

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

***ELED 555 Section 001***  
***Literacy Teaching and Learning in Diverse Classrooms, Part I, (3 credits)***  
Fall 2021  
Thursday 4:30-7:10, Thompson Hall L1018

**Professor:** Dr. Lois Groth  
**Office Hours:** By appointment  
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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.

**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 face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

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

**REQUIRED TEXTS:**

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

Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, grades K-5*. NY: Guilford Press.

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/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](http://writingcenter.gmu.edu/?page_id=177)

### **ASSIGNMENTS**

<b>Assignment</b>	<b>Points</b>
<b>1. Classwork/Course Notebook</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20]	40
<b>2. Children's Literature Catalogue</b> [Outcomes 1,3, 4,5, 6, 7, 8, 10, 11, 13, 14, 15, 18]	15
<b>3. Interactive/Strategic Read Aloud (PBA)</b> [Outcomes 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15,16, 17]	20
<b>4. Assessment-Guided, Small-Group Explicit Teaching Lesson</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20]	25
<b>Total</b>	<b>100</b>

#### **1. Classwork/Course Notebook (40 points)**

**DUE: Weekly**

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)
<b>Classwork -to include work due prior to the class session and participation during the session.</b>	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. Children’s Literature Catalogue (15 points)**

**DUE: Thursday, October 21<sup>st</sup>**

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.

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

Lesson Plan **DUE: Thursday, October 7<sup>th</sup>** Written Reflection **DUE: Thursday, November 18<sup>th</sup>**

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 15 points.

### **4. Assessment-Guided, Small-Group, Reading Lesson and reflection (30 points)**

**Assessment & Lesson Plan DUE: Thursday, November 4<sup>th</sup> Reflection DUE: Thursday, December 9<sup>th</sup>**

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (at any level) who have similar literacy learning needs (i.e., they are likely in the same guided reading group). You will gather assessment information about these students via a series of conferences. You will use this information to design a targeted, explicit lesson for this small group of students. You will video record your lesson. After conducting the lesson you will reflect on it using your video. 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, and thoughtfulness of reflections as well as connections to course material.

## 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.*

Class Session	Readings, Activities, and Assignments <b>DUE <u>Wednesday, 11:59 pm</u> BEFORE THURSDAY CLASS</b>
<p><b>Class 1 Thursday, August 26<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Introductions: Course Overview</li> <li>• Whole group discussion: Kohn</li> <li>• Introduce Comprehensive Literacy Components</li> <li>• K-W-L reading instruction</li> </ul>	<p><b>Read &amp; Reflect:</b> Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i></p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive Framework nearpod</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Introductory slide</li> <li>• NB: comment on Kohn</li> </ul>
<p><b>Class 2 Thursday, September 2<sup>nd</sup></b></p> <ul style="list-style-type: none"> <li>• NCLB 5 Pillars</li> <li>• Syllabus</li> <li>• Language Development</li> <li>• Assessment and Instruction Alphabetic Principle, Concepts of Print, Shared Reading</li> <li>• Morning Meeting/Message</li> <li>• Discussion</li> <li>• Book club Johnston ch 1</li> <li>• Read Aloud – Model</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 1 Parsons &amp; Vaughn ch 11 Zarillo chs 1 &amp; 3</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Syllabus Overview video</li> <li>• Language Development video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Explain the difference between implicit and explicit instruction as it relates to Concepts About Print (CAP)</li> <li>• NB: Reflect on the discussion principles at the end of ch 11</li> </ul>
<p><b>Class 3 Thursday, September 9<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 2</li> <li>• Word recognition</li> </ul> <p>Assessment and Instruction Phonological Awareness, Phonemic Awareness, Phonics, Sight Words, Decoding, Word Walls</p> <ul style="list-style-type: none"> <li>• Cueing systems - MSV</li> <li>• Read aloud – Himes, kdg</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 2 Parsons &amp; Vaughn ch 4 Zarillo chs 2, 4, 5</p> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• Word recognition video</li> <li>• IRA nearpod</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Reflect on the potential issues that arise in classroom instruction when teachers are not clear on the differences between phonemic awareness and phonics.</li> <li>• NB: What are your thoughts on the Frustrational, Instructional and Independent levels of accuracy?</li> </ul>
<p><b>Class 4 Thursday, September 16<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 3</li> <li>• Comprehension</li> </ul> <p>Assessment and Instruction Before-during after Reciprocal Teaching KWL, Text Structure, Vocabulary</p> <ul style="list-style-type: none"> <li>• Interactive, Strategic Read Aloud - model</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 3 McLaughlin (2012) Zarillo ch 8</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Comprehension Nearpod</li> <li>• Dr. Parson's Strategic Read Aloud video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Before, During After notes and Declarative, Procedural, Conditional language in the read aloud notes</li> </ul>

Class Session	Readings, Activities, and Assignments <b>DUE <u>Wednesday, 11:59 pm</u> BEFORE THURSDAY CLASS</b>
<p><b>Class 5 Thursday, September 23<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 4</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>Tiers, Wide Reading, Word Consciousness</li> <li>Word learning strategies: Morphological awareness, Context clues, individual words, graphic organizers, structural analysis, word banks</li> </ul> </li> <li>• Read Aloud – planning</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 4 Giroir, Grimaldo, Vaughn, &amp; Roberts (2015) Parsons &amp; Vaughn ch 6 Zarillo ch 9</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary nearpod</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Explore the ReadingRockets.org website. Check out the link on Comprehension Strategies</li> <li>• Bring a book you are thinking about using for your Interactive/Strategic read aloud with your field placement students</li> </ul>
<p><b>Class 6 Thursday, September 30<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 5</li> <li>• Types of Text <ul style="list-style-type: none"> <li>Using Children’s Literature Fiction, Evaluating, Leveling</li> <li>Evaluating Non fiction</li> </ul> </li> <li>• Explicit teaching</li> <li>• Focus lessons</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 5 Parsons &amp; Vaughn chs 10 &amp; 20</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Stages of Reading Development nearpod</li> <li>• Explicit teaching video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: record what you notice the teacher doing during the mini lesson and label her talk as Declarative, Procedural, or Conditional</li> <li>• Bring a draft of your Read aloud plan to class</li> </ul>
<p><b>Class 7 Thursday, October 7<sup>th</sup></b> <b>(Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• Teaching reading to ELs and diverse learners</li> <li>• Differentiating instruction</li> </ul>	<p><b>Read &amp; Reflect:</b> IES Practice Guide (2007) Parsons &amp; Vaughn chs 9, 17 &amp; 18 Zarillo ch 15</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Teaching English Language Learners video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: How can you support Culturally and Linguistically Diverse (CDLD) learners? What are some strategies for teaching CDLD students?</li> </ul> <p><b>DUE: Read aloud lesson plan</b></p>
<p><b>Class 8 Thursday, October 14<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston 6</li> <li>• Assessment <ul style="list-style-type: none"> <li>Informal vs. formal</li> <li>Running Records</li> <li>Conferences</li> </ul> </li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 6 Clay (1993) Fountas &amp; Pinnell (2001) Parsons &amp; Vaughn ch 7</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Assessment nearpod</li> <li>• Research-Decide Teach conference video</li> <li>• Coaching conference video</li> </ul> <p><b>Do:</b> NB: Record thoughts and questions on conferences</p>

Class Session	Readings, Activities, and Assignments <b>DUE <u>Wednesday, 11:59 pm</u> BEFORE THURSDAY CLASS</b>
<p><b>Class 9 Thursday, October 21<sup>st</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 7</li> <li>• Differentiated instruction</li> <li>• Small groups</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 7 Parsons &amp; Vaughn ch 9 Fountas &amp; Pinnell (2013)</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading Group Level C at Smith Elementary</li> <li>• Guided Reading in a 3<sup>rd</sup> Grade Classroom video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Chart what the teachers do Before, During, and After the reading</li> </ul> <p><b>DUE: <i>Children’s Literature Catalogue and Anti-Bias Text Analysis</i></b></p>
<p><b>Class 10 Thursday, October 28<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 8</li> <li>• Guided reading</li> <li>• Content area literacy</li> </ul>	<p><b>Read &amp; Reflect:</b> Johnston ch 8 Parsons &amp; Vaughn ch 13 Zarillo ch 10</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading of an Article in Sixth Grade video</li> <li>• Guided Reading Revisited video</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Reflect on your readiness to teach guided reading</li> </ul>
<p><b>Class 11 Thursday, November 4<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Book club Johnston ch 9</li> <li>• Fluency</li> </ul> <p>Assessment and Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers’ Theater</p> <ul style="list-style-type: none"> <li>• Differentiated reading – shared reading</li> </ul>	<p><b>Read &amp; reflect:</b> Johnston ch 9 Parsons &amp; Vaughn ch 5 Rasinski (2012) Zarillo ch 6</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Teaching Fluency nearpod</li> <li>• Assessing Fluency nearpod</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Reflect on your understanding of automaticity and prosody and their relationship to reading.</li> </ul> <p><b>DUE: <i>Small group assessments and lesson plan</i></b></p>
<p><b>Class 12 Thursday, November 11<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Motivation and Engagement</li> </ul> <p>Interest Success Choice, collaboration, authenticity Autonomy</p>	<p><b>Read &amp; Reflect:</b> Gambrell, (2012) Parsons, Nuland, Ward Parsons (2014) Parsons &amp; Vaughn ch 14</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Motivation nearpod</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Reflect on how you can increase student engagement</li> </ul>

Class Session	Readings, Activities, and Assignments <b>DUE <u>Wednesday, 11:59 pm</u> BEFORE THURSDAY CLASS</b>
<p><b>Class 13 Thursday, November 18<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Organization and management of the reading classroom</li> <li>• Reading Workshop</li> <li>• Focus lessons</li> </ul>	<p><b>Read &amp; Reflect</b> Parsons &amp; Vaughn ch 15 Groth, (2021) Zarillo chs 11 &amp; 12</p> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• Mrs. Mann 3<sup>rd</sup> grade literacy video</li> <li>• Choose two focus lessons to view</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• NB: Compare the video focus lessons you viewed to the suggested Focus Lesson Format: <ol style="list-style-type: none"> <li>1. Introduce the concept with clear, concrete examples</li> <li>2. Provide opportunity for student interaction</li> <li>3. Immediately as readers to apply their learning to one or two new examples</li> </ol> </li> </ul> <p>Then reinforce and extend the learning in conferences, sharing sessions, small group instruction, subsequent focus lessons.</p> <ul style="list-style-type: none"> <li>• Search for classroom photos/graphics that depict environments/organization you think would benefit literacy instruction in your future classroom. Save in a file on your computer for use in class on Thursday</li> </ul> <p><b>DUE: <i>Interactive/strategic read aloud reflection</i></b></p>
<p><b>Class 14 Thursday, December 2<sup>nd</sup></b></p> <ul style="list-style-type: none"> <li>• Tying it all together</li> <li>• What did you learn</li> <li>• Course evaluations</li> </ul>	<p><b>Read &amp; Reflect:</b> Nothing</p> <p><b>View:</b> The K-W portion of our 555 K-W-L chart</p> <p><b>Do:</b> Add the most important take-aways from this class to the “Learned” column. Feel free to link these to the “wonders” on the chart;)</p>

<p><b>Exam period - Thursday, Dec 9<sup>th</sup></b> <b>(Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• Finishing up</li> </ul>	<p><b>DUE: <i>Assessment-Guided, Small-Group Explicit Teaching Lesson reflection</i></b></p>
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### 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/> .