

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education Program**  
ELED 411 004 Reading Development, Processes, Assessment, and Pedagogy  
3 Credits, Spring 2022  
Wednesdays, 1:30- 4:10 pm, Horizon Hall, Rm. 1007, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

Admission into elementary education program; open to Elementary students in the BSEd Fall 2021 Cohort 2.

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for elementary children. Emphasizes reading development and processes; reading assessment; and reading pedagogy. This course addresses assessment and instruction of reading comprehension, fluency, vocabulary, and word study, as well as specific reading disabilities. Children's literature will be examined through investigations of appropriate use of text in classrooms.

**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 Undergraduate 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 Literacy Association (ILA) 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 will be delivered using multiple instructional strategies and formats as well resources in our course Blackboard Learning site. Individual session formats may include lecture, small group/large group discussion and reflection, interactive workshop approaches, student-led presentations, and cooperative learning. Practical applications of literature are explored via group activities and discussion board forums in Blackboard.

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on January 17, 2022. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course

**Learner Outcomes or Objectives**

**A. This course is designed to enable teacher candidates to:**

1. demonstrate the ability to assess individual and group literacy needs in a classroom situation and incorporate reading instruction that demonstrates an understanding of children's reading development.
2. 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.
3. explore and explain the influence of families, communities, and schools on reading instruction.
4. plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, comprehension strategies, and proficient reading.
5. plan reading instruction that promotes creative and critical thinking.

6. plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
7. plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
8. survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.

## B. Outcomes and Standards

Learning Outcomes	InTASC Standards
1	1, 2, 4, 5, 6, 7, 8
2	1, 2, 3, 4, 5, 6, 7, 8
3	2, 3
4	1, 2, 4, 5, 6, 7, 8
5	1, 2, 4, 5, 6, 7, 8
6	1, 2, 4, 5, 6, 7, 8
7	1, 2, 4, 5, 6, 7, 8
8	1, 2, 3, 6, 9, 10

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

## Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson. (From ELED 410).

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

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

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson. (From ELED 410).

**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.). Allyn & Bacon.

Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> ed.) Guilford.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. Heinemann.

Cunningham, P.M., & Allington, R.L. (2015) *Classrooms that work: They can all read and write* (6<sup>th</sup> ed.). Pearson.

Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies* (3<sup>rd</sup> ed.). Guilford.

Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6<sup>th</sup> edition). Pearson.

Harvey, S., & Goudvis, A. (2017) *Strategies that work: Teaching comprehension for understanding and engagement and building knowledge* (3<sup>rd</sup> ed.). Stenhouse.

Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5<sup>th</sup> ed.). Guilford.

## Course Performance Evaluation

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the 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 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)

Updated January 2022

## ASSIGNMENTS

Assignment	Points
<b>1. Classwork and Fieldwork</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	41%
<b>2. Children’s Literature Catalogue</b> [Outcomes 3, 4, 5, 6, 7, 8]	10%
<b>3. Interactive/Strategic Read Aloud (PBA)</b> [Outcomes 3, 4, 5, 6, 7, 8]	15%
<b>4. Assessment-Reading Analysis (PBA)</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	20%
<b>5. Final Exam</b>	14%
<b>Total</b>	<b>100 %</b>

### 1. Classwork and Fieldwork (41 points)

#### **Due: Notebook entry- weekly**

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. Weekly reflections will be submitted in your *online notebook*.

**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 pt)	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	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

			a level that displays proficiency.	in a distinguished way.
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**2. Children’s Literature Catalogue (10 points)**

**Due: Website selection & folder set up- 3/9; Group Presentation- 3/30**

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children’s literature. Students will work in small groups (2-3) to explore, analyze, and curate a collection of texts (catalog), that reflects and honors all children in diverse classroom settings. Groups will share their catalog with the class during interactive, multimodal presentations. This assignment will require meetings outside of class sessions.

You will investigate children’s literature resources online and use several guides provided in class for selecting anti-bias, culturally relevant books for inclusion in a classroom library. You will share the resources used and catalog with classmates during the presentation and in a folder online. You will create a catalogue of children’s literature that includes at least five picture books and two 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 depth of analysis and reflection using guides provided and completion according to rubric (provided in class).

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

**Due: Lesson Plan-3/23; Lesson Video- 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, upload it to Blackboard, view and write a reflection on the lesson and submit with your video. 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, thoughtfulness of reflections, as well as connections to course material.

**4. Assessment- Reading Analysis - PBA (20 points)**

**Due: 4/27**

This is the programmatic Performance Based Assessment for ELED 411. Each student should select a child to observe repeatedly engaged in the reading process. Listen to the child read. Keep a log of when you read together. Gather data on all aspects of the child’s reading ability, including level, fluency, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child’s reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan. Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level materials and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. See rubric below.

**5. Final Exam (14 points)**

**In Class: 5/11**

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

**Evaluation**

Final exam will be evaluated for responses reflecting understandings and outcomes outlined in this course.

**Grading Scale**

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort

A-	90-92	3.67	beyond basic requirements
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

\*Note: “C-” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education.

### 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: Readings and activities are due prior to class meeting by 8 a.m. unless otherwise noted.*

Date	Topics	Readings, Activities, Assignments
<b>Class 1</b> 1/26/22	Introductions: Building Community Course Overview: Review 5 Pillars Review Comprehensive Literacy Components	<b>Read &amp; Reflect:</b> Kohn (2001) <i>Five Reasons to Stop Saying, “Good Job”</i> Syllabus <b>View:</b> <ul style="list-style-type: none"> <li>Comprehensive Framework PPT</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Create an introduction slide</li> </ul>
<b>Class 2</b> 2/2/22	Syllabus Word Study – Assessment Book Club- Johnston, Ch. 1 & 2	<b>Read &amp; Reflect:</b> Johnston, Chs. 1 & 2 Parsons & Vaughn, Ch. 11 Zarillo, Chs. 1 & 2 <b>View:</b> <ul style="list-style-type: none"> <li>Giving and Scoring the PSI video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Add questions about syllabus in Syllabus Forum (Discussion Board)</li> <li>Print two copies of Elementary Feature Guide, <i>Words Their Way</i>, p. 381.</li> </ul>

Date	Topics	Readings, Activities, Assignments
<b>Class 3</b> <b>2/9/22</b> Asynchronous	Word Study – Syllables & Affixes and Derivational Relations IRA review	<b>Read &amp; Reflect:</b> Parsons & Vaughn, Ch. 4 <i>Words Their Way</i> , Chs. 7 & 8 Zarillo, Ch. 7 <b>View:</b> <ul style="list-style-type: none"> <li>Syllables &amp; Affixes overview video</li> <li>Derivational Relations overview video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Bring Elementary Spelling Inventory Feature Guide to class on 2/16</li> </ul>
<b>Class 4</b> <b>2/16/22</b>	Book Club- Johnston, Ch. 3 Vocabulary Tiers, Wide Reading, Word Consciousness Word learning strategies: morphological awareness, context clues, individual words, graphic organizers, structural analysis, word banks	<b>Read &amp; Reflect:</b> Johnston, Ch. 3 Parsons & Vaughn, Ch. 6 Zarillo, Ch. 9 Giroir, Grimaldo, & Vaughn. (April 2015). Interactive read-alouds for english learners in the elementary grades. <i>The Reading Teacher</i> . 68(8), 639-648. <b>View:</b> <ul style="list-style-type: none"> <li>Vocabulary video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Text Selection for Read Aloud</li> </ul>
<b>Class 5</b> <b>2/23/22</b>	Book Club, Johnston, Ch. 4 Fluency Assessment and Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers' Theater	<b>Read &amp; Reflect:</b> Johnston, Ch. 4 Parsons & Vaughn, Ch. 5 Zarillo, Ch. 6 Rasinski, T. J. (2012). Why reading fluency should be hot! <i>The Reading Teacher</i> . 65(8), 516-522. <b>View:</b> <ul style="list-style-type: none"> <li>Fluency video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Assess a reader's fluency using the prosody assessment</li> </ul>
<b>Class 6</b> <b>3/2/22</b>	Book Club- Johnston, Ch. 5 Comprehension Assessment and Instruction Before-during-after Narrative comprehension instruction Strategies Strategic Read Alouds Discussion Reciprocal Teaching Expository comprehension KWL, Text Structure, Vocabulary	<b>Read &amp; Reflect:</b> Johnston, Ch. 5 Zarillo Ch. 8 McLaughlin, M. (2012). What every reading teacher should know. <i>The Reading Teacher</i> . 65(7), pp. 432-440 <b>View:</b> <ul style="list-style-type: none"> <li>Comprehension video</li> <li>Critical Literacy Theory video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Bring text for interactive/strategic read aloud</li> <li>Bring draft of your IRA plan</li> </ul>

Date	Topics	Readings, Activities, Assignments
<b>Class 7</b> 3/9/22	Book Club- Johnston, Ch. 5 Types of Text Using Children’s Literature Fiction & Nonfiction: Evaluating, Leveling	<b>Read &amp; Reflect:</b> Johnston, Ch. 6 Parsons & Vaughn, Ch. 18 Zarillo, Ch. 10 Giroir, Grimaldo, & Vaughn, (2015) <b>View:</b> <ul style="list-style-type: none"> <li>Stages of Reading Development video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Comparing texts</li> </ul> <b>Due: Children’s Literature Catalog website &amp; folder set up</b>
3/16	No Class- Spring Break	
<b>Class 8</b> 3/23/22	Book Club- Johnston, Ch. 5 Differentiated Instruction Guided Reading Heterogeneous Grouping Flexible Grouping	<b>Read &amp; Reflect:</b> Johnston, Ch. 7 Fountas & Pinnell, (2013). Guided reading-The Romance and reality. <i>The Reading Teacher</i> . 66 (4), pp. 268-28 Parsons & Vaughn, Ch. 9 <b>View:</b> <ul style="list-style-type: none"> <li>Guided/small group reading videos</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Record thoughts/questions on small group reading instruction- Discussion Board forum.</li> <li>Consider student for reading assessment PBA.</li> </ul> <b>Due: Interactive/Strategic Read Aloud Lesson Plan</b>
<b>Class 9</b> 3/30/22	Book Club- Johnston, Ch. 8 Differentiated Small Group Reading Instruction	<b>Read &amp; Reflect:</b> Johnston, Ch. 8 Parsons & Vaughn, Ch. 15 Zarillo, Ch. 10 <b>View:</b> <ul style="list-style-type: none"> <li>Guided reading/small group video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Presentations- Children’s Literature Catalog</li> <li>Select student for reading assessment PBA</li> </ul> <b>Due: Children’s Literature Catalogue</b>
<b>Class 10</b> 4/6/22	Book Club- Johnston, Ch. 9 Organization and management of the reading classroom Effective Minilessons & Conferencing	<b>Read &amp; Reflect:</b> Johnston, Ch. 9 Parsons & Vaughn Chs. 2 & 16 Zarillo, Chs. 11&12 <b>View:</b> <ul style="list-style-type: none"> <li>Reading workshop video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Meet with field study student for reading assessment PBA</li> </ul>
<b>Class 11</b> 4/13/22	Teaching reading to ELs and diverse learners Explicit teaching Intervention	<b>Read &amp; Reflect:</b> Parsons & Vaughn, Ch.10 & 17 Zarillo, Ch. 15 IES Practice Guide, (2007) <b>View:</b> <ul style="list-style-type: none"> <li>Teaching English Language Learners video</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Meet with field study student for reading assessment PBA</li> </ul>



Date	Topics	Readings, Activities, Assignments
<b>Class 12</b> 4/20/22	Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy	<b>Read &amp; Reflect:</b> Gambrell, L. B. (2012). Seven rules of engagement. <i>The Reading Teacher</i> .65(3), pp. 172–178. Parsons, S. A., Nuland, L. R., Ward Parsons, A. (2014). The ABCs of student engagement. <i>Kappan Magazine</i> .95(8), pp. 23-27. Parsons & Vaughn Ch. 14 <b>View:</b> • Motivation video <b>Do:</b>
<b>Class 13</b> 4/27/22	Fostering Self-Determining learners Putting it all together Reviewing the course	<b>Read &amp; Reflect:</b> Gonser, S. (Aug. 12, 2021). 4 Reading strategies to retire this year (Plus 6 to try out!). <i>Edutopia</i> . Parsons & Vaughn, Ch. 20 & 21 Vaughn, M., Parsons, S. A., & Massey, D. Align the science of reading with adaptive teaching. <i>Reading Research Quarterly</i> , 55(S1), pp. S299-S306. <b>View:</b> • Science of Reading videos <b>Do:</b> <b>Due: Reading Analysis</b>
<b>Class 14</b> <b>Thursday,</b> <b>May 5th</b>	Reflections Individual Conferences	<b>TIME: TBD</b> Please note conferences will be held on Thursday afternoon.
5/11/22	<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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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>

Updated January 2022

**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/>.**

**Guidelines for READING ANALYSIS (ELED 411 PBA)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child’s literacy and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for ELED 411. As you begin your fieldwork, select a target child. You will assess the child’s reading ability.

Reading: Create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child’s reading ability, including level, fluency, self-correction rate, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. (Remember to use Zarillo as a resource!) You will present a snapshot of the child’s reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

**Evaluation**

Diversity of assessments used, accuracy of developmental levels assigned, and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

Assessment Rubric for Reading Analysis ELED 411 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete <b>Introduction</b> of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Developmental INTASC 1)

<p><b>The Reading Analysis</b> includes evidence of multiple assessments and cites references and appendices.</p>	<p>9-10 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's reading learning needs are collected, referenced, and included in the appendices.</p>	<p>8-8.9 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.</p>	<p>7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.</p>	<p>0-6.9 Lacks evidence of assessment data.</p>	<p>(Assessment INTASC 6)</p>
<p><b>The Reading Analysis</b> includes evidence of child's level, fluency, strategy use and comprehension.</p>	<p>9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.</p>	<p>8-8.9 Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.</p>	<p>7-7.9 Reading analysis is incomplete.</p>	<p>0-6.9 Lacks a reading analysis.</p>	<p>(Development INTASC 6)</p>
<p><b>The Reading Instructional Plan</b> is developmentally appropriate and pedagogically sound.</p>	<p>9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.</p>	<p>8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.</p>	<p>7-7.9 Instructional plan fails to address child's specific reading needs.</p>	<p>0-6.9 Lacks a reading instructional plan specific to the learner.</p>	<p>(Instruction INTASC 7)</p>
<p><b>Conclusion</b> synthesizing the analysis is included.</p>	<p>9-10 Conclusion synthesizes analysis with instructional plans. It includes &amp; supports predictions for learner's success.</p>	<p>8-8.9 Conclusion synthesizes analysis with instructional plans.</p>	<p>7-7.9 Conclusion lacks synthesis.</p>	<p>0-6.9 Lacks a conclusion.</p>	<p>(Assessment INTASC 6)</p>

<p><b>Mechanics:</b> The paper is coherent, proofread, well-organized, error free and adheres to APA format.</p>	<p>9-10 Paper is coherent, well- organized, error free and adheres to APA format.</p>	<p>8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.</p>	<p>7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA</p>	<p>0-6.9 Paper is disorganized and/ or lacks coherence. Paper contains 10 or more errors in mechanics, usage, or APA.</p>	
<p>Total Weighted Score</p>					