

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION PROGRAM**

Course

EDCI 556: Section 001: Literacy Teaching and Learning in Diverse Elementary Classrooms,
Part II-3 Credits

Instructor Information

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Office hours: By appointment

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Meeting Time

Wednesdays 7:20-10:00

Robinson Hall B106

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. This course will also meet on-line. Access and use of Blackboard is required.

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

GMU Policies and Resources for Students

1. GMU Policies and Resources for students
 - a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
 - b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
 - 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. Students 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/>].
2. Professional Dispositions

3. Students are expected to exhibit professional behaviors and dispositions at all times.
http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
4. 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/>

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)
- Boushey, G. & Moser, J. (2014). *The Daily 5* (2nd ed.). Portland, ME: Stenhouse Publishers. (Daily 5)

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 (10%)

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Please bring books to class each week (except Fountas & Pinnell, 1996). 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 (such as word sorts). Student Outcomes: 1,2,4,6,7,8,9,10,11,

2. Reflections on Fieldwork (10%)

Each time you observe, you need to write a 3-5page (single spaced), 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? You will also fill out (1) CORN observations sheet. Please see Blackboard to download. Student Outcomes: 3, 4,5,6,7,9,11,12

3. Book Club and Book Unit – (15%)

Each member of the class will participate in a book club of their choice (please see Blackboard for book choices). For the first few class sessions the members of each group will participate in a traditional book club. After the conclusion of the book club, the group will design a literacy unit based on the book. What lessons should be included in the unit will be discussed in class.

Student Outcomes: 1, 2, 4,5,6,7,9,10,11

4. Vision Statements /Writer’s Workshop (10%)

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. 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. We will be focusing on a vision statement.

This will be a continuation of EDCI555. You will begin independently revising your vision 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. Vision statement should follow APA format. Please reference class materials. Student Outcomes: 1,2

5. Spelling Inventory – (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.

Student Outcomes: 1,3,4,6,7

6. Interactive Writing Lesson – Draft due; Conduct; Reflection due (15%)

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 your field observation class. You will video this lesson and post it to Edthena. The lesson should be 10-15 minutes. You will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience. You will also be expected to view two of your class members' lessons and give them at least 3 comments on their videos (1 praise, 1 suggestion, and one other comment). Student Outcomes: 2,3,4,5,6,7,8,9,11

7. Reading, Writing, Spelling Assessment (PBA) – Due (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.

Student Outcomes: 1,3,4,5,6,7,8,9,10,11,12

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+ = 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.

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Important information needed for successful completion of licensure:

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

VCLA

Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

Traditional: September 15

Fall internship application:

Traditional: February 15

Year Long Internship: April 1 (All testing deadline are August 1 immediately preceding the fall start; RVE deadline is December 1)

Class Schedule

Class 1 – 1/21/15

- Review previous course
 - o Five Pillars
 - o Balanced literacy
- What do you want to learn in this course?
- Overview of this course
- Syllabus
- Scheduling Book Clubs
- Review of visions

Readings for next week: Teachers as Advocates article, Review WTW C.1; WTW Chapter 2 (Read in Depth); Zarrillo ch. 7 (BlackBoard)

Class 2 – 1/28/15

- Spelling
 - o Relationship to reading
 - o Spelling Inventory
 - o Stages of spelling development
- Book Club Session 1

Readings for next week: WTW ch. 3

Class 3 – 2/4/15

- Word Study
 - o Organizing classroom
 - o Sorts
 - o Games
- Book Club Session 2

Readings for next week: WTW chs. 4 and 5

Class 4 – 2/11/15

- Emergent Stage
- Letter-Name Alphabetic Stage
- Book Club Session 3

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

Class 5 – 2/18/15

- Within-Word Pattern Stage
- Syllables and Affixes Stage
- Derivational Relations Stage
- Word Sorts

Readings for next week: RR chs. 1,2,3,5 (Jigsaw)

Class 6 – 02/25/15**Spelling Inventory Due**

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

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

Class 7 – 03/04/15**Interactive Writing Lesson Plan Due**

- Assessing writing
- Grammar and handwriting
- Conferencing
- Writing time
- Book Unit Time

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

NO CLASS ON 3/11/15 – Spring Break

Class 8 – 3/18/15

- Genre studies
- Poetry, Memoir, and Informational writing
- Writing time
- Book Unit time

Readings for next week: RR chs. 11 and 12

Class 9 – 3/25/15

- **Writing Lesson Plan, Video, and Reflection Due on Edthena Vision Statements Due**
- Advocating for Literacy
- Book Unit Time

Readings for next week: D5 chs. 2,3

Class 10 – 04/01/2015 ONLINE CLASS

- **Writing Lesson Comments Due Online**
- Watch Routman Videos online and comment on discussion board.
- Online Discussion of Routman

Readings for next week: D5 chs.4,5

Class 11 – 4/08/15

- Family Literacy
- Finalizing Book Units

Readings for next week: RR Appendices; D5 6,7

Class 12 – 4/15/15

- **Book Units Due**
 - Writing and technology
 - The Daily 5 and Beyond
-

Class 13 – 4/22/15

- **Reflections Due**
 - Bringing it all together
 - Balanced literacy
 - Planning Groups
-

Class 14- 4/29/15

- **PBA DUE**

* Instructor reserves the right to adjust syllabus throughout the semester-