

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

EDCI 555 005: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Fall 2015
Wednesday, 4:30-7:10 Thompson L018

PROFESSOR:

Dr. Lois Groth

Office Hours: Wednesday, 3:15-4:15 or by appointment

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Yearlong cohort course 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.

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: IRAhttp://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

Standards: ACEI<http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

ACEI	Assignments
2.1 Reading, Writing, Oral Language	Read Aloud Lesson, Student Assessment, Guided Reading
3.1 Integrating and applying knowledge for instruction	Children's Literature, Read Aloud Lesson, Student Assessment, Guided Reading
4.0 Assessment	Read Aloud Lesson, Student Assessment, Guided Reading

NATURE OF COURSE DELIVERY

This face-to-face 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. **This course also requires 15 hours of field experience.**

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)**

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/Field Work		10%	in class
Book Club		10%	in class
Children’s Literature	DUE October 14th	20%	
Interactive Read Aloud Lesson	DUE November 4th	20%	
Student Assessment	DUE November 18th	20%	
Guided Reading Lesson	DUE December 2nd	20%	

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 a PDS site.

Evaluation

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

Book Club

Students will participate in a book club to discuss course readings. (10%)

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.

Children's Literature Study

DUE: October 14th

Students will prepare a resource file of children's literature including annotations and discussion questions. At least ten 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. (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: November 4th

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. It will be videotaped and uploaded to Edthena. Additional information will be provided in class. (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; depth of reflection; coherence of writing and mechanics.

Student Assessment

DUE: November 18th

Students will hold reading conferences with the members of a guided reading group in the fieldwork classroom. The purpose of these conferences will be assessment and one-on-one instruction. Additional information will be provided in class. (20%)

Evaluation

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate rationale provided; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Guided Reading Lesson

DUE: December 2nd

Students will plan and implement a 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. (20%)

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.

BLACKBOARD REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to BlackBoard (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 BlackBoard. Failure to submit the assessment to BlackBoard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon

completion of the required BlackBoard submission, the IN will convert to an F nine weeks into the following semester. The PBA for this class (EDCI 555) will be completed in the next literacy class (EDCI 556).

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/>].

Professional Dispositions

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

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/>

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 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 deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

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

PROPOSED CLASS SCHEDULE

<u>Course Schedule</u>		<u>Assignments Due</u>
Wed 9/2	Introductions: Course Overview Reading K-W-L Teacher Talk Johnston Fixed vs. Dynamic Mindsets	Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job."</i>
Wed 9/9	Theory of Reading Development Cueing systems and strategies Reading Process and implications	Z chapters 1, 2 & 3 GRW chapters 1&18
Wed 9/16	Principles and Approaches to Reading Development Comparison of approaches Balanced Reading Program	Z chapters 4 & 5 F&P chapters 2 & 3 WTW chapter 1
Wed 9/23	Components of a Balanced Reading Program Interactive Read aloud and Independent Reading	Z chapters 11 & 12 GRW chapters 7 & 8 Read aloud articles **Choice (1)
Wed 9/30	Using Children's Literature Fiction, Evaluating, Leveling	F&P chapters 9 & 10 GRW chapter 14
Wed 10/7	Balanced Reading Components continued Shared Reading and Guided Reading	F&P chapter 1 GRW chapters 11, 12, 13 Shared reading articles (All)
Wed 10/14	Still more components Guided Reading and	GRW chapters 15, 16, 17, 21 F&P chapter 11

	Literature Circles/Book Club	Children's Lit Study DUE
Wed 10/21	Assessment Continuous, informal, formal Roaming, anecdotal, iri	F&P chapters 6, 7, & 12 GRW chapter 28, pp 483-496 Assessment articles **Choice (1)
Wed 10/28	More assessment Running records	Clay article and online practice GRW chapters 27 & 28
Wed 11/4	Creative/Critical Thinking Comprehension	GRW chapters 19, 20, & 21 Z chapter 8 Comprehension articles **Choice (1) Interactive Read Aloud DUE
Wed 11/11	Vocabulary Working with Diverse Learners	Z chapters 9 & 15 Vocabulary articles **Choice (1)
Wed 11/18	Organization and Management of the Reading Classroom Motivation	GRW chapter 4 F&P chapter 8 Motivation articles **Choice (1+Gambrell) Student Assessment DUE
Wed 12/2	Book Talks Fluency Literacy and content areas	Z chapters 6 and 10 Fluency articles **Choice (1) GRW chapter 23 Guided Reading DUE
Wed 12/9	Fostering Self-Determining learners Putting it all together Reviewing the course	F&P chapters 4 & 5