> </ul>
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Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<p><b>June 29<sup>th</sup> Monday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Motivation/Engagement  Interest  Success  Skill and will  Choice, collaboration, authenticity  Autonomy  Self-determined readers</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT:</li> <li>• BLACKBOARD: Motivation folder-&gt; PICK 1 + 7 rules (Gambrell)</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> <li>• Assessment-Guided, Small-Group, Explicit Lesson DUE</li> </ul>
<p><b>June 30<sup>th</sup> Tuesday</b>  <b>2 hours Asynchronous</b></p> <p>Book club</p> <ul style="list-style-type: none"> <li>• Moral Agency</li> <li>• Civic Engagement</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>○ TEXT: Johnston, chapters 7,8,9</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>○ Book clubs meet to discuss Johnston chapters 7,8,9</li> <li>○ Book club summary sheet DUE</li> <li>○ DO Participation Journal DUE</li> </ul>
<p><b>July 1<sup>st</sup> Wednesday</b>  <b>10:35-12:35 Synchronous</b></p> <p>Putting it all together  Organization and Management of the Reading Classroom  The Reading Workshop  Focus lessons</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• BLACKBOARD: Planning Effective Minilessons &amp; Conferences (Fountas &amp; Pinnell, 2001)</li> </ul> <p><b>WATCH/DO/DUE:</b></p> <ul style="list-style-type: none"> <li>• DO Participation Journal DUE</li> <li>• Vision DUE</li> </ul>

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .