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

Course
EDCI 555: Literacy Teaching and Learning in Diverse Elementary Classrooms
Fall 2013
Section 611 – 3 credits

Meeting Time
Online and variable
Meet online synchronously using Blackboard Collaborate meeting for Modules 3 and 6

Instructor Information
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Office hours: Mondays 3:00-5:00 or by appointment

Preferred Communication Methods
Primary: Email
Secondary: Skype (spars00)

Course Description
This course provides a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis of the course is language development, components of learning to read, reading instruction, types of text, and writing instruction. *Prerequisites*: admission to the program, EDCI 542, and 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 will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Nature of Course Delivery
This course will be facilitated online and includes multiple instructional strategies. The class will meet synchronously (in real time) online using Blackboard Collaborate and there will be assignments that will need to be completed in the students' own time. Practical applications of theory will be explored via fieldwork.

Technology Requirements
- It is required that you have access to reliable high speed Internet to facilitate the downloading of necessary files and other information for the course.
- It is required that you have access to a computer that has speakers and a microphone. During our synchronous course meetings you will need to be able to hear me and communicate with me through the computer.
- A headset with a microphone is recommended for folks who may be working in noisy contexts.

Student Expectations
- Comply with the syllabus.
- Attend all online synchronous Blackboard Collaborate class meetings.
- Log into our course Blackboard at least once a day.
- Check Mason email at least once a day.
- Regarding email correspondence, it is expected that students will respond to emails within 24 hrs Mon-Fri and within 48 hours weekends and holidays (the instructor will abide by this as well)
- If you have a question regarding the course, please consult (1) the syllabus and (2) a classmate before you contact me.
- If you need help with Blackboard Learn or Blackboard Collaborate:
  - Check out the Blackboard On Demand Learning Center: http://ondemand.blackboard.com
  - Visit Course Support at http://coursessupport.gmu.edu/
  - The folks in the Collaborative Learning Hub (CLUB) can help M-F (10AM-4PM); phone them at 703-993-3141 or stop by in person (3rd floor of the Johnson Center, Fairfax campus).

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.

IRA Standards (2010)
1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

InTASC Model Core Teaching Standards (2011)
- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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)

GMU Policies and Resources for Students
- Students must adhere to the guidelines of the George Mason University Honor Code [see oai.gmu.edu/honor-code/]
- Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/policies/responsilbe-use-of-computing/].
- 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.
- 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/].

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. http://cehd.gmu.edu/values/

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

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Upper Saddle River, NJ: Pearson.

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

Recommended Texts

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

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

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

Duffy, G. G. (2007). *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). New York, NY: Guilford.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York, NY: Guilford.

Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Assignments

1. **Participation (20%)**

This class will be interactive, involving much active participation. You are expected to have completed the assigned readings prior to completing each module and before each synchronous class meeting. Also, you are expected to participate in a professional manner in all facets of class.

2. **Vision Statement – Due Monday, September 9 and Monday, November 25 (20%)**

The best teachers are passionate about teaching, and they know *why* they are passionate. That is, they can articulate a vision for what they are trying to do in their instruction and what impact they want to have on their students.

You will submit two versions of your vision during the course. The first will be due to the instructor on **Monday, September 9**. This first version will describe your vision for teaching. Think about: Why you chose to teach? What are you passionate about? What do you want to instill in your students? The first vision statement should not exceed three pages.

You will revise your vision throughout the course based on new learning, continued reading of professional sources, consultation with colleagues, and additional personal reflection. However, the revised vision will also address the tasks, activities, and experiences you will implement in your classroom that will help you achieve your vision.

As you revise your vision, you will share it with colleagues periodically during the course. A final version will be due to the instructor on **Monday, November 25**. This final vision statement should not exceed five pages.

The instructor will evaluate both versions of the vision statement in terms of how well you justify your position (i.e., how well you bring readings and knowledge to bear in building a thoughtful and defensible rationales for what you say you stand for). Your vision itself will not be evaluated (it is personal to you, and what you say you stand for is your business). Instead, the evaluation will focus on *why* you hold that vision and how you justify your position. And in the second draft, *why* certain tasks, activities, and experiences are likely to lead your kids to the vision you have for them.

3. Implementation of instruction and reflection (40% - 10% each)
a. Spelling inventory – Due Monday, October 7

Spelling inventories are extremely informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will conduct a spelling inventory in your classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guides, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. I WILL EXPLAIN AND MODEL ALL OF THESE IN A MODULE

b. Strategic read-aloud – Due Monday, November 4

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how good readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in your class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. After conducting the read aloud you will turn in the lesson plan and a reflection. The reflection should discuss what went well with the lesson and things to improve upon. I WILL EXPLAIN AND MODEL A STRATEGIC READ ALOUD IN A MODULE

c. Guided reading – Due Monday, November 18

Guided reading is an instructional method in which teachers support students' literacy development through differentiated instruction. Guided reading lessons follow a before-during-after format. Before reading, the teacher previews important vocabulary and sets a purpose for reading (often explicitly teaching a skill or strategy). During reading, the teacher listens to and observes each child's reading, providing assistance and documenting what s/he learns. After reading, students discuss the reading based upon the purpose set at the beginning and extend the reading through a brief activity. You will implement guided reading in your classroom and turn in the lesson plan and a reflection on the implementation of guided reading. I WILL EXPLAIN AND MODEL GUIDED READING IN A MODULE

d. Writers workshop – Due Monday, November 25

Writers workshop embodies what we know about how real writers write and about how students learn. Writers workshop provides ample time for students to take authentic writing (writing for a real reason and for a real audience) through the entire writing process (prewriting, drafting, revising/editing, publishing). This method of teaching writing is motivating for students and allows the teacher to provide differentiated instruction through mini-lessons and conferences with students. You will implement writers workshop in your classroom and turn in your lesson plans and a reflection on the process (what went well and what could be improved upon). I WILL EXPLAIN AND MODEL WRITERS WORKSHOP IN A MODULE

4. Reading, Writing, Spelling Assessment (PBA) – Due Tuesday, December 10 (20%)
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 the literacy course.

In your classroom, 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.

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

If you encounter any difficulty with or have questions about TaskStream, please contact Emily Gibson at
egibson5@gmu.edu

Grading Scale

A = 100-94	B = 85-80	D = 69-65
A- = 93-90	C+ = 79-76	F = below 65
B+ = 89-86	C = 75-70	

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Class Schedule

Face-to-face meeting
Monday, August 26

- Introductions
- Successful online students
- Importance of early literacy instruction
- Importance of literacy learning

- 5 pillars
- Balanced literacy
- Visioning
- Review syllabus

Readings for next class: Morrow chs. 1 & 2, Duffy article

Module 1 – Monday, August 26 – Monday, September 9

- **1st DRAFT OF VISIONING PAPER DUE September 9**
- Syllabus quiz
- Language development
  - Alphabetic principle
  - Concepts of print
  - Shared reading

  - Literate environment
  - Morning meeting/message

Readings for next class: Morrow chs. 3 & 8

Module 2 – Monday, September 9 – Monday, September 16

- Word recognition
  - Phonological awareness
  - Phonemic awareness
  - Phonics

  - Sight words
  - Decoding
  - Word walls

Readings for next week: WTW chs. 1, 2, & 3 and two other designated chapters from WTW

Module 3 – Monday, September 16 - Monday, September 23

- **Synchronous meeting – Wednesday, September 18, 6:00-8:00**
- Spelling
    o Relationship to reading
    o Spelling inventory
    o Stages of spelling development
- Word Study
    o Organizing classroom
    o Sorts and games

Readings for next week: Morrow chs. 9 & 11

Module 4 – Monday, September 23 – Monday, October 7

- **SPELLING INVENTORY DUE MONDAY, OCTOBER 7**
- Vocabulary
    o Tiers
    o Wide reading
    o Word consciousness
    o Individual words

    o Graphic organizers
    o Structural analysis
    o Word banks
- Fluency
    o Wide reading
    o Choral reading
    o Repeated readings

Readings for next week: Morrow ch. 10, designated articles

Module 5 – Monday, October 7 – Monday, October 21

- Comprehension
    o Narrative vs. expository
    o High-quality literature
    o Aesthetic read alouds
    o Before-during-after
    o Narrative comprehension instruction

    o Strategic read-alouds
    o Discussion
    o Reciprocal teaching
    o Expository comprehension (KWL, Text structure, Vocabulary)

Readings for next week: Morrow ch. 4, 5, & 13

Module 6 – Monday, October 21 – Monday, November 4

- **Synchronous – Wednesday, October 23, 6:00-8:00**
- **STRATEGIC READ ALOUD DUE Monday, November 4**
- Assessments
  - o Informal vs. Formal
  - o Concepts of print
  - o Retellings
  - o High-stakes tests
  - o Running records
  - o IRIs
- Differentiated instruction
  - o Heterogeneous grouping
  - o Flexible grouping
  - o Literature circles
  - o Book club
  - o Teaching reading to ELLs and diverse learners
- Guided reading
  - o Grouping for instruction

Readings for next week: Morrow ch. 12; designated articles

Module 7 – Monday, November 4 – Monday, November 18

- **GUIDED READING DUE Monday, November 18**
- Process approach to writing
- Writer's workshop
- Interactive writing
- Shared writing
- Conferencing
- Genre studies
  - o Poetry
  - o Informational writing
  - o Narrative writing

Readings for next week: Morrow ch. 7, 17; Pressley ch. 11; ACCESS article

Module 8 – **Monday, November 18 – Monday, November 25**

- **2ND VISIONING PAPER DUE Monday, November 25**
- **WRITERS WORKSHOP DUE Monday, November 25**
- Motivation and affect
    - o Interest
    - o Choice, collaboration, authenticity
    - o Projects and themed units
    - o Teacher as model
- Managing a balanced literacy framework
- Whole language vs. phonics

- Skill and will
- Balance
- Managing a balanced literacy framework
- Centers
- SSR
- Accelerated reader
- 4 blocks
- Readers' workshop

EXAM DATE

- **PBAs DUE**

* Instructor reserves the right to adjust syllabus throughout the semester

EDCI 555 / EDCI 556 TFA Reading, Writing & Spelling Analysis (Rev. 2.12)

Levels / Criteria	Excellent (Met)	Satisfactory (Met)	Developing (Not Met)	Unsatisfactory (Not Met)	Score/Level
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.	
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.	
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.	
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.	
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.	
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.	
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.	
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.	
The Spelling Analysis includes evidence of	Each area contains varied	Detailed description and evidence of strengths	Description lacks detail or	Lacks a spelling analysis.	

includes evidence of child's level and strategy use.	contains varied & multiple examples/forms of evidence.	evidence of strengths and needs in each area are included.	lacks detail or evidence in one or more areas.	analysis.	
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.	
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.	
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.	