

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

Summer 2013 Intensives

Section A01 3 credits

Mon-Thurs 9:30-11:45 Thompson L018

Dr. Lois Groth

Thompson 1801

Office Hours: By appointment

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. *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.

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. Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (5th edition). Upper Saddle River, NJ: Merrill. **(WTW)**
2. Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F&P)**
3. Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. NH: Heinemann. **(GRW)**
4. Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. **(Z)**

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* (6th edition) New York: Pearson.

Course Requirements

Participation		10%
Interactive Read Aloud Lesson	DUE 6/4	20%
Children's Literature	DUE 6/10	20%

Book Club	DUE 6/17	25%
Vision Paper	DUE 5/29 and 6/19	25%

Grading Scale

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

Participation

Students are expected to come to class prepared to participate in all aspects of classroom work.

Evaluation

Participation will be evaluated based on readiness and contribution. (10%)

Interactive Read Aloud Lesson DUE: Tuesday 6/4

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: Monday 6/10

Students will prepare a resource file of children's literature including annotations and extension activities. At least fifteen 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.

Book Club DUE: Monday 6/17

Students will participate in a book club to discuss a course text of their choice. This assignment will require a minimum of 3 meetings outside of class. (25%)

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: Wednesday 5/29 and Wednesday 6/19

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 references. (25%)

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

Mon 5/20	Introductions: Course Overview Reading K-W-L	
Tues 5/21	Theory of Reading Development Cueing systems and strategies Reading Process and implications	Z chapters 1, 2 & 3 GRW, chapters 1&18
Wed 5/22	Principles and Approaches to Reading Development Comparison of approaches Balanced Reading Program	Z chapters 4 & 5 F&P, chapters 2 & 3 WTW chapter 1
Thurs 5/23	Components of a Balanced Reading Program Interactive Read aloud	Z chapter 11 Read aloud articles (2)
Tues 5/28	Components of a Balanced Reading Program Independent Reading	Z chapter 12 GRW, chapters 7 & 8
Wed 5/29	Using Children's Literature Fiction, Evaluating, Leveling	F&P, chapters 9 & 10 GRW, chapter 14 Vision Draft DUE
Thurs 5/30	Balanced Reading Components continued Shared Reading	F&P, chapter 11 Shared reading articles (3)
Mon 6/3	Still more components Guided Reading	GRW, chapters 11, 12, 13 F&P, chapter 1 & 12
Tues 6/4	Literature Circles/Book Club	GRW, chapters 15, 16, 17 GJG, chapter 6 Interactive Read Aloud DUE
Wed 6/5	Assessment Running Records	F&P, chapters 6 & 7 Clay article
Thurs 6/6	More assessment Continuous, informal, formal Roaming, anecdotal, iri	Z chapters 6 & 8 GRW chapters 27 & 28
Mon 6/10	Still more assessment Self-assessment, portfolios	GRW, chapters 19, 20, 21 Children's Lit Study DUE
Tues 6/11	Creative/Critical Thinking and Literacy Development Using non-fiction, Themed units	GRW, chapters 23, 26

Wed 6/12	Working with Diverse Learners English language learners and learners with special needs	GRW, Special Features Z chapter 15
Thurs 6/13	Book Talks Integration of literacy and content areas, the arts, and technology	GRW chapters 2, 4 Z chapter 10
Mon 6/17	Organization and Management of the Reading Classroom Setting up the reading workshop	F&P, chapters 4, 5, 8 Book Clubs DUE
Tues 6/18	Fostering Self Determining learners Home/School connections	GRW, chapter 9 & opening
Wed 6/19	Putting it all together Reviewing the course	Exam - Vision Statements DUE

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

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies. Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that

task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/> 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 must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at (703) 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES

Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries “Ask a Librarian”
<http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: (703) 993-2380; <http://caps.gmu.edu>

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/>

FOR MORE INFORMATION

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]