GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION PROGRAM

Course

EDCI 556: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Spring 2012
Section 003 – 3 credits

Instructor Information

Seth Parsons
(703) 829-7036
sparson5@gmu.edu
Office hours: By appointment

Meeting Time

Thursday 7:20-10:00
Science and Technology I 126

Course Description and Prerequisites

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 of the first course is language development, components of learning to read, and reading instruction. The second course focuses on types of text and writing instruction. Field experience is required. Prerequisites: admission to the program, EDCI 542, EDCI 543, EDCI 555.

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 will build closely upon themes taught in the first two elementary program courses and will integrate 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 will meet face-to-face each week. 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.

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

Student Expectations

- Students are expected to exhibit professional behaviors and dispositions at all times. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- 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/].

- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- 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/].

- University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu].

- 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.

- GSE website: http://gse.gmu.edu

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Upper Saddle River, NJ: Pearson. (WTW)

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann. (F&P)

Fountas , I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann. (GRW)

Routman, R. (2004). *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.* Upper Saddle River, NJ: Pearson. (Z)

Recommended Texts

Allington, R. L. (2005). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York, NY: Allyn & Bacon

Cunningham, P. M. & Allington, R. L. (2010). *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.

Duffy, G. G. (2009). *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). New York, NY: Guilford Press.

Morrow, L. M. & Gambrell, L. B. (Eds.). (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford Press.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

Assignments

1. Participation (15%)

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Also, you are expected to participate in a professional manner in all aspects of class. This portion of the grade also includes small assignments completed in class.

2. Guided Reading lesson – **Draft due 2/9/12; Reflection due 3/8/12** (*negotiable based upon internship, but earlier is better for you – many other assignments remaining*) (15%)

Guided reading is a vital aspect of a balanced reading framework. In your internship, you will teach a guided reading lesson to a group of students. Make sure the book being read is at the appropriate level for the students. The lesson should begin with an introduction to the book, providing a mini-lesson that sets the purpose for reading. As students read, you should listen to each of them read and provide support and guidance as needed. After reading the groups should review the purpose for reading with discussion that extends on the reading. Please audiotape the lesson. You will turn in the guided reading lesson plan and a reflection that describes what went well and what could be improved upon. Listen to the audiotape to support your reflection.

3. Writer's Workshop and Writer's Notebook – **Due 4/19/12** (15%)

A primary focus of this course is to explore instructional techniques that support students' development as writers. In this course, you will participate in writer's workshop, which includes keeping a writer's notebook. Our writer's workshop will run like writer's workshop in elementary classrooms. I will model mini-lessons and conferences and you will have time to write in class. You will take one piece of writing through the entire writing process: planning, drafting, revising, editing, and publishing. This piece of writing will be an opinion piece on a topic related to literacy (like those that appear in Opinion sections of newspapers). This genre was selected to (a) expose you to the educational landscape you will be entering and (b) compel you to think deeply about controversial topics in literacy education. Your opinion piece will be shared with your colleagues. As I will discuss further in class, the writer's notebook is a tool for writers. It is a place for you to capture ideas for writing.

4. Shared or Interactive Writing Lesson – **Draft due 3/22/12; Conduct 4/5/12; Reflection due 4/12/12** (15%)

Shared writing and interactive writing are activities that allow you to "share the pen" with students and compose writing together. In these activities, the teacher and the students model writing. A real benefit of these activities is that they allow the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students' actions, so you can provide immediate instruction that is right at their level (what they are "using but confusing"). You will complete your shared or interactive writing lesson in our class. That is, you will teach your colleagues as if they were students. The lesson should be 10-15 minutes. Each lesson will receive praise and constructive feedback from colleagues. You will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience.

5. Reading, Writing, Spelling Assessment (PBA) – **Due 5/3/12** (25%)

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 middle of April 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, 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 a 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 texts will determine grade. Scoring rubric will be provided.

6. In-class "final exam" – **5/10/12** (15%)

Grading Scale

A = 100-94	B+ = 89-86	C = 79-70	F = below 60
A- = 93-90	B = 85-80	D = 69-60	

Class Schedule

Class 1 – 1/26/12

- Review previous course
    - Five Pillars
    - Word recognition / sight words / decoding
    - Spelling / word study
    - Motivation
    - Assessments
    - Balanced literacy
- What do you want to learn in this course?
- Overview of this course
- Syllabus
- Review of visions

Readings for next week: F&P chs. 1-3; GRW Section 3; Z chs. 3, 4, & 5

Class 2 – 2/2/12

- Review guided reading
- Language development
    - Alphabetic principle
    - Concepts of print
- Word recognition
    - Phonological and phonemic awareness
    - Phonics
    - Sight words
    - Decoding
    - Word walls
- Planning groups

Readings for next week: Duke PPT, IRA statement, Lane article

---

Class 3 – 2/9/12

- **BRING DRAFT OF GUIDED READING LESSON FOR PRACTICE**
- Practice guided reading lessons
- Using a variety of texts
    o Narrative vs. expository
    o High-quality literature
    o Aesthetic read alouds
    o Genre studies
    o Author studies
    o Basals
- Planning groups

Readings for next week: WTW chs. 1 & 2, Zarrillo ch. 7

Class 4 – 2/16/12

- **TURN IN GUIDED READING LESSON PLAN FOR REVIEW**
- Spelling
    o Relationship to reading
    o Spelling Inventory
    o Stages of spelling development
- Planning groups

Readings for next week: WTW ch. 3, and one other selected ch. from WTW

Class 5 – 2/23/12

- Word Study
    o Organizing classroom
    o Concept sorts, writing sorts, speed sorts
    o Games
- Planning groups

Readings for next week: RR chs. 4, 5, 7, & 10, interactive reading article – JIGSAW

Class 6 – 3/1/12

DOUBLE EDCI 546 – NO 556

Class 7 – 3/8/12

DOUBLE EDCI 556 – NO 546

- **GUIDED READING LESSON AND REFLECTION DUE**
- Process approach to writing
- Writer's workshop
- Writer's notebook
- Shared and Interactive writing
- Assessing writing
- 6 Traits
- Grammar and handwriting
- Planning groups

Readings for next week: RR chs. 6, 8, & 9

NO CLASS ON 3/15/12 – Spring Break

Class 9 – 3/22/12

- **BRING DRAFT OF WRITING LESSON TO SHARE**
- Conferencing
- Genre studies
- Planning groups

Readings for next week: RR chs. 11 & 12

Class 10 – 3/29/12

- **TURN IN WRITING LESSON PLAN FOR REVIEW**
- Poetry, Memoir, and Informational writing
- Planning groups

Readings for next week: RR chs. 1-3

Class 12 – 4/5/12

- **CONDUCT WRITING LESSONS**

NO CLASS ON 4/12/12 – SETH AT AERA CONFERENCE

- **WRITING LESSON PLAN AND REFLECTION DUE**

Readings for next week: Reutzel article, Roskos article

Class 13 – 4/19/12

- **FINAL DRAFT OF PIECE OF WRITING DUE**
- Bringing it all together
- Balanced literacy
- Preparing for final project
- Planning groups

Readings for next week: TBA

Class 14 – 4/26/12

- TBA
- Student choice (guest speakers?)

Class 15 – 5/3/12

- **READING, WRITING, SPELLING ASSESSMENT DUE**
- TBA

Exam date – 5/10/12

- **IN-CLASS FINAL**

* Instructor reserves the right to adjust syllabus throughout the semester

Scoring for Reading, Writing, Spelling Analysis
EDCI 555 and 556 Performance Based Assessment

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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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					