

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education Program (ELED)

ELED 555 Section A04—Cohort 4
Literacy Teaching and Learning in Diverse Classrooms, Part I, (3 credits)
Summer 2021 Session A
Hybrid Asynchronous (T/TH) & Synchronous Online (M/W 10:30-12:30)

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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners. This course requires 15 hours of field observation. (NOTE: Adjusted Summer 2021 due to COVID)

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 (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 11, 2021. This course will also use a combination of Zoom 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

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
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/

Expectations

1. Course Week: Our class will meet synchronously on Mondays and Wednesdays and Asynchronously on Tuesdays and Thursdays 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:

This course is designed to enable students 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:

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

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* (3rd ed.) New York, NY: Allyn & Bacon.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2nd 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* (6th ed.). Boston, MA: Pearson.
- Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies* (3rd ed.). New York, NY: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition) New York: Pearson.
- Harvey, S., & Goudvis, A. (2017) *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3rd ed.). Portland, ME: Stenhouse.
- Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5th 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/VIA.**

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

ASSIGNMENTS

Assignment	Points
1. Classwork/Course Notebook [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20]	40
2. Children’s Literature Catalogue [Outcomes 1,3, 4,5, 6, 7, 8, 10, 11, 13, 14, 15, 18]	20
3. Interactive/Strategic Read Aloud (PBA) [Outcomes 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15,16, 17]	25
4. Field Work [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20]	15
Total	100

1. Classwork/Course Notebook (40 points)

DUE: Daily

It is expected that you attend all scheduled classes 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 session 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 **prior to the start of class**.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **NearPod responses**
- **All course notebook work**

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.

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. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork.

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
Classwork -to include work due prior to the class session and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

2. Field Work (15 points)

DUE: Friday, May 21st; Friday, May 28th Friday, June 4th

You will complete 8 hours of field work in addition to the introduction and debrief sessions (between this class and ELED 545). All field work will be done virtually. You will use a chart provided by the instructor to document and reflect on your literacy observations. An observation chart/reflection will be

due at the end of each of the first three weeks of class. These three documents will be submitted to Blackboard and will be worth 5 points each.

Evaluation

Field work will be evaluated based upon completion and synthesis of theoretical and practical knowledge.

3. Interactive/Strategic Read Aloud Lesson (25 points) (PBA)

Lesson Plan **DUE: *Sunday, May 30th*** Written Reflection **DUE: *Thursday, June 17th***

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 to help you reflect on it afterwards. You will upload a written reflection to Blackboard. 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. Lesson plan is 5 points and Reflection is 20 points.

4. Children's Literature Catalogue (20 points)

DUE: *Thursday, June 10th*

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 a video presentation. Using the resource of your choice, you will create a catalogue of children's literature that includes at least 10 picture books and 5 chapter books. You will choose one of the picture books you find and analyze it using a Guide for Selecting Anti-Bias Books that will be provided to you. The Children's Literature Catalogue 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. All information should be in your own words.

Evaluation

Children's literature catalogue will be evaluated for completion. Text analysis will be evaluated for depth of reflection on the Anti-Bias Selection Guide.

GRADING POLICIES

Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

Professional Dispositions

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

Course Schedule

*Faculty reserves the right to alter the schedule as necessary with notification to students.

Week 1: May 17th-20th	
Class Session	Readings, Activities, and Assignments ASYNCHRONOUS WORK DUE SAME DAY BY 11:59 SYNCHRONOUS WORK DUE BEFORE CLASS
Class 1 Monday, May 17th (Synchronous) (10:30-12:30) <ul style="list-style-type: none"> • Introductions: Course Overview • Importance of early reading instruction • Introduce Comprehensive Literacy Components 	Read & Reflect: Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i> View/Do: <ul style="list-style-type: none"> • Synchronous Class 1 folder
Class 2 Tuesday, May 18th (Asynchronous) <ul style="list-style-type: none"> • Introduce 5 Pillars • Syllabus • Language Development • Assessment and Instruction Alphabetic Principle, Concepts of Print, Shared Reading, • Literate Environment • Morning Meeting/Message 	Read & Reflect: Johnston ch 1 Zarillo chs 1 & 3 View/Do: <ul style="list-style-type: none"> • Asynchronous Class 2 folder
Class 3 Wed, May 19th (Synchronous) (10:30-12:30) <ul style="list-style-type: none"> • Bookclub Johnston • Word recognition Assessment and Instruction Phonological Awareness, Phonemic Awareness, Phonics, Sight Words, Decoding, Word Walls	Read & Reflect: Zarillo chs 2, 4, 5 View/Do: <ul style="list-style-type: none"> • Synchronous Class 3 folder
Class 4 Thurs, May 20th (Asynchronous) <ul style="list-style-type: none"> • Comprehension Assessment and Instruction Before-during after Narrative comprehension instruction Discussion Reciprocal Teaching Expository comprehension KWL, Text Structure, Vocabulary	Read & Reflect: Johnston ch 2 Zarillo ch 8 View/Do: <ul style="list-style-type: none"> • Asynchronous Class 4 folder • Field Reflection DUE: Friday, May 21st

Week 2: May 24th-27th

Class Session	Readings, Activities, and Assignments ASYNCHRONOUS WORK DUE SAME DAY BY 11:59 SYNCHRONOUS WORK DUE BEFORE CLASS
<p>Class 5 Monday, May 24th (Synchronous) (10:30-12:30)</p> <ul style="list-style-type: none"> • Bookclub Johnston • Comprehension continued Strategies, Strategies Instruction Interactive/Strategic Read Alouds 	<p>Read & Reflect: McLaughlin (2012)</p> <p>View/Do:</p> <ul style="list-style-type: none"> • Synchronous Class 5 folder
<p>Class 6 Tuesday, May 25th (Asynchronous)</p> <ul style="list-style-type: none"> • Types of Text Using Children’s Literature Fiction, Evaluating, Leveling Evaluating Non fiction Children’s Literature Catalogue work 	<p>Read & Reflect: Johnston ch 3 Giroir, Grimaldo, & Vaughn (2015)</p> <p>View/Do:</p> <ul style="list-style-type: none"> • Asynchronous Class 6 folder
<p>Class 7 Wed, May 26th (Synchronous) (10:30-12:30)</p> <ul style="list-style-type: none"> • Bookclub Johnston • Explicit teaching Intervention 	<p>Read & Reflect: Zarillo ch 15</p> <p>View/Do:</p> <ul style="list-style-type: none"> • Synchronous Class 7 folder
<p>Class 8 Thurs, May 27th (Asynchronous)</p> <ul style="list-style-type: none"> • Teaching reading to ELs and diverse learners 	<p>Read & Reflect: Johnston ch 4 IES Practice Guide (2007)</p> <p>View/Do:</p> <ul style="list-style-type: none"> • Asynchronous Class 8 folder • Field Reflection DUE: Friday, May 28th • Interactive/Strategic Read Aloud PLAN DUE May 30th

Week 3: May 31st-June 3rd

Class Session	Readings, Activities, and Assignments ASYNCHRONOUS WORK DUE SAME DAY BY 11:59 SYNCHRONOUS WORK DUE BEFORE CLASS
<p>Class 9 Tuesday, June 1st (Asynchronous)</p> <ul style="list-style-type: none"> Vocabulary Tiers, Wide Reading, Word Consciousness Word learning strategies: Morphological awareness, Context clues, individual words, graphic organizers, structural analysis, word banks 	<p>Read & Reflect: Johnston ch 5 Zarillo ch 9</p> <p>View/Do:</p> <ul style="list-style-type: none"> Asynchronous Class 9 folder
<p>Class 10 Wed, June 2nd (Synchronous) (10:30-12:30)</p> <ul style="list-style-type: none"> Bookclub Johnston Assessment Informal vs. formal Running Records 	<p>Read & Reflect Zarillo ch 10</p> <p>View/Do:</p> <ul style="list-style-type: none"> Synchronous Class 10 folder
<p>Class 11 Thurs, June 3rd (Asynchronous)</p> <ul style="list-style-type: none"> Fluency Assessment and Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers' Theater 	<p>Read & reflect Johnston ch 6 Zarillo 6 Rasinski (2012)</p> <p>View/Do:</p> <ul style="list-style-type: none"> Asynchronous Class 11 folder Field Reflection DUE: Friday, June 4th

Week 4: June 7th-June 10th

Class Session	Readings, Activities, and Assignments ASYNCHRONOUS WORK DUE SAME DAY BY 11:59 SYNCHRONOUS WORK DUE BEFORE CLASS
<p>Class 12 Monday, June 7th (Synchronous) (10:30-12:30)</p> <ul style="list-style-type: none"> Bookclub Johnston Catching up 	<p>Read & Reflect:</p> <p>View/Do:</p> <ul style="list-style-type: none"> Synchronous Class 12 folder
<p>Class 13 Tuesday, June 8th (Asynchronous)</p> <ul style="list-style-type: none"> Differentiated Instruction Guided Reading 	<p>Read & Reflect Johnston ch 7</p> <p>View/Do:</p> <ul style="list-style-type: none"> Asynchronous Class 13 folder
<p>Class 14 Wed, June 9th (Synchronous) (10:30-12:30)</p> <ul style="list-style-type: none"> Bookclub Johnston Differentiated Instruction Heterogenous Grouping and Flexible Grouping 	<p>Read & Reflect: Fountas & Pinnell (2013)</p> <p>View/Do</p> <ul style="list-style-type: none"> Synchronous Class 14 folder
<p>Class 15 Thurs, June 10th (Asynchronous)</p> <ul style="list-style-type: none"> Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy 	<p>Read & Reflect: Johnston ch 8 Gambrell, (2012) Parsons, Nuland, Ward Parsons, (2014)</p> <p>View/Do:</p> <ul style="list-style-type: none"> Asynchronous Class 15 folder Children’s Literature Catalogue DUE: Thursday, June 10th

Week 5: June 14th-17th	
Class Session	Readings, Activities, and Assignments
	ASYNCHRONOUS WORK DUE SAME DAY BY 11:59 SYNCHRONOUS WORK DUE BEFORE CLASS
Class 16 Monday, June 14th (Synchronous) (10:30-12:30) <ul style="list-style-type: none"> • Bookclub Johnston • Assessment Conferences • Focus lessons 	Read & Reflect: Fountas & Pinnell (2001) View/Do: <ul style="list-style-type: none"> • Synchronous Class 16 folder
Class 17 Tuesday, June 15 (Asynchronous) <ul style="list-style-type: none"> • Organization and management of the reading classroom 	Read & Reflect: Johnston ch 9 Zarillo chs 11 & 12 View/Do <ul style="list-style-type: none"> • Asynchronous Class 17 folder
Class 18 Wed, June 16th (Synchronous) (10:30-12:30) <ul style="list-style-type: none"> • Bookclub Johnston • Tying it all together • What did you learn KWL chart 	Read & Reflect: View/Do: <ul style="list-style-type: none"> • Synchronous Class 18 folder
Class 19 Thurs, June 17th (Asynchronous) <ul style="list-style-type: none"> • Finishing up 	Read & Reflect: None View/Do: Complete <i>Interactive Strategic Read Aloud Reflection</i> <u>DUE</u> Thursday, June 17 th

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 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.

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