George Mason University
College of Education and Human Development
Elementary Education Program

EDCI 555.001 – Literacy Teaching and Learning in Diverse Classrooms, Part I
3 Credits, Fall 2018
Mondays 4:30-7:10 Peterson 2413

Faculty

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Prerequisites/Corequisites

Admission into elementary education graduate program; semester long cohort course sequence.

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.

Course Overview

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.

Course Delivery Method

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.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards
Upon completion of this course, students will have met the following 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***)

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

Standards: CAEP
(***http://caepnet.org/~/media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lg=en***)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Student Assessment; Guided Reading
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Book Club; Children's Literature; Read Aloud Lesson; Student Assessment; Guided Reading
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Read Aloud Lesson; Student Assessment; Guided Reading
1.5 Candidates model and apply technology standards	Student Assessment
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Read Aloud Lesson; Student Assessment; Guided Reading

Required Texts

Johnston, P.H. *Opening minds: Using language to change lives.* Portland, ME: Stenhouse
        Publishers.
Fountas, I.C. & Pinnell, G.S. (2017) *The Fountas & Pinnell literacy continuum: A tool for
        assessment, planning, and teaching* (Expanded ed.). Portsmouth, NH: Heinemann.
Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.*
        Columbus, OH: Pearson.
**Additional selected readings will be posted on Blackboard.

Related Texts: (excellent resources)

Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based
        programs* (3rd ed.) New York, NY: Allyn & Bacon.
Beck, I..L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary
        instruction (2nd* ed*.).* New York, NY: Guilford.
Clay, M. M. (1993). *An observation survey of early literacy achievement.* NH: Heinemann.
Cunningham, P.M., & Allington, R.L. (2015) *Classrooms that work: They can all read and write*
        (6th ed.). Boston, MA: Pearson.
Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies*
        (3rd 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. (2017) *Strategies that work: Teaching comprehension for
        understanding and engagement, and building knowledge* (3rd ed.). Portland, ME:
        Stenhouse.

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Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

Course Performance Evaluation

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 Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

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 the Strategic Read Aloud Lesson.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.
http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

ASSIGNMENTS

Assignment	Points
1. Participation and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	14
2. Book Club [Outcomes 1, 2, 9, 10, 11, 12]	15
3. Children's Literature Study [Outcomes 1, 4, 8, 10, 11]	15
4. Interactive/Strategic Read Aloud(PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	16
5. Student Assessment [Outcomes 1, 2, 3, 4, 8, 9, 10, 11, 12]	20
6. Guided Reading Group [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 11, 12]	20
Total	**100**

1. Participation and Fieldwork (14 points)

It is expected that you attend all scheduled classes and fieldwork outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes such as texting, social media, or phone calls. Fieldwork 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. (14%)
Expectations (3 pts. per class meeting)
Weekly participation is evaluated using the scale below:

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
Participation/ Attendance	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

2. Book Club (15 points)   DUE:9/17; 9/24; 10/1

Students will participate in a book club to discuss course readings. This assignment will require meetings during class. Outcomes: 1, 2, 9, 10, 11, 12

Evaluation

Book club comments 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. (15%)

3. Children's Literature Study (15 points)   DUE: 10/22

Students will begin a resource file of children's literature including annotations and discussion questions for three texts. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), close reading questions (Shanahan – What did the text say?

How did the text work? What did the text mean?), discussion questions [What are you thinking? Imagine, feel, believe, wonder, want, like, need, know questions (see Johnston page 76) and Bloom's Taxonomy] and comprehension strategy think alouds (model strategy use) are to be included for each text. Online references will be explored and included. Additional information will be provided in class. Outcomes: 1, 4, 8, 10, 11

Evaluation

Children's literature study will be evaluated for completion, accuracy, and depth of discussion questions as well as coherence of writing and mechanics. (15%)

4. Interactive/Strategic Read Aloud Lesson (16 points) (PBA) (GoReact) DUE: 11/5

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and model a strategic read aloud in class. Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation

See rubric below.

5. Student Assessment (20 points)   **DUE: 11/19**

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. You will present a reflection that summarizes what you did; what you learned about the reader; and what you learned about conferring. Additional information will be provided in class. Outcomes: 1, 2, 3, 4, 8, 9, 10, 11, 12

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.   (20%)

6. Guided Reading Lesson (20 points)   (GoReact)   **DUE: 12/3**
Students will plan and implement a guided reading lesson and videotape it. GoReact clips and reflections on before, during, and after reading instructional strategies will be prepared in addition to the written plan. You will also provide feedback on a peer's guided reading lesson. Additional information will be provided in class. Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class. Written plans account for one quarter of the grade. Post implementation critical reflections account for 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%)

Grading Scale

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A-	90-93	3.67	
B+	85-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	80-84	3.00	
C*	70-79	2.00	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
F*	<69	0.00	

*Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

Class Schedule

Date	Readings	Topics and Activities	Assignment Due
8/27	Kohn (2001) *Five Reasons to Stop Saying, "Good Job"* *Teacher Language: Three R's* **In class**	Introductions: Course Overview Reading K-W-L Teacher Talk Johnston Fixed vs Dynamic Learning Frames Interactive Read Aloud – *Fox*	
9/10	Z chs 1 & 3 NELP Report (2009) pp 2-4 Early Literacy Rsch (Reutzel, 2015) Morning Message	Theory of Reading Development Cueing systems and strategies Cambourne's Model Reading Processes Self-determined Learners (sort)	

|			
	(Wasik, 2011)		
9/17	**Johnston chs 1-3** Z chs 2, 4, & 5 Phonemic Awareness (Yopp, 1992) Q&A: Phonics (Brabham, 2003)	Principles and Approaches to Reading Development Theory of Assistance 5 Pillars and Balanced Literacy Phonological Awareness Phonemic Awareness and Phonics CAP Alphabetic Principle	**Book Club Johnston chapters 1-3**
9/24	**Johnston chs 4-6** Assessment folder articles -> PICK 2	Assessment Continuous, informal, formal Roaming, anecdotal, iri	**Book Club Johnston Chapters 4-6**
10/1	**Johnston chs 7-9** Clay article and online practice	More assessment Running records	**Book Club Johnston Chapters 7-9**
10/9** **Tuesday**	Read aloud folder articles -> PICK 2 Pinnell & Fountas 14-19 Close Reading Questions Close Reading Fastback	Using Children's Literature Fiction, Evaluating, Leveling Evaluating Non fiction Close Reading	
10/15	Z chs 11 & 12 IRA: A Review of Recent Research (Lennox, 2013) IRAs for English Lang Learners (Giroir, 2015) Facilitating Engagement by Differentiating Ind. Reading (Kelley, 2009) [engagement	Components of a Balanced Reading Program • Interactive Read Aloud • Independent Reading	

	folder]		
10/22		Reflecting on Read Alouds • Planning instruction • Providing feedback	**Children's Literature Study** Bring Read Aloud Text
10/29	Pinnell & Fountas 239-250 Guided Reading: The Romance & the Reality (Fountas&Pinnell, 2013) Guided Reading modules Shared reading articles Pinnell&Fountas 49-53 Fisher, Frey & Lapp 2008 OR Kesler 2010	Balanced Reading Components continued • Shared Reading • Guided Reading	
11/5		Still more components • Guided Reading • Literature Circles/Book Club	**Interactive Read Aloud**
11/12	Z ch 8 Comprehension folder articles -> PICK 2	Creative/Critical Thinking Comprehension	
11/19	Z chs 9 & 15 Vocabulary folder articles -> PICK 1	Vocabulary Working with Diverse Learners	**Student Assessment**
11/26	Motivation folder articles-> PICK 1 + Gambrell Planning Effective Minilessons & Focus Lessons (Fountas&Pinnell,	Organization and Management of the Reading Classroom Motivation Conferences Classroom environment	

12/3	2001)[reading conferences folder]		
	Z chs 6 & 10	Fluency	**Guided Reading Group**
	Fluency articles folder -> PICK 1 +Rasinski (2012)	Fostering Self-Determining learners Putting it all together Reviewing the course	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.
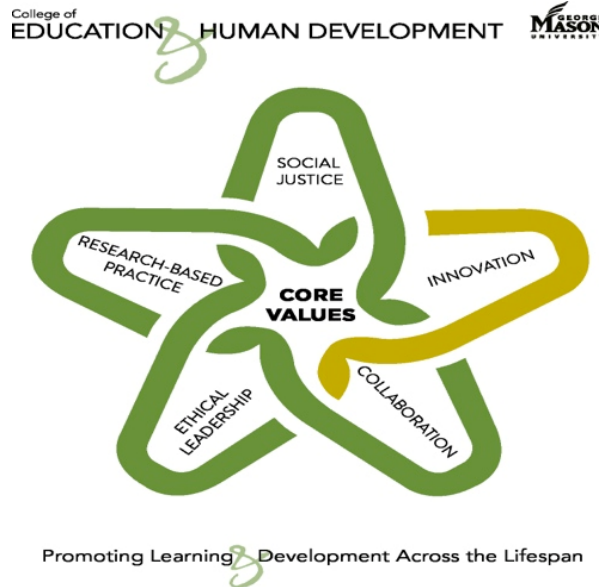
GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

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- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EDCI 555 Read Aloud Rubric

	1 **Does Not Meet Standard**	2 **Approaches Standard**	3 **Meets Standard**	4 **Exceeds Standard**
Lesson Plan InTASC Standards: 1, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not turn in a lesson plan for their read aloud	Candidate writes a lesson plan that demonstrates understanding of a read aloud but it lacks accuracy, clarity, or specificity	Candidate writes a lesson plan that shows understanding of a read aloud and uses the lesson plan in their instruction	Candidate writes a lesson plan that demonstrates exceptional understanding of a read aloud
Comprehension Strategy Instruction InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not instruct students on a given comprehension strategy	Candidate attempts to explain to students a comprehension strategy but the explanation lacks accuracy, clarity, or specificity	Candidate explicitly explains to students what the identified comprehension strategy is	Candidate explicitly explains to students what the identified comprehension strategy is and explains why it is important

Modeling Strategy InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not use a think aloud to model the comprehension strategy	Candidate attempts to model the comprehension strategy using a think aloud but it lacks accuracy, clarity, or specificity	Candidate models the comprehension strategy using a think aloud during the lesson	Candidate models the comprehension strategy using a think aloud and checks for understanding
Edthena Reflection InTASC Standards: 1, 5, 7, 8 ACEI Standards: 1.0, 2.1, 5.1	Candidate does not attempt to make comments on their Edthena video	Candidate comments on their lesson but the comments lack thoughtful, informed reflection	Candidate comments on their lesson by making thoughtful, informed reflections	Candidate comments on their lesson by making thoughtful, informed reflections that exceptionally integrate knowledge from class
				Final Score_____/16