

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

ELED 411.002 – Reading Development, Processes, Assessment, and Pedagogy
3 Credits, Spring 2024
Mondays 1:30-4:10 Fairfax Campus Thompson Hall L003

Faculty

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Prerequisites/Corequisites

Admission into elementary education graduate program; must be taken in programmatic sequence; Literacy I.

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 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 or Objectives

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

1. Students will 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. Students will 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. Students will explore and explain the influence of families, communities, and schools on reading instruction.
4. Students will plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, comprehension strategies and proficient reading.
5. Students will plan reading instruction that promotes creative and critical thinking.
6. Students will plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.

7. Students will plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
8. Students will 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; Field, Read Aloud Lesson; Text Selection; Final
2. Learning Differences	Classwork; Field, Read Aloud Lesson; Final
3. Learning Environments	Classwork; Field
4. Content Knowledge	Classwork; Field; Text Selection; Read Aloud Lesson; Book club; Teaching Reading Praxis
5. Application of Content	Classwork; Field; Read Aloud Lesson; Text Selection; Teaching Reading Praxis
6. Assessment	Classwork; Field; Read Aloud Lesson; Text Selection
7. Planning	Classwork; Field; Read Aloud Lesson; Text Selection
8. Instructional Strategies	Classwork; Field; Text Selection
9. Professional Learning and Ethical Practice	Classwork; Field; Book club
10. Leadership and Collaboration	Classwork; Field; Text 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.

**Additional selected readings will be posted on Blackboard.

Course Performance Evaluation

Attendance and Participation - Course

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 both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **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 in class** for purposes such as texting, social media, or phone calls.

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, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

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. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course if you wish to earn credit.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1>

In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

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. PLEASE NOTE: assignments will not be accepted one week past the due date.

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 and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	54%
2. Children’s text selection [Outcomes 3, 4, 5, 6, 7, 8]	10%
3. Interactive/Strategic Read Aloud (PBA) [Outcomes 3, 4, 5, 6, 7, 8]	25%
4. Final Exam	8%
5. Registration/Score for Praxis Teaching Reading Exam	3%
Total	100%

1. Classwork and Fieldwork (54 points)

See attendance policy above.

You are expected to be prepared for each class, which means having completed all assigned readings (Read, Reflect & React) and tasks (View and Do) prior to the class meeting.

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

	Unsatisfactory (0 pts)	Basic (1-2 pts)	Proficient (3 pts)	Distinguished (4 pts)
Classwork -to include work due prior to the class session (weekly work) and participation during class.	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 Text Selection (10 points)

DUE: Monday, February 26th

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. 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. This assignment is to support your understanding of text selection for classroom use. You may use this text for your Strategic Read Aloud.

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)

Lesson Plan Due: Monday, March 18th Reflection DUE: Monday, April 15th

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 your field classroom, explicitly explaining to students a comprehension strategy (e.g., questioning, predicting, inferencing, summarizing, clarifying, evaluating, or making connections) using Declarative, Procedural and Conditional language and modeling the strategy to students by thinking aloud as you read the book, gradually releasing the strategy use to the students. You will video record your read aloud. After conducting the read aloud you will use the video to do a guided reflection on the lesson and submit a written reflection as well as video highlights. I will explain and model a strategic read aloud in class.

****The Interactive/Strategic Read Aloud assignment 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.

Evaluation

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

4. Registration/Score for Teaching Reading Praxis Exam (3 points)

DUE: Monday, April 29th

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# 5202

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.

5. Final Exam (8 points) in class

In Class: Monday, May 6th

You will take a test on the important content addressed throughout this course. Additional information will be provided in class.

Evaluation

Final exam will be evaluated for correctness.

Grading Scale

The grading for this course is as follows:

Grade	Grading	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	
C+	77 – 79	
C	73 – 76	<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-	70-72	
D	60-69	
F	<69	

****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 Session	Readings and Assignments DUE <u>Monday, 12:00 noon</u>, BEFORE MONDAY CLASS
Class 1 Monday, January 22nd Setting up for success Introduction to SDT Reflecting on our teaching Guided Reflection Protocol	Read & Reflect/React: Parsons & Vaughn, chapter 21 Weekly View and Do Activities – see course materials on Bb
Class 2 Monday, January 29th Book club Johnston, chapter 1 Books as Windows and Mirrors	Read & Reflect/React: Johnston, chapter 1 Sims Bishop article Parsons & Vaughn, chapter 17 Weekly View and Do Activities – see course materials on Bb
Class 3 Monday, February 5th Book club Johnston, chapter 2 Vocabulary Tiers, Wide Reading, Word Consciousness Word learning strategies: Morphological awareness, Context clues, individual words, graphic organizers, structural analysis, word banks	Read & Reflect/React: Johnston, chapter 2 Review Parsons & Vaughn, chapter 6 Weekly View and Do Activities – see course materials on Bb
Class 4 Monday, February 12th Book club Johnston, chapter 3 Fluency Assessment of Fluency Assessing Prosody, Rate, Accuracy Fluency Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers’ Theater	Read & Reflect/React: Johnston, chapter 3 Parsons & Vaughn, chapter 5 Weekly View and Do Activities – see course materials on Bb
Class 5 Monday, February 19th Book club Johnston, chapter 4 Comprehension Assessment and Instruction Before-during after KWL, Text Structure, Vocabulary, book clubs	Read & Reflect/React: Johnston chapter 4 Parsons & Vaughn chapter 11 Weekly View and Do Activities – see course materials on Bb
Class Session	Readings, Activities, and Assignments DUE <u>Monday, 12:00 noon</u>, BEFORE MONDAY CLASS

<p>Class 6 Monday, February 26th Book club Johnston ch 5 Evaluating Children’s Literature Critical literacy stance Anti-Bias Checklist Selecting CDLD Literature</p>	<p>Read & Reflect/React: Johnston chapter 5 Parsons & Vaughn chapter 18 Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Children’s Text Selection</i></p>
<p>Class 7 Monday, March 11th Comprehension Strategies IRA Planning work session</p>	<p>Read & Reflect/React: Brooks (2022) Hidden Power of Read Aloud article Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 8 Monday, March 18th Assessment Conferencing</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 7 Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Interactive/strategic read aloud lesson plan</i></p>
<p>Class 9 March 25th ASYNCHRONOUS Teaching reading to ELs and diverse learners</p>	<p>Read & Reflect/React: IES Practice Guide Teaching English Language Learners Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 10 Monday, April 1st Differentiated Instruction Small group reading instruction Heterogeneous Grouping Flexible Grouping Small groups Types of Text Fiction, Non-fiction Basals, Decodables, Predictable Texts</p>	<p>Read & Reflect/React: Parsons & Vaughn chapters 9 and 15</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 11 Monday, April 8th Organization and management of the reading classroom Creating a Literacy-Rich Environment</p>	<p>Read & Reflect/React: Parsons & Vaughn chapters 2 and 16 Groth, 2021</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class Session</p>	<p>Readings, Activities, and Assignments <u>DUE Monday, 12:00 noon, BEFORE MONDAY CLASS</u></p>

<p>Class 12 Monday, April 15th</p> <p>Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 14 Overview of SDT article Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Interactive/strategic read aloud reflection</i></p>
<p>Class 13 Monday, April 22nd</p> <p>Fostering Self-Determining learners Adaptive Teaching Putting it all together</p>	<p>Read & Reflect/React Parsons & Vaughn chapter 20 Margaret Vaughn Interview on Adaptive Teaching</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 14 Monday, April 29th</p> <p>Tying it all together What did you learn Final Exam Review</p>	<p>Read & Reflect/React Parsons & Vaughn, chapter 22</p> <p>Parsons & Erickson, 2023 article</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Registration/score for Teaching Reading Praxis Exam</i></p>
<p>Final Exam, May 6th</p>	<p><i>Final Exam</i></p>

*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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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.

Policy regarding the use of AI text generation tools

- Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.
- When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment

not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

- There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.
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Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 411 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 do a guided reflection on the lesson and submit a written reflection and video highlights. 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 411 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
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	Candidate writes an effective lesson plan that mostly incorporates a high-quality, age-appropriate mentor text, the comprehension strategy to be taught,	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	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	/7

	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. 6.1-7 points	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	strategy to be taught, the instructional flow of the lesson specifically identifying stopping points. an end of story reflection. 1.1-4.9 points	comprehension strategy to be taught, the instructional flow of the lesson specifically identifying stopping points. An end of story reflection. 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	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.	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.	/5

	conversations and reflective thinking 4.1-5 points		1.1-3 points	1 point or less	
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	