

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 2014
Section 001 – 3 credits

Instructor Information

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Office hours: By appointment

Meeting Time

Thursday 7:20-10:00
Innovation Hall 133

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 this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. 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.

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.

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

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://oai.gmu.edu/the-mason-honor-code/>.
- 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>

PROFESSIONAL DISPOSITIONS

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

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*. NH: Heinemann. **(F & P)**

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

Zarrillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Upper Saddle River, NJ: Pearson.

Recommended Texts

Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse.

Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY: Guilford.

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

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. Reflections on Fieldwork – Due 4/24/14 (10%)

Each time you observe, you need to write a ~½ page, reflecting on your field experiences related to literacy. What types of literacy instruction are you seeing? How are the students responding? What are students learning? What is particularly effective? What does not seem to be effective? How does it relate to what you are learning in this class?

3. Writer’s Notebook, Writer’s Workshop, and Opinion Piece – Due 4/17/14 (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. Spelling Inventory – Due 3/6/14 (15%)

Spelling inventories are 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 internship 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 guide, 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 CLASS.

5. Interactive Writing Lesson – Draft due 3/20/14; Conduct 3/27/14; Reflection due 4/03/14 (10%)

Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows 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 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.

6. Reading, Writing, Spelling Assessment (PBA) – Due 5/1/14 (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.

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

7. In-class “final exam” – 5/9/13 (10%)**Grading Scale**

A = 100-94

B+ = 89-86

C = 79-70

F = below 60

A- = 93-90

B = 85-80

D = 69-60

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

Class 1 – 1/23/14

- Review previous course
 - o Five Pillars
 - o Balanced literacy
- What do you want to learn in this course?
- Overview of this course
- Syllabus
- Brainstorming Opinion piece topic
- Review of visions

Readings for next week: Teachers as Advocates article, WTW chs. 1 & 2; Zarrillo ch. 7

Class 2 – 1/30/13

- Spelling
 - o Relationship to reading
 - o Spelling Inventory
 - o Stages of spelling development
- Planning groups

Readings for next week: WTW ch. 3

Class 3 – 2/6/14

- Word Study
 - o Organizing classroom
 - o Sorts
 - o Games
- Planning groups

Readings for next week: WTW chs. 4 and 5

Class 4 – 2/13/2014

- Emergent Stage
- Letter-Name Alphabetic Stage
- Planning groups

Readings for next week: WTW chs. 6, 7, and 8

Class 5 – 2/20/14

- Within-Word Pattern Stage
- Syllables and Affixes Stage
- Derivational Relations Stage
- Planning groups

Readings for next week: RR chs. 1 and 5; RR chs. 2 or 3 (jigsaw these two)

Class 6 – 02/27/2014

- Process approach to writing
- Writer's workshop
- Writer's notebook
- Shared and Interactive writing
- Writing time
- Planning groups

Readings for next week: RR chs. 7, 9, and 10

Class 7 – 03/06/2014

- **Spelling Inventory Due**
- Assessing writing
- Grammar and handwriting
- Conferencing
- Writing time
- Planning groups

Readings for 3/20/2014: RR chs. 4, 6, and 8

NO CLASS ON 3/13/14 – Spring Break

Class 8 – 3/20/14

- **Interactive Writing Lesson Plan Due**
- Genre studies
- Poetry, Memoir, and Informational writing
- Writing time
- Planning groups

Readings for next week: RR chs. 11 and 12

Class 9 – 3/27/2014

- **CONDUCT WRITING LESSONS**
- Writing time
- Planning groups

Readings for next week: Bogard article; Lacina & Griffith article; Kara article

Class 10 – 04/03/2014

- **WRITING LESSON PLAN AND REFLECTION DUE**
- Writing and technology
- Writing time
- Planning groups

Readings for next week: Zunbrumm article; Donovan & Smolkin article; Patterson article; Wall article

Class 11 – 4/10/14

- Bringing it all together
- Balanced literacy
- Planning Groups

Readings for next week: RR Appendices

Class 12 – 4/17/14

- **ONLINE**
- **Opinion Piece Due**
- **Answer Questions Online**
- Watch RR videos

Readings for next week: Assigned articles

Class 13 – 4/24/14

- **Reflections Due**
- In Class Work Day

Readings for next week: Reading for Virginia Educators

Class 14 – 5/01/14

- **Performance Based Assessments Due**
- Reading for Virginia Educators

Exam Date- 05/08/2014

In Class Exam

* Instructor reserves the right to adjust syllabus throughout the semester

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

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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.	

child's level and strategy use.	& multiple examples/forms of evidence.	and needs in each area are included.	evidence in one or more areas.		
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.	