ELED 555 Section 002
Literacy Teaching and Learning in Diverse Classrooms, Part I, (3 credits)
Spring 2023
10:30-1:10 Tuesday, Fairfax Campus Thompson Hall L018

Professor: Dr. Lois Groth
Office Hours: By appointment
Office Location: Thompson 1806
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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. **This course also requires 15 hours of field experience.**

LEARNER OUTCOMES:
This course is designed to enable students to:

1. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Demonstrate an understanding of the structure of the English language and syntax.
4. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
5. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8)
6. Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
7. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills

8. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
9. Understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
10. Observe, develop, and assess the reading development and needs of emergent literacy learners, including alphabetics, 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; Field; Read Aloud Lesson; Assessment-Guided, Small Group Instruction
2. Learning Differences	Classwork: Field; Read Aloud Lesson; Assessment-Guided, Small Group Instruction
3. Learning Environments	Field
4. Content Knowledge	Classwork; Field; Children's Literature Selection; Read Aloud Lesson; Assessment-Guided, Small Group Instruction; Book club; Teaching Reading Praxis
5. Application of Content	Classwork; Field; Read Aloud Lesson; Assessment-Guided, Small Group Instruction; Children's Literature Selection; Book club
6. Assessment	Classwork; Field; Read Aloud Lesson; Assessment-Guided, Small Group Instruction
7. Planning	Classwork; Field; Read Aloud Lesson; Assessment-Guided, Small Group Instruction; Children's Literature Selection
8. Instructional Strategies	Classwork; Field; Children's Literature Selection; Assessment-Guided, Small Group Instruction; Read Aloud Lesson
9. Professional Learning and Ethical Practice	Classwork; Field; Book club
10. Leadership and Collaboration	Classwork; Field; Assessment-Guided, Small Group Instruction; Children's Literature 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/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, 1516, 17]	25
4. 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
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**

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 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: *Tuesday, March 28th*

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:** *Tuesday, March 21st*   Written Reflection **DUE:** *Tuesday, April 18th*

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy (e.g., questioning, predicting, inferencing, summarizing, clarifying, evaluating, or making connections) and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud to help you reflect on it afterwards. You will upload a written reflection to Blackboard. I will explain and model a strategic read aloud in class.
Evaluation
Lesson will be evaluated for understanding of read aloud, modeling and teaching of a strategy, and thoughtfulness of reflections as well as connections to course material. Lesson plan is 5 points and Reflection is 15 points.

4. Assessment-Guided, Small-Group, Reading Lesson (15 points)
Assessment & Lesson Plan DUE: *Tuesday*, *April 11th* **Reflection DUE:** *Tuesday, May 2nd*
Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (at any level) who have similar literacy learning needs (i.e., they are likely in the same guided reading group). You will gather assessment information about these students via a series of conferences. You will use this information to design a targeted, explicit lesson for this small group of students. You will video record your lesson. After conducting the lesson, you will reflect on it using your video. I will describe this type of lesson in class.

Evaluation
Reading lessons will be evaluated based upon use of assessment data to drive instruction, appropriateness and thoroughness of written plan, and thoughtfulness of reflections as well as connections to course material.

5. Registration/Score for Teaching Reading Praxis Exam (10 points)
DUE: *Tuesday, May 2nd*
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.

GRADING POLICIES

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	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.
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 Graduate School of Education

Professional Dispositions
See *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, *BEFORE* TUESDAY CLASS

Class 1 Tuesday, January 24	Read & Reflect/React:
• Introductions: Building Community • Course Overview • Whole group discussion: Kohn • K-W-L reading instruction	Kohn (2001) *Five Reasons to Stop Saying, "Good Job"* **View:** • Syllabus Overview video **Do:** • Introductory slide • NB: comment on Kohn
Class 2 Tuesday, January 31 • Book club Johnston chapter 1 • Jigsaw NRP • SoR – cognitive development of reading • Read aloud - model	**Read & Reflect/React:** Johnston chapter 1 National Reading Panel Report Science of Reading - cognitive development of reading article **View:** • Five Pillars video • Science of Reading video **Do:** • NB: Reflect on the readings and videos – what are your big take-aways from each?
Class 3 Tuesday, February 7 • 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** • Word recognition video • Language Development video **Do:** • NB: Reflect on the potential issues that arise in classroom instruction when teachers are not clear on the differences between phonemic awareness and phonics.
Class 4 Tuesday, February 14 • Book club Johnston chapter 3 • Comprehension Assessment and Instruction Before-during after Reciprocal Teaching KWL, Text Structure, Vocabulary Alphabetic principle, Sight Words, Decoding • Critical Literacy	**Read & Reflect/React:** Johnston chapter 3 P&V chapter 18 Mesmer chapter 3 Cartwright & Duke (2019) **View:** • Comprehension video • IRA video **Do:** • In your course notebook, reflect on the links between the two chapters. How do they connect to the Critical Literacy video?
Class Session	**Readings, Activities, and Assignments** **DUE 10AM, *BEFORE* TUESDAY CLASS**

 Differentiating instruction • Teaching reading to ELs and diverse learners	**Read & Reflect/React:** IES Practice Guide (2007) Parsons & Vaughn chapters 16 and 17 Mesmer chapter 4 **View:** • Teaching English Language Learners video • Critical Literacy video • Critical Literacy video **Do:** • 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?
Class 6 Tuesday, February 28 • Book club Johnston chapter 4 • Types of Text – leveled, decodable, basal readers Using Children's Literature Evaluating Fiction, Evaluating Non fiction	**Read & Reflect/React:** Johnston chapter 4 Mesmer chapters 5 and 6 **View:** • Stages of Reading Development video • Explicit teaching video **Do:** • NB: record what you notice the teacher doing during the mini lesson and label her talk as Declarative, Procedural, or Conditional
Class 7 Tuesday, March 7 • Book club Johnston chapter 5 • Explicit teaching • Read Aloud – planning	**Read & Reflect/React:** Johnston chapter 5 Parsons & Vaughn chapter 10 **View:** • Explicit teaching video **Do:** • 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 *rough* draft of your Read aloud plan ideas to class
Class 8 Tuesday, March 21 • Book club Johnston 6 • 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 6 Giroir, Grimaldo, Vaughn, & Roberts (2015) Parsons & Vaughn chapter 6 **View:** • Vocabulary video **Do:** NB: *DUE: Read aloud lesson plan*
Class Session	**Readings, Activities, and Assignments** **DUE 10 AM, *BEFORE* TUESDAY CLASS**

Class 9 Tuesday, March 28	Read & Reflect/React:

• Book club Johnston chapter 7
• Assessment
    Informal vs. formal
        Conferences
	Johnston chapter 7
	Parsons & Vaughn chapter 7
	
	View:
	• Assessment video
	• Research-Decide Teach conference video
	• Coaching conference video
	Do: NB: Record thoughts and questions on conferences
	DUE: Children's Literature Selection and Anti-Bias/Culturally Relevant Text Analysis

Class 10 Tuesday, April 4	**Read & Reflect/React:**
• Book club Johnston chapter 8 Differentiating instruction • Small group reading instruction • Book clubs	Johnston chapter 8 Parsons & Vaughn chapters 9 and 11 **View:** • Guided Reading Group Level C at Smith Elementary • Guided Reading in a 3rd Grade Classroom video **Do:** • NB: Chart what the teachers do Before, During, and After the reading
Class 11 Tuesday, April 11	**Read & Reflect/React:**
• Book club Johnston chapter 9 Differentiating instruction • Small group reading instruction • Content area literacy	Johnston chapter 9 Parsons & Vaughn chapters 13 and 15 **View:** • Small group reading video **Do:** • NB – Reflect on the discussion principles at the end of ch 11

Class 12 Tuesday, April 18	**Read & Reflect/React:**

• Fluency
Assessment and Instruction
    Wide Reading
    Choral Reading – shared reading
    Repeated Readings
    Audio Books
    Readers' Theater
    ORF
	Parsons & Vaughn chapter 5
	Rasinski (2012)
	
	View:
	• Teaching Fluency video
	• Assessing Fluency video
	Do:
	• NB: Reflect on your understanding of automaticity and prosody and their relationship to reading.
	DUE: Small group assessments and lesson plan

Class Session	**Readings, Activities, and Assignments** **DUE 10 AM, *BEFORE* TUESDAY CLASS**

Class 13 Tuesday, April 25	Read & Reflect/React:
• Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy	Parsons, Nuland, Ward Parsons (2014) Parsons & Vaughn chapters 14 and 20 **View:** • Motivation video **Do:** • NB: Reflect on how you can increase student engagement *DUE: Interactive/strategic read aloud reflection*
Class 14 Tuesday, May 2	Read & Reflect/React:
• Organization and management of the reading classroom • Focus lessons • Tying it all together • Course evaluations	Groth (2021) Parsons & Vaughn chapters 1, 2, and 21 **View:** • Mrs. Mann 3rd grade literacy video • Choose two focus lessons to view **Do:** • NB: Compare the video focus lessons you viewed to the suggested Focus Lesson Format: 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 Then reinforce and extend the learning in conferences, sharing sessions, small group instruction, subsequent focus lessons. • 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 *DUE: Tuesday, May 2nd Assessment-Guided, Small-Group Explicit Teaching Lesson reflection* *DUE: Tuesday, May 2nd Registration/Score for Teaching Reading Praxis*

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/ .

<div align="center">Guidelines for Interactive/Strategic Read Aloud (ELED 555 PBA)</div>

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)	Sco

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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. 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 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 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.	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	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	/8

candidate identifies an area of refinement for future IRA's. 7.1-8 points	5.1-7 points	of refinement for future IRA's. 1.1-5 points	identify an area of refinement for future IRA's. 1 point or less	
			Total Score: /25	