

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

ELED 555.DL3 – Literacy Teaching and Learning in Diverse Classrooms, Part I  
3 Credits, Spring 2021  
Tuesdays 10:30-1:10 Synchronous

**Faculty**

Name: Lois Groth  
Office Hours: By Appointment  
Office Location: Thompson 1806  
Office Phone: 703-993-2139  
Email Address: [lgroth@gmu.edu](mailto:lgroth@gmu.edu)

**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 Delivery Method**

This course will be delivered online using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal, Zoom, and Google Drive. 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 January 18<sup>th</sup>, 2021. **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. This course also requires 15 hours of field experience.**

*Technical Requirements*

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

- 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)

To get a list of supported operation 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)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- 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.
- 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***

#### Course Week:

Our class will meet on Tuesdays as indicated on the Schedule of Classes.

#### 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 at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

Accommodations:

Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**

A. 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.

**B. Outcomes and Standards**

Learning Outcomes	InTASC Standards
1	4, 5
2	1, 2, 4, 5
3	4, 5
4	4, 5, 7
5	4, 5
6	1, 4, 5
7	4, 5, 7, 8
8	1, 2, 4, 5, 6, 7, 8
9	1, 2, 4, 5, 7, 8
10	1, 2, 4, 5, 6, 7
11	1, 2, 4, 5, 6, 7, 8
12	1, 2, 4, 5, 6, 7, 8
13	4, 5, 7, 8
14	3, 4, 5, 7
15	3, 4, 5, 7, 8
16	4, 5, 7, 8
17	4, 5, 7
18	1, 2, 4, 5, 8, 9
19	1, 2, 4, 5, 7, 8
20	1, 2, 3, 4, 5, 6, 7, 8

**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	Classwork; Read Aloud Lesson; Assessment-Reading Conferences

2. Learning Differences	Classwork; Field, Read Aloud Lesson; Assessment-Reading Conferences
3. Learning Environments	Field
4. Content Knowledge	Classwork; Field; Children's Literature Catalogue; Read Aloud Lesson; Assessment-Reading Conferences; Book club
5. Application of Content	Classwork; Field; Read Aloud Lesson; Assessment-Reading Conferences; Children's Literature Catalogue; Book club
6. Assessment	Classwork; Field; Read Aloud Lesson; Assessment-Reading Conferences
7. Planning	Classwork; Field; Read Aloud Lesson; Assessment-Reading Conferences; Children's Literature Catalogue
8. Instructional Strategies	Classwork; Field; Children's Literature Catalogue; Assessment-Reading Conferences; Read Aloud Lesson
9. Professional Learning and Ethical Practice	Classwork; Field; Book club
10. Leadership and Collaboration	Classwork; Field; Assessment-Reading Conferences; Children's Literature Catalogue; Book club

## 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.**

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 current 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)

### ASSIGNMENTS

Assignment	Points
<b>1. Classwork and Fieldwork</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20]	39%
<b>2. Children’s Literature Catalogue</b> [Outcomes 1,3, 4,5, 6, 7, 8, 10, 11, 13, 14, 15, 18]	10%
<b>3. Interactive/Strategic Read Aloud (PBA)</b> [Outcomes 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15,16, 17]	15%
<b>4. Assessment-Reading Conferences</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20]	20%
<b>5. Final Exam</b>	16%
<b>Total</b>	<b>100</b>

#### **1. Classwork and Fieldwork (39 points)**

It is expected that you attend all scheduled classes and fieldwork 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 need to be 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** each week 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 all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

**You are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class.

Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Fieldwork is required for this class. You will be assigned a classroom at a PDS site.

## Evaluation

You will complete in-class and between class activities in your online class notebook. Your notebook is located at the journal tab on Blackboard.

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
<b>Classwork</b>	The student is absent from class. Some or all work is missing.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions. All work is completed at a basic level.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions. All work is completed at a level that displays proficiency.	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. All work is completed in a distinguished way.

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

**DUE: 3/23**

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, you will investigate children's literature resources online. You will share the resource via an in-class presentation. Using the resource of your choice, you will create a catalogue of children's literature that includes at least 15 picture books and 7 chapter books. 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.

## **3. Interactive/Strategic Read Aloud Lesson (15 points) (PBA)**

**Lesson Plan Due: 3/16 GoReact DUE: 4/13**

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 (e.g., questioning, predicting, inferencing, summarizing, clarifying, evaluating, or making connections) and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and model a strategic read aloud in class.

### **Evaluation**

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

#### **4. Assessment- Reading Conferences (20 points)**

**DUE: 4/27**

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will conference with a reader to assess and instruct decoding, fluency, comprehension and/or vocabulary.

#### **Evaluation**

Reading conferences will be evaluated based upon interpretation of assessment data to drive instruction and thoughtfulness of reflections as well as connections to course material.

#### **5. Final Exam (16 points)**

**In Class: 5/4**

You will take a test on the important content addressed throughout this course.

#### **Evaluation**

Final exam will be evaluated for correctness.

#### **Grading Scale**

**A 90-100**

**B 80-89**

**C 70-79**

**F 0-69**

*\*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**

<b>Date</b>	<b>Readings</b>	<b>Topics and Activities</b>	<b>Assignment Due</b>
<b>1/26/21</b>	<b>Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i></b>	Introductions: Course Overview Reading K-W-L Importance of early reading instruction Introduce 5 Pillars Introduce Comprehensive Literacy Components Syllabus	
<b>2/2/21</b>	<b>Johnston ch 1 Zarillo chs 1 &amp; 3</b>	Language Development Assessment and Instruction Alphabetic Principle, Concepts of Print Shared Reading, Literate Environment Morning Meeting/Message	
<b>2/9/21</b>	<b>Johnston ch 2 Zarillo chs 2, 4, 5</b>	Word recognition Assessment and Instruction Phonological Awareness, Phonemic Awareness, Phonics, Sight Words, Decoding, Word Walls	

2/16/21	<b>Johnston ch 3</b> <b>Zarillo ch 9</b>	Vocabulary Tiers, Wide Reading, Word Consciousness Word learning strategies: morphological awareness, context clues, individual words, graphic organizers, structural analysis, word banks	<b>Book Club Johnston Chapters 1-3 in class</b>
2/23/21	<b>Johnston ch 4</b> <b>Zarillo ch 6</b>  Rasinski (2012)	Fluency Assessment and Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers' Theater	
3/2/21	<b>Johnston ch 5</b> <b>Zarillo ch 8</b>  McLaughlin, (2012)	Comprehension Assessment and Instruction Before-during after Narrative comprehension instruction Strategies Strategic Read Alouds Discussion Reciprocal Teaching Expository comprehension KWL, Text Structure, Vocabulary	
3/9/21	<b>Johnston ch 6</b> <b>Zarillo ch 10</b>	Assessment Informal vs. formal Running Records Conferences	<b>Book Club Johnston Chapters 4-6 in class</b>
3/16/21	<b>Johnston ch 7</b>  Giroir, Grimaldo, & Vaughn, (2015)	Types of Text Using Children's Literature Fiction, Evaluating, Leveling Evaluating Non fiction Children's Literature Catalogue work	<b>Interactive, Strategic Read Aloud Plan</b>
3/23/21	<b>Johnston ch 8</b>  Fountas & Pinnell, (2013)	Differentiated Instruction Guided Reading Heterogeneous Grouping Flexible Grouping	<b>Children's Literature Catalogue</b>
3/30/21		<b>Work week – no class meeting</b>	
4/6/21	<b>Johnston ch 9</b> <b>Zarillo chs 11&amp;12</b>  Planning Effective Minilessons & Conferences	Organization and management of the reading classroom	<b>Book Club Johnston Chapters 7-9 in class</b>

	(Fountas&Pinnell, 2001)		
<b>4/13/21</b>	<b>Zarillo ch 15</b> IES Practice Guide, (2007)	Teaching reading to ELs and diverse learners Explicit teaching Intervention	<b>Interactive, Strategic Read Aloud Reflection GoReact</b>
<b>4/20/21</b>	Gambrell, (2012) Parsons, Nuland, Ward Parsons, (2014)	Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy	
<b>4/27/21</b>		Fostering Self-Determining learners Putting it all together Reviewing the course	<b>Reading Conference Write Up</b>
<b>5/4/21</b>		<b>Final Exam – during class</b>	

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

### 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 <http://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 <http://coursessupport.gmu.edu/>.
- 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/> .**