

**George Mason University**  
**College of Education and Human Development Graduate School of Education**  
**Program: Elementary Education - Licensure**

**EDCI 555      Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I**

Spring 2010

Section 001 – 3 credits

Tuesday 4:30 – 7:10      East Building 121

Dr. Lois Groth

Office Hours: Tuesday 2:30 – 4:00 and by appointment

Office: West 2100

Telephone: 703-993-2139

Email: lgroth@gmu.edu

Fax: 703-993-2013

### **Course Description**

This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis in this first course is on the reading processes, literacy development and instruction, integration of reading across the curriculum, connections between culture, families and literacy, and meeting needs of all learners. Field experience is required. *Prerequisites: Admission to the program, EDCI 542, EDCI 543.*

### **Relationship to Program Goals and Professional Organizations**

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.

### **Student Outcomes**

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will 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.

## Nature of Course Delivery

This 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. Practical applications of theory will be explored via fieldwork.

## IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation
4. Creating a Literate Environment
5. Professional Development

## INTASC Core Standards

1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

## Required Texts (Texts will also be used in the follow-up course.)

1. Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F&P)**
2. Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. NH: Heinemann. **(GRW)**
3. Graves, M. F., Juel, C., & Graves, B.B. (2007) *Teaching reading in the 21<sup>st</sup> century* (4<sup>th</sup> edition) New York: Pearson. **(GJG)**

## Recommended Texts

1. Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.
2. Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6<sup>th</sup> edition) New York: Pearson.

## Course Requirements

Read Aloud Lesson	<b>DUE 3/2</b>	20%
Children's Literature	<b>DUE 3/23</b>	20%
Student Assessment	<b>DUE 4/13</b>	20%
Book Club	<b>DUE 4/27</b>	20%
Vision Paper	<b>DUE 2/9 and 5/11</b>	20%

## Grading Scale

A = 94-100%

A- = 90-93%

B+ = 88-89%

B = 80-87%

C = 70-79%

F = below 70%

### **Interactive Read Aloud Lesson**

**DUE: TUESDAY, MARCH 2<sup>nd</sup>**

Lesson Plan: Topic – Interactive Read Aloud. Write a plan for a whole group interactive read aloud lesson. Include some type of response to the text. (20%)

#### **Evaluation**

Lesson plans will be evaluated based on adherence to the Elementary program lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

### **Children's Literature Study**

**DUE: TUESDAY, MARCH 23<sup>rd</sup>**

Students will prepare a resource file of children's literature including annotations and extension activities. At least twenty book titles, are to be referenced. Dates of publication, annotations, and ideas for discussion and or extension activities are to be included for each text. Online references will be explored and included. (20%)

#### **Evaluation**

Children's literature study will be evaluated for completion, accuracy, and creativity of extension ideas as well as coherence of writing and mechanics.

### **Student Assessment**

**DUE TUESDAY, APRIL 13<sup>th</sup>**

Students will hold at least two reading conferences with a field placement student. The purpose of these conferences will be assessment and one-on-one instruction. (20%)

#### **Evaluation**

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate rationale provided; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

### **Book Club**

**DUE: TUESDAY, APRIL 27<sup>th</sup>**

Students will participate in a book club to discuss a course text of their choice. This assignment will require a minimum of 3 meetings (at least 1 hour per session) outside of class. (20%)

#### **Evaluation**

Book club summaries will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, the book club process and the reader's self.

### **Final Exam - Vision Statement**

**DUE: TUESDAY, FEB 9<sup>th</sup> and MAY 4<sup>th</sup>**

Students will write two versions of a vision statement that will articulate their plan for instruction and the impact they hope to have on their students. Paper will include reflections on observations and references. (20%)

#### **Evaluation**

Papers will be evaluated for accuracy in explaining literacy practices and theories; appropriate citation of research; ability to connect theories to field experience; ability to apply knowledge gained in readings and in class; coherence of writing and mechanics.

## Course Schedule

## Assignments Due

Tues 1/19	Introductions: Course Overview Reading K-W-L	
Tues 1/26	Theory of Reading Development Cueing systems and strategies Reading Process and implications	GJG, chapters 1 & 4 GRW, chapters 1&18
Tues 2/2	Principles and Approaches to Reading Development Comparison of approaches Balanced Reading Program	GJG, chapter 2 F&P, chapters 2 & 3 GRW, chapter 2
Tues 2/9	Components of a Balanced Reading Program Interactive Read aloud and Independent Reading	GJG, chapters 8 & 9 GRW, chapters 7 & 8 <b>Vision Draft DUE</b>
Tues 2/16	Using Children's Literature Fiction, Evaluating, Leveling	F&P, chapters 9 & 10 GJG, chapter 10 GRW, chapter 14
Tues 2/23	Balanced Reading Components continued Shared Reading and Guided Reading	F&P, chapter 1 & 12 GRW, chapters 11, 12, 13 Shared reading article
Tues 3/2	Still more components Guided Reading and Literature Circles/Book Club	GRW, chapters 15, 16, 17 F&P, chapter 11 GJG, chapter 6 <b>Interactive Read Aloud DUE</b>
Tues 3/16	Assessment Continuous, informal, formal Roaming, anecdotal, iri	F&P, chapters 6 & 7 GJG, chapter 14
Tues 3/23	More assessment Running records	Clay article GRW chapters 27 & 28 <b>Children's Lit Study DUE</b>
Tues 3/30	Still more assessment Self-assessment, portfolios	GRW, chapters 21, 26
Tues 4/6	Creative/Critical Thinking and Literacy Development Using non-fiction, Themed units	GRW, chapters 19, 20, 23 GJG, chapter 11
Tues 4/13	Working with Diverse Learners English language learners and learners with special needs	GRW, Special Features GJG, chapter 13 <b>Student Assessment DUE</b>
Tues 4/20	Organization and Management of the Reading Classroom	GRW chapter 4 F&P, chapters 4,5, 8

Setting up the reading workshop

Tues 4/27	Book Talks Integration of literacy and content areas, the arts, and technology	GJG, chapter 3 <b>Book Clubs DUE</b>
Tues 5/4	Fostering Self Determining learners Home/School connections	GRW, chapter 9 & opening
Tues 5/11	Putting it all together  Reviewing the course	Exam - <b>Vision Statements DUE</b>

### **MASON MISSION STATEMENT**

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world. (Adopted January 1991)

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.