

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

EDCI 556 - Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Section 002 – Robinson A412

Fall 2011 *Intensive Cohort* Friday, 9:00-11:40

September 2, 9, 16, 23, 30 October 7, 14, 21, 28,

November 4, 11, 18, December 2, 9, 16

Dr. Lois Groth

Office Hours: Tuesday and Friday 11:45-12:45 or by appointment

Telephone: 703-993-2139

Email: lgroth@gmu.edu (response within 24 hours)

Fax: 703-993-2013

Course Description

Provides research-based introduction to literacy teaching and learning for older children. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum.

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. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

Student Outcomes

1. Students will demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.
2. Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.
3. Students will observe and assess the literacy development and needs of elementary literacy learners.
4. Students will plan literacy lessons that demonstrate an understanding of the children's spelling and writing development.
5. Students will survey technological tools, print materials, and other resources for teaching writing.
6. 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.
7. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
8. Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.
9. Students will 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. Students will demonstrate an understanding of the structure of the English language.

11. Students will demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
12. Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.
13. Students will demonstrate the ability to assess individual and group literacy 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.

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (4th edition). Upper Saddle River, NJ: Merrill.(WTW) *from 555

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers Grades 3-6*. Portsmouth, NH: Heinemann. (GRW) *from 555

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann. (RR)

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. (Z) *from 555

Assignments

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 (**in writing, at least a week before the due date**) have been made with the instructor.

| | | |
|--------------------------------------|---------------------------|-----|
| Hunting and Sorting Activities | DUE 10/14 | 15% |
| Guided Reading Lessons | DUE 10/28 | 15% |
| Writing Lesson | DUE 11/11 | 15% |
| Writing Book Club and presentation | Variable DUE Dates | 15% |
| Reading, Writing, Spelling Analysis | DUE 12/2 | 25% |
| Final Project: Letter to a Principal | DUE 12/16 | 15% |

Grading Scale

| | | |
|-------------|-------------|---------------|
| A = 94-100% | A- = 90-93% | B+ = 88-89% |
| B = 80-87% | C = 77-79% | F = below 70% |

Hunting and Sorting Activities Due 10/14 Outcomes 3,4,6,10

Students will plan and implement two hunting and two sorting activities. After implementation, students will write a reflection, evaluating the success of the activities. More information will be provided in class.

Evaluation

Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics.

Guided Reading Lessons**Due 10/28****Outcomes 3, 9, 11, 13**

Students will plan and implement instruction for a guided reading group. Students will be required to teach a minimum of two lessons. Additional information will be provided.

Evaluation

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class.

Writing Lesson**Due 11/11****Outcomes 5, 6, 8, 12**

Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. Additional information will be provided in class.

Evaluation

The lesson plan is one third of the grade (5%) and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other two thirds (10%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

Book Club and Presentation**Variable Due Dates****Outcomes 1, 4, 8, 13**

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.

Selections:

Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann. (due 12/9)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up)*. NY: Scholastic. (due 10/21)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades*. NY: Scholastic. (due 10/21)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. HarperCollins. (due 11/11)
AND

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann. (due 11/11)

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Stenhouse. (due 12/2)

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Stenhouse. (due 12/2)

Hindley, J. (1996). *In the company of children*. Stenhouse. (due 11/11)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (due 11/18)

Evaluation

The presentation will be evaluated based on content presented and appropriateness of format.

Reading, Writing, Spelling Analysis Due 12/2 Outcomes 3, 8, 10,13

This is the Performance Based Assessment for EDCI 555 and EDCI 556. Each student should select a child to read with frequently in order to gather data on the child's reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction.

Spelling should be evaluated based on the writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

Evaluation

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade.

Letter to A Principal Due 12/16 Outcomes 1, 2, 7, 8

For this assignment, you will write a letter to an elementary school principal explaining how you will teach literacy. The letter should detail *what you will do* and *why you are doing it*. You want to demonstrate to the principal that you know how to effectively teach literacy.

Evaluation

Papers will be evaluated for the extent to which you clearly articulate an effective literacy program that is supported by research and theory. This includes your explanation of literacy practices and theories; appropriate citation of research; ability to apply knowledge gained in readings, in class, and during the internship; coherence of writing; and mechanics.

Standards: INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

1 Content Pedagogy

- Guided Reading Lessons
- Hunting and Sorting
- Writing Lesson
- Writing Presentation
- Letter to a Principal

2 Student Development

- Guided Reading Group
- Hunting and Sorting
- Reading, Writing, Spelling Analysis
- Letter to a Principal

3 Diverse Learners

- Writing Lesson
- Writing Presentation
- Reading, Writing, Spelling Analysis
- Letter to a Principal

4 Multiple Instructional Strategies

Guided Reading Group
Hunting and Sorting
Writing Lesson
Writing Presentation
Letter to a Principal

5 Motivation and Management

Writing Presentation
Letter to a Principal

6 Communication and Technology

Writing Lesson

7 Planning

Guided Reading Group
Hunting and Sorting
Writing Lesson
Writing Presentation
Letter to a Principal

8 Assessment

Guided Reading Group
Writing Presentation
Reading, Writing, Spelling Analysis
Letter to a Principal

9 Reflective Practice: Professional Growth

Guided Reading Group
Hunting and Sorting
Writing Lesson
Letter to a Principal

Standards: ISTE NETS (<http://cnets.iste.org/teachstand.html>)

I Technology Operations and Concepts

Writing Lesson

II Planning and Designing Learning Environments and Experiences

Literacy Action Plan

III. Teaching Learning and the Curriculum

Writing Lesson

VI. Social, Ethical, Legal, and Human Issues

Writing Lesson

Standards: Virginia State Technology Standards for Instructional Personnel

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Standards: IRA

(http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Guided Reading Lessons
 Hunting and Sorting
 Writing Lesson
 Writing Presentations
 Reading, Writing, Spelling Analysis
 Letter to a Principal

II. Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.

Guided Reading Groups
 Hunting and Sorting
 Writing Lesson
 Writing Presentations
 Reading, Writing, Spelling Analysis
 Letter to a Principal

III. Assessment, Diagnosis and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Guided Reading Group
 Reading, Writing, Spelling Analysis
 Letter to a Principal

IV. Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and appropriate use of assessments.

Guided Reading Group
 Hunting and Sorting
 Writing Lesson
 Writing Presentation
 Letter to a Principal

COURSE SCHEDULE

ASSIGNMENTS DUE

| | | |
|------|---|----------------------------------|
| 9/2 | Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge (555 leftovers) | |
| 9/9 | Word Study - Principles and Approaches Developmental approach to word knowledge | WTW chs 1 & 2 GRW chs 1 & 2 |
| 9/16 | Understanding and assessing children’s letter and word knowledge | WTW chs 3 & 4 GRW chs 18 & 20 |
| 9/23 | Word Knowledge Phonological and phonemic awareness Phonics | GRW chs 3 & 19 |
| 9/30 | Embedded Word Study Phonics | WTW chs 5 & 6 GRW ch 21 |
| 10/7 | Word Study | WTW chs 7 & 8 |

| | |
|---|--|
| Vocabulary | GRW ch 22 |
| 10/14 Getting to know ourselves as writers Writing development Writing to, with, by | RR chs 1,2, & 3 <i>Hunts and Sorts due</i> |
| 10/21 Talk before writing Assessment Book Club Presentations - Culham | RR ch 10 GRW ch 28 |
| 10/28 What is interactive writing? Getting started Elements of Interactive writing | IW selected chs <i>Guided Reading due</i> |
| 11/4 What is shared writing? | RR chs 4 & 5 Shared writing article |
| 11/11 The workshop environment Writers' notebooks Book Club Presentations - Fletcher/Hindley | RR chs 6,7,& 8 GRW ch 25 <i>Writing lesson due</i> |
| 11/18 Balancing the workshop And other writing Book Club Presentation - Wood Ray | |
| 12/2 Writing by Independent writing Book Club Presentations - Harvey/Heard | <i>Reading, Writing, Spelling Analysis due</i> |
| 12/9 Conferring Learning to listen Book Club Presentation - Anderson | GRW ch 5 RR ch 9 |
| 12/16 Putting it all together Managing the literacy workshop | RR chs 11 & 12 <i>Letter to A Principal due</i> |

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:

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Guidelines for **READING, WRITING, SPELLING ANALYSIS**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in depth assessment of one child's literacy and the instructional program you would implement for that child based on the assessment. This analysis is the performance-based assessment for both literacy classes (EDCI 555 and EDCI 556).

As you begin your new placement, select a target child. Between now and the beginning of December you will assess the child's reading, writing, and spelling ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self correction rate, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: Based on the writing samples collected, information from the qualitative spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Evaluation

Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

| Criteria | Excellent (5) met | Satisfactory (4,3) met | Developing (2,1) unmet | Unsatisfactory (0) unmet | Weighted Score |
|--|--|---|--|--|---|
| Complete Introduction of the student is included. | Additional pertinent information is included. | Physical, environmental & social characteristics are described | One or more of the characteristics about the child is missing. | Lacks a description of the child. | X .10 = (assessment) |
| The Reading Analysis includes evidence of multiple assessments and cites references and appendices. | Multiple references, assessments & appendices support the analysis in each area. | Assessments/appendices are fully referenced and incorporated in the text. | Appendices are included but not incorporated in the text. | Lacks references or appendices to support reading analysis. | X .05 = (assessment/ ACEI 3.1) |
| The Reading Analysis includes evidence of child's level, fluency, strategy use and comprehension. | Each area contains varied & multiple examples/forms of evidence. | Detailed description and evidence of strengths and needs in each area are included. | Description lacks detail or evidence in one or more areas. | Lacks a reading analysis. | X .10 = (development/ ACEI 4.0) |
| The Reading Instructional Plan is developmentally appropriate and pedagogically sound. | Instructional plan addresses all strengths & weaknesses. | Instructional plan addresses a number of aforementioned strengths and needs. | Instructional plan fails to address child's specific reading needs. | Lacks a reading instructional plan specific to the child. | X .10 = (content/ ACEI 2.1) |
| The Writing Analysis includes evidence of multiple assessments and cites references and appendices. | Multiple references, assessments & appendices support the analysis in each area. | Assessments/appendices are fully referenced and incorporated in the text. | Appendices are included but not incorporated in the text. | Lacks references or appendices to support writing analysis. | X .05 = (assessment/ ACEI 3.1) |
| The Writing Analysis includes evidence of child's level, strengths in form, function, and process. | Each area contains varied & multiple examples/forms of evidence. | Detailed description and evidence of strengths and needs in each area are included. | Description lacks detail or evidence in one or more areas. | Lacks a writing analysis. | X .10 = (development/ ACEI 4.0) |
| The Writing Instructional Plan is developmentally appropriate and pedagogically sound. | Instructional plan addresses all strengths & weaknesses. | Instructional plan addresses a number of aforementioned strengths and needs. | Instructional plan fails to address child's specific writing needs. | Lacks a writing instructional plan specific to the child. | X .10 = (content/ ACEI 2.1) |
| The Spelling Analysis includes evidence of multiple assessments and cites references and appendices. | Multiple references, assessments & appendices support the analysis in each area. | Assessments/appendices are fully referenced and incorporated in the text. | Appendices are included but not incorporated in the text. | Lacks references or appendices to support spelling analysis. | X .05 = (assessment/ ACEI 3.1) |
| The Spelling Analysis includes evidence of child's level and strategy use. | Each area contains varied & multiple examples/forms of evidence. | Detailed description and evidence of strengths and needs in each area are included. | Description lacks detail or evidence in one or more areas. | Lacks a spelling analysis. | X .05 = (development/ ACEI 4.0) |
| The Spelling Instructional Plan is developmentally appropriate and pedagogically sound. | Instructional plan addresses all strengths & weaknesses. | Instructional plan addresses a number of aforementioned strengths and needs. | Instructional plan fails to address child's specific spelling needs. | Lacks a spelling instructional plan specific to the child. | X .10 = (content/ ACEI 2.1) |
| Conclusion synthesizing the analysis is included. | Conclusion includes & supports predictions for student's success. | Conclusion synthesizes analyses with instructional plans. | Conclusion lacks synthesis. | Lacks a conclusion. | X .10 = (assessment/ ACEI 3.1) |
| Mechanics: The paper is coherent, proof read, well-organized, and error free and adheres to APA format. | Paper is error free. | Paper contains 1-5 errors. | Paper contains 6-9 errors. | Paper contains 10 or more errors. | X .10 = (content) |
| Total Weighted Score | | | | | |