

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

ELED 555 Section 002
Literacy Teaching and Learning in Diverse Classrooms, Part I, (3 credits)
Spring 2024
4:30-7:10 Monday, Fairfax Campus West 1001

Professor: Dr. Lois Groth
Office Hours: By appointment
Office Location: Thompson 1806
Office Phone: (703)-993-2139
Email: lgroth@gmu.edu

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 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.

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 Instruction
2. Learning Differences	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Instruction
3. Learning Environments	Field
4. Content Knowledge	Classwork; Weekly work; Field; Children’s Literature Selection; Read Aloud Lesson; Assessment-driven, Small Group Instruction; Book club; Teaching Reading Praxis; Phonics Test
5. Application of Content	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Instruction; Children’s Literature Selection; Book club
6. Assessment	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Instruction
7. Planning	Classwork; Weekly work; Field; Read Aloud Lesson; Assessment-driven, Small Group Instruction; Children’s Literature Selection
8. Instructional Strategies	Classwork; Weekly work; Field; Children’s Literature Selection; Assessment-driven, Small Group Instruction; 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 Instruction; 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

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

1. Course Notebook - Classwork and Fieldwork (40 points)

DUE: Weekly

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 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 4:00 PM** on Monday. *Please note:* any journal entries submitted more than a week past due (the following Monday) will receive 0 points.

Class 9 is worth one point and all other classes are worth 3 points each.

	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. Phonics Tests (5 points)

Initial Due: *Monday, January 29th; Passed at 95% proficiency NLT Monday, February 19th*

To teach phonics, you must know phonics. Students will take a phonics pretest at the beginning of the semester and will connect their existing understanding of English spelling patterns and features with class content to fully understand English phonology and orthography.

Evaluation Students must pass this test with at least 95% accuracy and can retake until proficiency is attained.

3. Children's Literature Selection (10 points)

DUE: *Monday, March 11th*

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.

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

Lesson Plan DUE: *Monday, March 18th* **Written Reflection DUE:** *Monday, April 22nd*

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.

5. Assessment-Driven, Small-Group, Reading Lesson (15 points)

Assessment & Lesson Plan DUE: Monday, April 15th Reflection DUE: Monday, April 29th

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. Your mentor teacher and I need to review your lesson plan before you teach it. 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.

6. Registration/Score for Teaching Reading Praxis Exam (10 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# 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 Dispositions

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

Course Schedule

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

Class Session	Readings, Activities, and Assignments DUE 4 PM, <i>BEFORE MONDAY CLASS</i>
<p>Class 1 Monday, January 22 Introductions: Building Community Whole group discussions: Kohn and Adaptive Teaching K-W-L reading instruction</p>	<p>Read & Reflect/React: Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i> Parsons & Vaughn, chapter 20</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 2 Monday, January 29 Cognitive development of reading Science of reading 5 Pillars - NRP Explicit Teaching</p>	<p>Read & Reflect/React: Mesmer introduction and chapter 1 Parsons & Vaughn chapters 1 and 10</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Phonics test – initial attempt</i></p>
<p>Class 3 Monday, February 5 Early Literacy Development</p> <ul style="list-style-type: none"> • Oral Language Development • Concepts About Print • Alphabetics <p>Introduction to Interactive Read Aloud and Think Alouds</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 2 Mesmer chapters 2 and 3</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 4 Monday, February 12 Assessment and Instruction</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Phonics • Decoding <p>Interactive Read aloud - model</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 4 Mesmer chapters 4 and 5</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 5 Monday, February 19 Fluency Assessment and Instruction</p> <ul style="list-style-type: none"> • ORF/PRF • Wide Reading • Choral Reading – shared reading • Repeated Readings • Audio Books • Readers' Theater 	<p>Read & Reflect/React: Parsons & Vaughn chapter 5 Mesmer chapter 6</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Phonics test 95% proficiency</i></p>
Class Session	Readings, Activities, and Assignments DUE 4 PM, <i>BEFORE MONDAY CLASS</i>

<p>Class 6 Monday, February 26 Comprehension Vocabulary</p> <ul style="list-style-type: none"> • Tiers, Wide Reading, Word Consciousness • Word learning strategies: Morphological awareness, Context clues, structural analysis, word banks 	<p>Read & Reflect/React: Parsons & Vaughn chapter 6</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 7 Monday, March 11 Book club Johnston chapter 1</p> <ul style="list-style-type: none"> • Types of Text – basals and decodables, fiction and non-fiction • Evaluating Children’s Literature Anti-Bias Checklist Selecting CDLD Literature • Critical literacy stance 	<p>Read & Reflect/React: Johnston chapter 1 Parsons & Vaughn chapters 11 and 18</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Children’s Literature Selection and Anti-Bias/Culturally Relevant Text Analysis</i></p>
<p>Class 8 Monday, March 18 Book club Johnston chapter 2 Interactive/Strategic Read Aloud</p> <ul style="list-style-type: none"> • Comprehension Strategies • Lesson planning 	<p>Read & Reflect/React: Johnston chapter 2</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Read aloud lesson plan</i></p>
<p>Class 9 Monday, March 25 ASYNCHRONOUS Assessment</p> <ul style="list-style-type: none"> • Informal vs. formal <p>Conferences</p>	<p>Read & Reflect/React: Parsons & Vaughn chapter 7</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 10 Monday, April 1 Book club Johnston chapter 3 Guided Reflection</p>	<p>Read & Reflect/React: Johnston chapter 3 Parsons & Vaughn chapter 21</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class 11 Monday, April 8 Book club Johnston chapter 4 Differentiating instruction</p> <ul style="list-style-type: none"> • Focus lessons • Small group reading instruction <p>Intervention</p>	<p>Read & Reflect/React: Johnston chapter 4 Parsons & Vaughn chapter 8</p> <p>Weekly View and Do Activities – see course materials on Bb</p>
<p>Class Session</p>	<p>Readings, Activities, and Assignments DUE 4 PM, BEFORE MONDAY CLASS</p>

<p>Class 12 Monday, April 15 Book club Johnston chapter 5 Differentiating instruction Culturally Responsive Instruction</p>	<p>Read & Reflect/React: Johnston chapter 5 Parsons & Vaughn chapters 9 and 17</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Small group assessments and lesson plan</i></p>
<p>Class 13 Monday, April 22 Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy</p>	<p>Read & Reflect/React: Parsons & Vaughn chapters 14 and 15</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Interactive/strategic read aloud reflection</i></p>
<p>Class 14 Monday, April 29</p> <ul style="list-style-type: none"> • Organization and management of the reading classroom • Tying it all together <p>Course evaluations</p>	<p>Read & Reflect/React: Groth (2021) Parsons & Vaughn chapter 16</p> <p>Weekly View and Do Activities – see course materials on Bb</p> <p><i>DUE: Assessment-Driven, Small-Group Explicit Teaching Lesson reflection</i> <i>DUE: Registration/Score for Teaching Reading Praxis</i></p>

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 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.

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

Revised January 2024

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 strategy to be taught, identifies the instructional flow of the lesson specifically identifying stopping points. The lesson includes end of story reflection that allows students to reflect on the strategy's application to reading. 6.1-7 points	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. 1 point or less	/7
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	Candidate is highly effective at	Candidate is mostly effective at modeling	Candidate is ineffective at	Candidate does not model the	/5

InTASC Standards: 1, 3, 4, 5, 7, 8	modeling the comprehension strategy and fluency. The candidate frequently checks for understanding through guided conversations and reflective thinking	the comprehension strategy and fluency. The Candidate sometimes checks for understanding through guided conversations and reflective thinking.	modeling the comprehension strategy and fluency. The candidate rarely checks for understanding and does not incorporate guided conversations and reflective thinking.	comprehension strategy and fluency. The candidate does not check for understanding and does not incorporate guided conversations and reflective thinking.	
	4.1-5 points	3.1-4 points	1.1-3 points	1 point or less	
Reflection InTASC Standards: 1, 5, 7, 8	Candidate is highly reflective after watching the video, noticing and naming several (4-5) impactful teacher moves /instructional practices and others that provide opportunities for growth. The candidate identifies area of refinement for future IRA's.	Candidate is reflective after watching the video, noticing and naming some (2-3) impactful teacher moves/instructional practices and others that provide opportunities for growth. The candidate identifies area of refinement for future IRA's.	Candidate is less reflective watching the video, noticing and naming (1) impactful teacher move/instructional practice. Candidate neglects to name an opportunity for growth. The candidate does not identify area of refinement for future IRA's.	Candidate does not reflect on the video, noticing and naming (0) impactful teacher moves/practices. Candidate neglects to name an opportunity for growth. The candidate does not identify area of refinement for future IRA's.	/8
	7.1-8 points	5.1-7 points	1.1-5 points	1 point or less	
					Total Score: /25