GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Program: Elementary Education – Licensure – Intensive Cohort

EDCI 556 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
3 credits, Fall 2013
Friday, 9-11:40   Thompson 1020

PROFESSOR:
Dr. Lois Groth
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COURSE DESCRIPTION:
A.   **Prerequisites/Corequisites**
Intensive cohort course sequence, including EDCI 555
B.   **University Catalog 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.

LEARNER 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.

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 Elementary Program for teachers of grades PK-6, and meets 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.

PROFESSIONAL STANDARDS:

Standards: INTASC   **(**http://www.dpi.state.nc.us/pbl/pblintasc.html**)**
    1 Learner Development
        Guided Reading Group
        Hunts and Sorts
        Reading, Writing, Spelling Analysis
        Writing Lesson
    2 Learning Differences
        Guided Reading Lessons
        Hunts and Sorts
        Writing Lesson
        Writing Presentation
        Reading, Writing, Spelling Analysis
    3 Learning Environments
        Guided Reading Group
        Hunts and Sorts
        Writing Lesson
    4 Content Knowledge
        Guided Reading Lessons
        Hunts and Sorts
        Reading, Writing, Spelling Analysis
        Writing Lesson
        Writing Presentation
    5 Application of Content
        Guided Reading Group
        Hunts and Sorts
        Writing Lesson
        Writing Presentation
    6 Assessment
        Guided Reading Group
        Reading, Writing, Spelling Analysis
        Writing Presentation
    7 Planning
        Guided Reading Group
        Hunts and Sorts
        Reading, Writing, Spelling Analysis
        Writing Lesson
        Writing Presentation

8 Instructional Strategies
> Guided Reading Group
> Hunts and Sorts
> Writing Lesson

9 Professional Learning and Ethical Practice
> Reading, Writing, Spelling Analysis
> Teaching Self-Reflection Video
> Writing Presentation

10 Leadership and Collaboration
> Reading, Writing, Spelling Analysis
> Writing Presentation

Standards: ISTE NETS   (http://cnets.iste.org/teachstand.html)
I Technology Operations and Concepts
> Writing Lesson

II Planning and Designing Learning Environments and Experiences
> Reading, Writing, Spelling Analysis

III. Teaching Learning and the Curriculum
> Writing Lesson

VI. Social, Ethical, Legal, and Human Issues
> Teaching Self-Reflection Video
> 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
> Teaching Self-Reflection Video
> Writing Lesson
> Writing Presentations
> Reading, Writing, Spelling Analysis

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

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
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

REQUIRED TEXTS:

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (5th 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**

COURSE 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 have been made with the instructor.

Hunts and Sorts	**DUE 10/25**	20%
Guided Reading Lessons	**DUE 11/8**	15%
Writing Lesson	**DUE 11/22**	15%
Writing Book Club and presentation	**Variable DUE Dates**	15%
Reading, Writing, Spelling Analysis	**DUE 12/6**	25%
Teaching Self-Reflection Video	**DUE 12/13**	10%

Grading Scale

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

Hunts and Sorts   **Due 10/25**   **Outcomes 3, 4, 6, 10**
Students will plan and implement two hunts and two sorts. 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 11/8**   **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. Written plans are one third of the grade. Post implementation critical reflections are the other two thirds. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Writing Lesson   **Due 11/22**   **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 quarter 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 three quarters (15%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Book Club and Presentation   **Variable Due Dates**   **Outcomes 1, 2, 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 12/6)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up).* NY:
      Scholastic. (due 10/18)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades.* NY:
      Scholastic. (due 10/18)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you.* HarperCollins. (due 11/8)
AND
Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook.* Portsmouth, NH:
      Heinemann. (due 11/8)

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8.* Stenhouse. (due 11/22)

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the*
      primary grades. Stenhouse. (due 11/22)

Hindley, J. (1996). *In the company of children.* Stenhouse. (due 11/8)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing*
      workshop. Portsmouth, NH: Heinemann. (due 11/15)

Evaluation

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

Reading, Writing, Spelling Analysis   Due 12/6   Outcomes 3, 7, 8, 10,13

This is the **P**erformance **B**ased **A**ssessment 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.

Teaching Self-Reflection Video   Due 12/13   Outcomes 2, 8, 13

Students will videotape themselves teaching a lesson. They will reflect on a critical incident and engage in peer review. Reflection summaries will be written. The summary reflection and a video clip will be shared with the class. Additional information will be provided.

Evaluation

Depth of self-reflection at the technical, practical and critical levels; coherence of writing; and mechanics will be assessed.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment, Reading, Writing, Spelling Analysis to TaskStream (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 TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

      a. Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/honor-code/).

      b. Students must follow the university policy for Responsible Use of Computing (See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. 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.

d. 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/).

e. 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/).

f. Student must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/).

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 additional information on the College of Education and Human development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE

DATE		ASSIGNMENTS DUE
8/30	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge	
9/6	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 1 & 2 GRW chs 1 & 2
9/13	Understanding and assessing children's letter and word knowledge	WTW chs 3 & 4 GRW chs 18 & 20 Zarillo ch 7

9/20	Word Knowledge	
	Phonological/ phonemic awareness/Phonics	GRW chs 3 & 19
9/27	Embedded Word Study	WTW chs 5 & 6
	Phonics	GRW ch 21
10/4	Word Study	WTW chs 7 & 8
	Vocabulary	GRW ch 22
		Zarillo ch 9
10/11	Getting to know ourselves as writers	RR chs 1, 2, & 3
	Writing development	
	Writing to, with, by	
10/18	Talk before writing	RR ch 10
	Assessment	GRW ch 28
	Book club presentation – Culham	Zarillo chs 13 & 14
10/25	What is interactive writing?	IW selected chs
	Getting started - Elements of Interactive writing	*Hunts and Sorts due*
11/1	What is shared writing?	RR chs 4 & 5
		Shared writing article
11/8	The workshop environment	RR chs 6, 7, & 8
	Writers' notebooks	GRW ch 25
	Book Club Presentations - Fletcher/Hindley	*Guided Reading due*
11/15	Balancing the workshop	RR chs 11 & 12
	And other writing	
	Book Club Presentation - Wood Ray	
11/22	Writing by	GRW ch 5
	Independent writing	RR ch 9
	Book Club Presentations - Harvey/Heard	*Writing lesson due*
12/6	Conferring	*Reading, Writing, Spelling Analysis*
	Learning to listen	*due*
	Book Club Presentation - Anderson	
12/13	Putting it all together	*Teaching Self-Reflection Video*
	Reviewing a Comprehensive Elementary	*due*
	Literacy Program	*Course Evaluation*

Guidelines for **READING, WRITING, SPELLING ANALYSIS (EDCI 555 and 556 PBA)**

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.

Assessment Rubric for Reading, Writing, Spelling Analysis EDCI 555 & 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/ ACEI 3.1)
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/ ACEI 2.1)
Total Weighted Score					