GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Program: Elementary Education – Licensure – (INT)Yearlong Cohort

EDCI 555 A02: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Summer 2014
Monday, Tuesday, Wednesday, Thursday, 12:30-2:15 West 1004

PROFESSOR: Dr. Lois Groth
Office Hours: By appointment
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COURSE DESCRIPTION:
   A.   **Prerequisites/Corequisites**
       Admission to Elementary Education graduate program; must be taken in programmatic sequence.

   B.   **University Catalog Course Description**
       Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

LEARNER 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.

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.

PROFESSIONAL STANDARDS:

Standards: INTASC   (http://www.dpi.state.nc.us/pbl/pblintasc.html)

1 Learner Development
> Read Aloud Lesson

2 Learning Differences
> Read Aloud Lesson

3 Learning Environments
> Vision Paper

4 Content Knowledge
> Children's Literature
> Read Loud Lesson
> Book Club
> Vision Paper

5 Application of Content
> Children's Literature
> Read Loud Lesson
> Book Club
> Vision Paper

6 Assessment
> Read Aloud Lesson

7 Planning
> Children's Literature
> Read Aloud Lesson

8 Instructional Strategies
> Children's Literature
> Read Aloud Lesson
> Vision Paper

9 Professional Learning and Ethical Practice
> Book Club
> Vision Paper

10 Leadership and Collaboration
> Book Club
> Vision Paper

Standards: ISTE NETS   (http://cnets.iste.org/teachstand.html)

I Technology Operations and Concepts
> Children's Literature

II Planning and Designing Learning Environments and Experiences
> Children's Literature
> Vision Paper

III. Teaching Learning and the Curriculum
> Children's Literature
> Vision Paper

VI. Social, Ethical, Legal, and Human Issues
> Children's Literature
> Vision Paper

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.

Children's Literature
Read Aloud Lesson
Book Club
Vision Paper

II. Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.

Children's Literature
Read Aloud Lesson
Vision Paper

III. Assessment, Diagnosis and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Read Aloud Lesson
Vision Paper

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.

Children's Literature
Read Aloud Lesson
Book Club
Vision Paper

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.

REQUIRED TEXTS:

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)**

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F&P)**

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

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.* Columbus, OH: Pearson. **(Z)**

**Additional selected readings will be posted on Blackboard.

RELATED TEXTS: (excellent resources)
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.
Clay, M. M. (1993). *An observation survey of early literacy achievement.* NH: Heinemann.
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.
Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition) New York: Pearson.
Harvey, S., & Goudvis, A. (2007) *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
Morrow, L.M., & Gambrell, L.B. (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford.

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. Please note, the Performance-Based Assessment for this class is completed in EDCI 556.

Participation			20%
Children's Literature	**DUE**	**6/11**	20%
Interactive Read Aloud Lesson	**DUE**	**6/16**	20%
Book Club	**DUE**	**6/18**	20%
Vision Paper	**DUE**	**6/4 and 6/23**	20%

Grading Scale

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

<u>Participation</u>
Students are expected to come to all classes prepared to participate in all aspects of classroom work. This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you offer and explore divers perspectives with peers. You are expected to contribute to class discussions and activities and to listen as peers do the same. Being prepared for class includes having completed all assigned readings and tasks for class. It is a College of Education expectation that you will not use cell phones or computers during class time for the purposes of texting, social media, or phone calls.

Evaluation
Participation will be evaluated based on readiness and contribution. (20%)

Children's Literature Study   DUE: WEDNESDAY, 6/11
Students will prepare a resource file of children's literature including annotations and extension activities. At least fifteen book titles are to be referenced. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), discussion questions, and comprehension strategy think alouds are to be included for each text. Online references will be explored and included. To document the children's books you read, create and maintain an electronic log using a web 2.0 tool. The following link lists excellent tools to choose from (e.g., Evernote, GoodReads):
http://blog.calendars.com/2010/04/3-sites-to-organize-your-book-collection/
You will be responsible for setting up the web 2.0 tool so that everyone has access to it (and your classmates and the instructor can view it when completed). (20%)

Evaluation
Children's literature study will be evaluated for completion, accuracy, and creativity of discussion questions/strategy instruction as well as coherence of writing and mechanics.

Interactive Read Aloud Lesson   DUE: MONDAY, 6/16
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. This lesson is to be implemented in your field placement classroom. (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.

Book Club   DUE: WEDNESDAY, 6/18
Students will participate in a book club to discuss a course text of their choice. This assignment will require meetings outside of class.   (20%)

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, 6/4 and MONDAY, 6/23
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 reflections on observations and references. (20%)

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.

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 completed in EDCI 556, 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/the-mason-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

Course Schedule		Assignments Due
Mon 5/19 9:30-1:10	Introductions: Course Overview Talk about talk Reading K-W-L	Johnston article Esquith article
Wed 5/21 9:30-1:10	Theory of Reading Development Cueing systems and strategies Reading Process and implications	Z chapters 1, 2 & 3 GRW chapters 1&18
Mon 5/26	Memorial Day – No Class	
Wed 5/28 9:30-1:10	Principles and Approaches to Reading Development Fostering Self-determined Learners Balanced Reading Program	Z chapters 4 & 5 F&P chapters 2 & 3 WTW chapter 1
Mon 6/2 9:30-1:10	Components of a Balanced Reading Program Interactive Read aloud and Independent Reading	Z chapters 11 & 12 GRW chapters 7 & 8 Read aloud articles
Wed 6/4 9:30-1:10	Using Children's Literature Fiction, Evaluating, Leveling	F&P chapters 9 & 10 GRW chapter 14 **Vision **Draft DUE**
Mon 6/9 9:30-1:10	Balanced Reading Components continued Shared Reading and Guided Reading	F&P chapter 1 GRW chapters 11, 12, 13 Shared reading articles
Wed 6/11 9:30-1:10	Still more components Literature Circles/Book Club Fluency	GRW chapters 15, 16, 17, 21 F&P chapter 11 Fluency articles **Children's Lit Study DUE**
Mon 6/16 9:30-1:10	Assessment Continuous, informal, formal Roaming, anecdotal, iri	F&P chapters 6, 7, & 12 GRW chapter 28, pp 483-496 Assessment articles **Interactive Read Aloud DUE**
Wed 6/18 9:30-1:10	More assessment Running records	Clay article and online practice GRW chapters 27 & 28 **Book Club DUE**
Mon 6/23 9:30-1:10	Creative/Critical Thinking Comprehension	GRW chapters 19, 20, & 21 Z chapter 8 Comprehension articles **Vision DUE**
4-6:40**	Action Research Symposium	

Wed 6/24	Motivation	Motivation articles
9:30-1:10	Working with Diverse Learners	Z chapters 9 & 15
	Putting it all together	
	Reviewing the course	