

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

**EDCI 555 A03: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I**  
**3 credits, Summer 2015**  
**M,T,W,R 8-3:30 May 18 – June 20**  
**Thompson Hall 1020 and Daniels Run Elementary School**

**PROFESSOR:** Dr. Lois Groth  
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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.

**LEARNING 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.

Learning Outcome	Assignments
1	Field, Children's Literature, Student Assessment, Bookclub, Interactive Read Aloud, Guided Reading
2	Field, Bookclub
3	Field, Student Assessment, Interactive Read Aloud, Guided Reading
4	Field, Interactive Read Aloud, Guided Reading
5	Field, Interactive Read Aloud, Guided Reading, Children's Literature
6	Field, Interactive Read Aloud, Guided Reading
7	Field, Interactive Read Aloud, Guided Reading, Children's Literature
8	Field, Children's Literature, Guided Reading
9	Field, Student Assessment, Interactive Read Aloud, Guided Reading
10	Student Assessment
11	Field, Children's Literature, Interactive Read Aloud, Guided Reading
12	Field, Student Assessment, Interactive Read Aloud, Guided Reading

### **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>)

INTASC	Assignments
1. Learner Development	Read Aloud Lesson, Guided Reading, Student Assessment
2. Learning Differences	Field, Read Aloud Lesson, Guided Reading, Student Assessment
3. Learning Environments	Field
4. Content Knowledge	Field, Children's Literature, Interactive Read Aloud, Guided Reading, Book club
5. Application of Content	Field, Interactive Read Aloud, Guided Reading, Children's Literature, Book club
6. Assessment	Field, Interactive Read Aloud, Guided Reading, Student Assessment
7. Planning	Field, Interactive Read Aloud, Guided Reading, Children's Literature
8. Instructional Strategies	Field, Children's Literature, Guided Reading, Interactive Read Aloud
9. Professional Learning and Ethical Practice	Field, Book club
10. Leadership and Collaboration	Field, Student Assessment, Guided Reading, Children's Literature, Book club

**Standards: ISTE NETS**<http://cnets.iste.org/teachstand.html>

ISTE NETS	Assignments
1. Learner Development	Field, Children's Literature
2. Learning Differences	Field, Children's Literature
3. Learning Environments	Field, Children's Literature
4. Content Knowledge	Field, Children's Literature

**Standards: IRA**[http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html)

IRA	Assignments
1. Foundational Knowledge	Field, Children's Literature, Read Aloud Lesson, Book Club, Guided Reading
2. Instructional Strategies and Curriculum Materials	Field, Children's Literature, Read Aloud Lesson, Guided Reading
3. Assessment, Diagnosis, Evaluation	Field, Read Aloud Lesson, Guided Reading, Student Assessment
4 Creating a Literate Environment	Field, Children's Literature, Read Aloud Lesson, Book Club, Guided Reading

**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* (2<sup>nd</sup> 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* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Duffy, G.G. (2007) *Explaining reading: A resource for teaching concepts, skills, and strategies* (2<sup>nd</sup> ed.). New York, NY: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6<sup>th</sup> edition) New York: Pearson.

Harvey, S., & Goudvis, A. (2007) *Strategies that work: Teaching comprehension for understanding and engagement* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

Morrow, L.M., & Gambrell, L.B. (2011). *Best practices in literacy instruction* (4<sup>th</sup> 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/Field Work		10%	in class
**Children’s Literature	<b>DUE 6/1</b>	20%	in class
**Student Assessment	<b>DUE 6/5</b>	20%	Implemented in field
Book Club	<b>DUE 5/20 and 6/12</b>	10%	in class
**Interactive Read Aloud Lesson	<b>DUE 6/15</b>	20%	Implemented in field/Edthena video
**Guided Reading	<b>DUE 6/19</b>	20%	Implemented in field/Edthena video

\*\*Shared assignment with EDCI 545 Differentiation and Assessment

### **Grading Scale**

A = 94-100%

A- = 90-93%

B+ = 88-89%

B = 80-87%

C = 77-79%

F = below 70%

### **Participation**

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 diverse 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. Field work is required for this class. You will be assigned a classroom at Daniels Run Elementary School.

### **Evaluation**

Participation will be evaluated based on readiness and contribution. (10%)

### **Children’s Literature Study**

**DUE: June 1**

Students will work in groups to prepare a resource file of children’s literature including annotations and discussion questions. At least twenty 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. Additional information will be provided in class.

### **Evaluation**

Children’s literature study will be evaluated for completion, accuracy, and depth of discussion questions/strategy instruction as well as coherence of writing and mechanics. (20%)

**Student Assessment****DUE: June 5**

Students will work in groups with their field work classroom colleagues to assess the members of a guided reading group. Students will hold at least two reading conferences with a field placement student. The purpose of these conferences will be assessment and one-on-one instruction. Additional information will be provided in class.

**Evaluation**

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate match between assessment of learning and learning objective.(20%)

**Book Club****DUE: May 20 and June 12**

Students will participate in a book club to discuss course readings. This assignment will require meetings during and outside of class.

**Evaluation**

Book club will be evaluated for participation and depth of reflection. (10%)

**Interactive Read Aloud Lesson****DUE: June 15**

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 kindergarten or first grade field work class at Daniels Run. This lesson will be videotaped and uploaded to Edthena with your reflections. Additional information will be provided in class.

**Evaluation**

Lesson plans and critical reflections 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; richness of questions; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. (20%)

**Guided Reading****DUE: June 19**

Students will work in groups with their field work classroom colleagues to plan and implement a series of three guided reading lessons. Each will teach one guided reading lesson and videotape it. Edthena clips and reflections on before, during, and after reading instructional strategies will be prepared. Additional information will be provided in class.

**Evaluation**

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class. Written plans are one quarter of the grade. Post implementation critical reflections are the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

**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. [See [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)]

## **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/>.**

## **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

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](mailto: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 proceeding the fall start; RVE deadline is December 1)

### Course Schedule

### Assignments Due

Mon 5/18 8:00-3:00	Class at Mason Responsive Classroom Building Community: Morning Meeting Teacher Talk  Expectations Theory of Assistance  Reading Autobiography Reading K-W-L (Think We KNOW – WONDERING) Cambourne’s Model Interactive Read Aloud – <i>One Duck Stuck</i>  Course Framework Framework for Teachers Transactional vs Transmission Models of Instruction	article Kohn (2001) <i>Five Reasons To Stop Saying, “Good Job.”</i>  *Principles and Practices of RC videos– in class *Esquith video – in class Kohlberg’s Moral Development *Johnston video – in class Fixed vs. Dynamic mindset
Wed 5/20 8:00-3:00	Class at Mason Theory of Reading Development Cueing System and Strategies Reading Process and Implications Comprehensive Framework Principles and Approaches Fostering Self-Determined Learners – ( <i>sort</i> ) Balanced Reading Program Components  ** <i>Book Club Lunch Risko &amp; Walker Dalhouse (2010) and Roskos &amp; Neuman (2012)</i>	WTW ch 1 (22pp) F&P ch3 (22 pp)
	ASSESSMENT Running Records Qualitative Spelling Inventory	Z chs 2, 3, 4, 5 (25 pp) F&P chs 6, 7 (24 pp) Clay article

Phonemic Awareness  
Reading Conferences

Thurs 5/21 12:00-3:00	Class at Mason Components of a Balanced Reading Program: Independent Reading Using Children's Literature Evaluating & Text Leveling Reading Development	Z ch 12 (6pp) GRW chs 7 & 8 (26 pp)
Fri 5/22 9:00-1:00	<i>Field Work at Daniels Run</i> ESOL Learners	Z ch 15 (5pp) Unite for Literacy website
Mon 5/25	NO CLASS – Memorial Day	
Tues 5/26 9:00-12:00 12:30-3:15	<i>Field work at Daniels Run</i> Class at Daniels Run Components of a Balanced Reading Program: Interactive Read Aloud Close Reading	Z ch 11 (6pp) Close Reading fastback Shanahan on Close Reading article Lennox (2013) Choice** Read Aloud folder
Wed 5/27 9:00-3:15	Class at Daniels Run Principles of a Literacy Rich Classroom Setting up the reading environment workshop/organization/management	F&P chs 4,5 (30pp) Whose Classroom Is It? Ghosh blog FFT - Environment
Thurs 5/28 9:00-12:00	<i>Field work at Daniels Run</i>	
Fri 5/29 9:00-3:15	Class at Daniels Run Children's Literature Text Selection Close Reading	GRW chs 1,4,15,16,17 (68pp)
Mon 6/1 9:00-12:00	<i>Field Work at Daniels Run</i>	<b>Children's Literature Due</b>
Tues 6/2 8-11	Class at Mason Components of a Balanced Reading Program: Guided Reading	F&P chs 1,2,12 (31pp)
Wed 6/3 9:00-12:00 12:30-3:15	<i>Field Work at Daniels Run</i> Class at Daniels Run Guided Reading Demo Literature Circles Book Clubs	GRW 11,12,13 (33pp)

Fri 6/5 9:00-1:00	Class at Mason Components of a Balanced Reading Program: Shared Reading	F&P ch 11 Shared Reading Articles (2) <b>Student Assessment Due</b>
Mon 6/8 9:00-3:15	<i>Field Work at Daniels Run</i>	
Tues 6/9 12:00-3:00	Class at Mason Fluency Motivation	article Rasinski (2012) Choice** Fluency folder article Gambrell (2011) Choice** Motivation folder
Wed 6/10 12:30-3:15	Class at Daniels Run Shared Reading demo	
Thurs 6/11 9:00-12:00	<i>Field Work at Daniels Run</i>	
Fri 6/12 9:00-1:00	Class at Mason Comprehension Vocabulary ** <i>Book club in class</i>	article McLaughlin (2012) Choice** Comprehension folder article Kucan (2012) Choice** Vocabulary folder
Mon 6/15		<b>Interactive Read Aloud Due</b>
Wed 6/17 4:30-6:30	Action Research Share Symposium at Mason	
Fri 6/19		<b>Guided Reading Due</b>