

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

ELED 555 Literacy Teaching and Learning in Diverse Classrooms
Fall 2023 ~ Section 001 Part I, (3 credits)

On-campus F2F 20%/Synchronous & Asynchronous 80% Instructional Method

Professor: Lilly LePelch, PhD
Office Hours: By appointment
Office Location: Fairfax Campus, Thompson 1806
Cell Phone #: (571) 762-3491 *Please email first
Email: vdiazpez@gmu.edu

Class Meeting Time Monday through Thursday 4:30-6:35pm
On Campus: Thursday, Aug 24th (5:00-7:10 pm), Thursday, Sep 28th & Thursday, Nov 30th
Location: Fairfax Campus, Thompson Hall L013
Synchronous Sessions Zoom Dr. LePelch's Personal Meeting Room
Join Zoom Meeting
<https://gmu.zoom.us/j/9486112837>
Meeting ID: 948 611 2837

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

University Catalog Course Description: Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum. 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 hybrid course includes three face-to-face (20%) and synchronous/asynchronous (80%) session format 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 prior to the first day of class. Each individual session 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.**

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Technical Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursdays, and finish on Wednesdays.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- 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.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your*

approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Important: 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.

Attendance Policy: *In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."*

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class.

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; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson
2. Learning Differences	Classwork: Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson
3. Learning Environments	Field
4. Content Knowledge	Classwork; Weekly work; Field; Children's Literature Selection; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson; Book club; Teaching Reading Praxis
5. Application of Content	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson; Children's Literature Selection; Book club
6. Assessment	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson
7. Planning	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Explicit Lesson; Children's Literature Selection
8. Instructional Strategies	Classwork; Weekly work; Field; Children's Literature Selection; Assessment-driven, Small Group Explicit Lesson; Read Aloud Lesson
9. Professional Learning and Ethical Practice	Classwork; Weekly work; Field; Book club
10. Leadership and Collaboration	Classwork; Weekly work; Field; Assessment-driven, Small Group Explicit Lesson; Children's Literature Selection; Book club

REQUIRED TEXTS:

Johnston, P.H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers. **Available free online with Mason credentials: <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=1044764&ppg=1>

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

Mesmer, H.A. (2019). *Letter lessons and first words: Phonics foundations that work*. Portsmouth, NH: Heinemann.

**Additional selected readings will be posted on Blackboard.

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 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/Weekly Work/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 Selection [Outcomes 1,3, 4,5, 6, 7, 8, 10, 11, 13, 14, 15, 18]	10
3. Interactive/Strategic Read Aloud (PBA) [Outcomes 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15,16, 17]	25
4. Assessment-Driven, Small-Group Explicit Lesson [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20]	15
5. Registration/Score for Praxis Teaching Reading Exam	10
Total	100

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**
- **In class activities**
- **All course notebook work. This includes:**
 - **Phonemic awareness lesson introduction video**
 - **Phonics explicit instruction lesson video**
 - **Fluency- ORF and prosody assessment**
 - **Explicit vocabulary lesson introduction video**

Class 1 is worth one point and classes 2-14 are worth 3 points each.

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 (up to 1.5 points for a missed class). Journal entries are **due by 9:00 AM** on Tuesday. *Please note:* any journal entries submitted more than a week past due (the following Tuesday) will receive 0 points.

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
Classwork -to include work due prior to the class session (weekly work) 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. Children’s Literature Selection (10 points)

DUE: Class 9 Thursday, Oct. 19

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children’s literature and how to select high quality, culturally responsive text. For this assignment, you will investigate children’s literature resources online. You will use the resource of your choice to select a text to analyze using a Guide for Selecting Anti-Bias Books and a Selecting and Using Culturally Responsive Children’s Books Guide that will be provided to you. You will reflect on the text, the tools and their impact on your future text selection. All information should be in your own words.

Evaluation

Children’s literature selection will be evaluated for depth of reflection/analysis of the Anti-Bias Selection Guide and the Selecting and Using Culturally Responsive Children’s Books Guide.

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

Lesson Plan DUE: Class 8 Thursday, Oct. 12 / Written Reflection DUE: Class 12 Thursday, Nov. 9

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-Driven, Small-Group Explicit Lesson (15 points)

Assessment & Lesson Plan DUE: Class 11 Thursday, Nov. 2 / Reflection DUE: Class 13 Thursday, Nov. 16

Assessment-driven, 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 (e.g., phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension). 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.

5. Registration/Score for Teaching Reading Praxis Exam (10 points)

DUE: Class 15 Thursday, Nov. 30

To support timely completion of licensure requirements, you are expected to upload evidence of either registration for or test scores received for the Teaching Reading Praxis Exam ID# 5205

Minimum score: 159 Cost: \$156 Time: 180 minutes

Teaching Reading: <https://www.ets.org/praxis/site/test-takers/resources/prep-materials.html?examId=5205>

Students must request that official test score reports be sent directly to George Mason University, CEHD Teacher Preparation Office, 4400 University Dr., MS:6C13, Fairfax, VA 22030.

GRADING POLICIES

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
C	70-79	
F	<69	

**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 College of Education and Human Development.*

Professional DispositionsSee <https://cehd.gmu.edu/students/polices-procedures/>**Course Schedule****Faculty reserves the right to alter the schedule as necessary with notification to students.*

Class Session	Readings, Activities, and Assignments DUE 10AM, <i>BEFORE THURSDAY CLASS</i>
Class 1 Thursday, Aug. 24 *On campus <ul style="list-style-type: none"> • Introductions: Building Community • Course Overview • Whole group discussion: Kohn • K-W-L reading instruction 	Read & Reflect/React: Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i> View: <ul style="list-style-type: none"> • Syllabus Overview video Do: <ul style="list-style-type: none"> • NB: comment on Kohn
Class 2 Thursday, Aug. 31 *Synchronous <ul style="list-style-type: none"> • Book club Johnston chapter 1 • Jigsaw NRP • Cognitive development of reading • Science of reading • Read aloud - model 	Read & Reflect/React: Johnston chapter 1 National Reading Panel Report Science of Reading - cognitive development of reading article View: <ul style="list-style-type: none"> • NRP Five Pillars video • Science of reading video Do: <ul style="list-style-type: none"> • NB: Reflect on the readings and videos – what are your big take-aways from each?
Class 3 Thursday, Sep. 7 *Synchronous <ul style="list-style-type: none"> • Book club Johnston chapter 2 • Word recognition • Language development Assessment and Instruction Phonological Awareness, Phonemic Awareness, Phonics, • Interactive, Strategic Read aloud - Model 	Read & Reflect/React: Johnston chapter 2 Parsons & Vaughn chapter 4 Mesmer introduction and chapters 1 and 2 View <ul style="list-style-type: none"> • Word recognition video • IRA Video Do: <ul style="list-style-type: none"> • NB: Reflect on the potential issues that arise in classroom instruction when teachers are not clear on the differences between phonemic awareness and phonics. • Videotape your explicit introduction to one of the phonemic awareness activities in this week's reading
Class 4 Thursday, Sep. 14 *Synchronous <ul style="list-style-type: none"> • Book club Johnston chapter 3 • Comprehension Assessment and Instruction Before-during after Reciprocal Teaching KWL, Text Structure, Vocabulary 	Read & Reflect/React: Johnston chapter 3 P&V chapter 18 Mesmer chapter 3 Cartwright & Duke (2019) View: <ul style="list-style-type: none"> • Comprehension video • Critical Literacy video

<p>Alphabetic principle, Sight Words, Decoding</p> <ul style="list-style-type: none"> Critical Literacy 	<p>Do:</p> <ul style="list-style-type: none"> Videotape your explicit phonics lesson introduction and add it to the discussion board In your course notebook, reflect on the links between the two chapters. How do they connect to the Critical Literacy video?
<p>Class Session</p>	<p>Readings, Activities, and Assignments DUE 10AM, BEFORE THURSDAY CLASS</p>
<p>Class 5 Thursday, Sep. 21 *Synchronous Differentiating instruction</p> <ul style="list-style-type: none"> Teaching reading to CDLD/ELs and diverse learners 	<p>Read & Reflect/React: IES Practice Guide (2007) Parsons & Vaughn chapters 16 and 17 Mesmer chapter 4</p> <p>View:</p> <ul style="list-style-type: none"> Teaching English Language Learners video <p>Do:</p> <ul style="list-style-type: none"> NB: How can you support Culturally and Linguistically Diverse (CDLD) learners? What are some strategies for teaching CDLD students? What have you seen in the field that could be considered autonomy-supportive?
<p>Class 6 Thursday, Sep. 28 *On campus</p> <ul style="list-style-type: none"> Book club Johnston chapter 4 Types of Text – leveled, decodable, basal readers Using Children’s Literature Evaluating Fiction, Evaluating Non fiction 	<p>Read & Reflect/React: Johnston chapter 4 Mesmer chapters 5 and 6 Ehri article</p> <p>View:</p> <ul style="list-style-type: none"> Stages of Reading Development video Explicit teaching video <p>Do:</p> <ul style="list-style-type: none"> NB: record what you notice the teacher doing during the mini lesson and label her talk as Declarative, Procedural, or Conditional
<p>Class 7 Thursday, Oct. 5 *Synchronous</p> <ul style="list-style-type: none"> Book club Johnston chapter 5 Explicit teaching Read Aloud – planning 	<p>Read & Reflect/React: Johnston chapter 5 Parsons & Vaughn chapter 10</p> <p>View:</p> <ul style="list-style-type: none"> Explicit teaching video <p>Do:</p> <ul style="list-style-type: none"> Explore the ReadingRockets.org website. Check out the link on Comprehension Strategies Bring a book you are thinking about using for your Interactive/Strategic read aloud with your field placement students Bring a <i>rough</i> draft of your Read aloud plan ideas to class

<p>Class 8 Thursday, Oct. 12 *Asynchronous</p> <ul style="list-style-type: none"> • Book club Johnston 6 • Vocabulary Tiers, Wide Reading, Word Consciousness <p>Word learning strategies: Morphological awareness, Context clues, individual words, graphic organizers, structural analysis, word banks</p>	<p>Dr. LePelch at FLAVA Conference Read & Reflect/React: Johnston chapter 6 Giroir, Grimaldo, Vaughn, & Roberts (2015) Parsons & Vaughn chapter 6</p> <p>View:</p> <ul style="list-style-type: none"> • Vocabulary video <p>Do: NB:</p> <ul style="list-style-type: none"> • After viewing and reading, video yourself doing an explicit introduction to a vocabulary lesson. <p>DUE: Read aloud lesson plan</p>
<p>Class Session</p>	<p>Readings, Activities, and Assignments DUE 10AM, BEFORE THURSDAY CLASS</p>
<p>Class 9 Thursday, Oct. 19 *Synchronous</p> <ul style="list-style-type: none"> • Book club Johnston chapter 7 • Assessment Informal vs. formal Conferences 	<p>Read & Reflect/React: Johnston chapter 7 Parsons & Vaughn chapter 7</p> <p>View:</p> <ul style="list-style-type: none"> • Assessment video • Research-Decide Teach conference video • Coaching conference video <p>Do: NB: Record thoughts and questions on conferences DUE: Children’s Literature Selection and Anti-Bias/Culturally Relevant Text Analysis</p>
<p>Class 10 Thursday, Oct 26 *Synchronous</p> <ul style="list-style-type: none"> • Book club Johnston chapter 8 <p>Differentiating instruction</p> <ul style="list-style-type: none"> • Small group reading instruction • Book clubs 	<p>Read & Reflect/React: Johnston chapter 8 Parsons & Vaughn chapters 9 and 11</p> <p>View:</p> <ul style="list-style-type: none"> • Reading Group Level C at Smith Elementary • Reading Group in a 3rd Grade Classroom video <p>Do:</p> <ul style="list-style-type: none"> • NB: Chart what the teachers do Before, During, and After the reading
<p>Class 11 Thursday, Nov. 2 *Synchronous</p> <ul style="list-style-type: none"> • Book club Johnston chapter 9 <p>Differentiating instruction</p> <ul style="list-style-type: none"> • Small group reading instruction: Teaching phonics; vocabulary; fluency; comprehension; spelling • Content area literacy 	<p>Read & Reflect/React: Johnston chapter 9 Parsons & Vaughn chapters 13 and 15</p> <p>View:</p> <ul style="list-style-type: none"> • Small group reading video <p>Do:</p> <ul style="list-style-type: none"> • NB – Reflect on the discussion principles at the end of ch 11

	<i>DUE: Small group assessments and lesson plan</i>
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<p>Class 12 Thursday, Nov. 9 *Synchronous</p> <ul style="list-style-type: none"> • Fluency <p>Assessment and Instruction Wide Reading Choral Reading – shared reading Repeated Readings Audio Books Readers’ Theater ORF</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 5 Rasinski (2012)</p> <p>View:</p> <ul style="list-style-type: none"> • Teaching Fluency video • Assessing Fluency video <p>Do:</p> <ul style="list-style-type: none"> • NB: Use the recording to complete the fluency assessment • Reflect on your understanding of automaticity and prosody and their relationship to reading. <p><i>DUE: Interactive/strategic read aloud reflection</i></p>
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Class Session	Readings, Activities, and Assignments DUE 10AM, BEFORE THURSDAY CLASS
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<p>Class 13 Thursday, Nov. 16 *Synchronous</p> <ul style="list-style-type: none"> • Motivation and Engagement <p>Interest Success Choice, collaboration, authenticity Autonomy</p>	<p>Read & Reflect/React: Parsons, Nuland, Ward Parsons (2014) Parsons & Vaughn chapters 14 and 20</p> <p>View:</p> <ul style="list-style-type: none"> • Motivation video <p>Do:</p> <ul style="list-style-type: none"> • NB: Reflect on how you can increase student engagement <p><i>DUE: Thursday, Nov 30th Assessment-Driven, Small-Group Explicit Lesson reflection</i></p>
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Class 14 Thursday, Nov. 23 Thanksgiving Break!	No Readings, Activities, or Assignments
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<p>Class 15 Thursday, Nov. 30 *On campus</p> <ul style="list-style-type: none"> • Organization and management of the reading classroom • Focus lessons • Tying it all together • Course evaluations 	<p>Read & Reflect/React: Groth (2021) Parsons & Vaughn chapters 1, 2, and 21</p> <p>View:</p> <ul style="list-style-type: none"> • Mrs. Mann 3rd grade literacy video • Choose two focus lessons to view <p>Do:</p> <ul style="list-style-type: none"> • NB: Compare the video focus lessons you viewed to the suggested Focus Lesson Format: <ol style="list-style-type: none"> 1. Introduce the concept with clear, concrete examples 2. Provide opportunity for student interaction 3. Immediately as readers to apply their learning to one or two new examples
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	<p>Then reinforce and extend the learning in conferences, sharing sessions, small group instruction, subsequent focus lessons.</p> <ul style="list-style-type: none"> • 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 Tuesday <p><i>DUE: Thursday, Nov 30th Registration/Score for Teaching Reading Praxis</i></p>
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******Instructor may adjust syllabus throughout the semester with appropriate notice 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 <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 VIA should be directed to 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>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Guidelines for Interactive/Strategic Read Aloud (ELED 555 PBA)

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. After conducting the read aloud you will use the video to reflect on the lesson and submit a written reflection. 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. See rubric below.

Assessment Rubric for Interactive/Strategic Read Aloud ELED 555 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	S c o r e
Lesson Plan InTASC Standards: 1, 4, 5, 7, 8	Candidate writes an exemplary lesson plan that thoroughly incorporates a high-quality, age-appropriate mentor text, the comprehension strategy to be taught, identifies the instructional flow of the lesson specifically identifying stopping points. The lesson includes an end of story reflection that allows students to reflect on the strategy’s application to reading.	Candidate writes an effective lesson plan that mostly incorporates a high-quality, age-appropriate mentor text, the comprehension strategy to be taught, identifies the instructional flow of the lesson specifically identifying stopping points. The lesson includes an end of story reflection that allows students to reflect on the strategy’s application to reading. 5-6 points	Candidate writes a less effective lesson plan neglecting to incorporate one or more of the following: a high-quality, age-appropriate mentor text, the comprehension strategy to be taught, the instructional flow of the lesson specifically identifying stopping points. an end of story reflection. 1.1-4.9 points	Candidate does not turn in a lesson or submits one that does not incorporate any of the following: high-quality, age-appropriate mentor text, the comprehension strategy to be taught, the instructional flow of the lesson specifically identifying stopping points. An end of story reflection.	/7

	6.1-7 points			1 point or less	
Comprehension Strategy Instruction InTASC Standards: 1, 3, 4, 5, 7, 8	Candidate is highly effective at focusing the learning, naming the comprehension strategy to be learned and utilizes an explicit think- aloud and concrete example to name the comprehension strategy to be learned 4.1-5 points	Candidate is mostly effective at focusing the learning, naming the comprehension strategy to be learned and utilizes an explicit think- aloud and concrete example to name the comprehension strategy to be learned. 3.1-4 points	Candidate is not effective at focusing the learning, and neglects or ineffectively attempts to name the comprehension strategy to be learned. There is no clear Evidence of an explicit think- aloud and concrete example. 1.1-3 points	Candidate does not focus the learning, and neglects to identify the comprehension strategy to be learned. There is no clear evidence of an explicit think- aloud and a concrete example. 1 point or less	/5
Modeling Strategy InTASC Standards: 1, 3, 4, 5, 7, 8	Candidate is highly effective at modeling the comprehension strategy and fluency. The candidate frequently checks for understanding through guided conversations and reflective thinking 4.1-5 points	Candidate is mostly effective at modeling the comprehension strategy and fluency. The Candidate sometimes checks for understanding through guided conversations and reflective thinking. 3.1-4 points	Candidate is ineffective at modeling the comprehension strategy and fluency. The candidate rarely checks for understanding and does not incorporate guided conversations and reflective thinking. 1.1-3 points	Candidate does not model the comprehension strategy and fluency. The candidate does not check for understanding and does not incorporate guided conversations and reflective thinking. 1 point or less	/5
Reflection InTASC Standards: 1, 5, 7, 8	The candidate is highly reflective after watching the video, noticing and naming several (4-5) teacher moves and instructional practices that were impactful and others that provide opportunities for growth. The candidate identifies an area of refinement for future IRA's. 7.1-8 points	Candidate is reflective after watching the video, noticing and naming some (2-3) teacher moves and instructional practices that were impactful and others that provide opportunities for growth. The candidate identifies an area of refinement for future IRA's. 5.1-7 points	Candidate is less reflective watching the video, noticing and naming (1) teacher move and instructional practice that were impactful. Candidate neglects to name an opportunity for growth. The candidate does not identify an area of refinement for future IRA's. 1.1-5 points	Candidate does not reflect watching the video, noticing and naming (0) teacher moves and instructional practices that were impactful. Candidate neglects to name an opportunity for growth. The candidate does not identify an area of refinement for future IRA's. 1 point or less	/8
				Total Score: /25	