

George Mason University
College of Education and Human Development
Graduate School of Education
Program: Elementary Education – Licensure –Yearlong Cohort

EDCI 555-A01: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 Credits, Summer 2019 (May 20-June 20)
Thompson Hall L028 – Fairfax Campus
M-Th/10:30 am-12:30 pm*

*see detailed schedule below; field work required

Faculty:

Name: Dr. Lois Groth
Office Hours: By appointment
Office Location: 1806 Thompson Hall
Office phone: 703-993-2139
Email address: lgroth@gmu.edu; (response within 36 hours)

Prerequisites/Corequisites

Admission into Elementary Education graduate program; must be taken in programmatic 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 examines balanced literacy instruction. 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.

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. Some of our course meeting time will occur in an elementary school setting. **This course also requires field experience.** These field hours will be completed at the elementary school where class is held. A detailed schedule will be provided in class.

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

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.

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

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.

Burkins, J. & Yaris, K. (2016). *Who’s doing the work?* Portland, ME: Stenhouse.

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.

Fountas, I.C. & Pinnell, G.S. (2017). *Guided reading: Responsive teaching across the grades* (2nd ed.). NH: Heinemann.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement* (3rd ed.). Portland, ME: Stenhouse.

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

Course Performance Evaluation

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

Participation/Field Work	20%	DUE throughout class
Strategic Interactive Read Aloud Lesson (PBA)	20%	DUE 6/10/19 Monday
Student Assessment	20%	DUE 6/12/19 Wednesday
Guided Reading	25%	DUE 6/19/19 Wednesday
Book Club	15%	DUE in class

Assignments and/or Examinations:

1. Participation and Fieldwork (20%)

It is expected that you attend all scheduled classes and field work 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 both 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 in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will return to your spring field site.

Evaluation

Participation and fieldwork will be assessed based on readiness and contributions. (20%)

EDCI 555 Attendance/Participation Rubric

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.
--------------------------------------	-----------------------------------	---	--	--

3. Strategic Interactive Read Aloud Lesson PBA (20%) (GoReact)

DUE:

Monday, June 10th

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 on GoReact. *I will explain and model a strategic read aloud in class.*

Submission requirements:

To GoReact

- Video of IRA lesson
- Comments on the video – technical, practical, critical reflections
- Lesson plan submitted on GoReact
- Holistic reflection submitted on GoReact

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

Evaluation

EDCI 555 Read Aloud Rubric

	0 Does Not Meet Standard	1-2 Approaches Standard	3-4 Meets Standard	5 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	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

		accuracy, clarity, or specificity		
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 ____/20

4. Student Assessment
June 12th

Due: Wednesday,

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; 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%)

5. Book club
17th

Due: Monday, June

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 and inclusion of new understanding about the text/course content. (15%)

6. Guided Reading (GoReact)
June 19th

Due: Wednesday,

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. Additional information will be provided in class.

Submission requirements:

- Video of Guided Reading lesson
- Comments on the video – technical, practical, critical reflections
- Lesson plan submitted on GoReact
- Holistic reflection submitted on GoReact

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, coherence of writing, and mechanics. (25%)

Note: I reserve the right to alter, omit or add any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

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+	86-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-85	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 course; “F” does not meet requirements of the Graduate School of Education

Professional Dispositions

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

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 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.**

Tentative Course Schedule

DATE	Topics	Assignments Due
Monday, May 20 th 8:30-12:00 Fieldwork	<i>Teacher language</i> – listen to the language the teacher(s) use with the students. Write down examples of teacher talk. <i>Read aloud</i> - Take notes on any read alouds that occur. Use a T chart to note what the teachers do and say and what the students do and say. <i>Guided reading</i> - Take notes on any small group reading. Use a T chart to note what teachers and students do and say.	Kohn – <i>Five Reasons to Stop Saying “Good Job”</i> RC Teacher Language – the 3 R’s The Praise Paradox (First three “articles” listed in the Teacher Language folder in course content on Blackboard)
Weds, May 22 nd 8:30-12:00 Fieldwork	<i>Teacher language</i> – listen to the language the teacher(s) use with the students. Write down examples of teacher talk.	

	<p>Read aloud - Take notes on any read alouds that occur. Use a T chart to note what the teachers do and say and what the students do and say.</p> <p>Guided reading - Take notes on any small group reading. Use a T chart to note what teachers and students do and say.</p>	
12:30-3:30 Thompson	<p>IRA - Fox</p> <p>Introductions</p> <p>Reading development</p> <p>Reading Processes</p> <p>Cueing systems – M, S, V</p> <p>Theory of Assistance</p> <p>Balanced Literacy</p>	<p>Zarillo text chapters 1 & 3 (Reutzel, 2015) Early Literacy Research - article (in Early Literacy folder)</p>
Friday, May 24th Online	<p>View powerpoint: Theoretical Influences Political Influences</p> <p>Assessment – conferring</p>	<p>Zarillo text chapters 4 & 5 (Yopp, 1992) Phonemic Awareness article (Brabham, 2003) Questions and Answers: Phonics - article (in Early Literacy folder)</p> <p>Reading Conference Notes Research, Decide, Teach video Coaching conference Video First 13 slides of Reading Conference PPT (in Reading Conferences folder)</p>
Monday, May 27th Memorial Day Holiday		
Weds, May 29th 8:30-12 <i>Fieldwork</i>		
12:30-3:30	<p>IRA – <i>My Lucky Day</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Conferring • Running Records • Miscue Analysis <p>Choosing literature</p>	<p>Zarillo text ch 2 (Fountas & Pinnell, 2001) Making Teaching Decisions Using Continuous Assessment - article (in assessment folder) (Clay, 1993) Taking Running Records (in Running record folder) Reading conferences PPT slides 14-22 and 22-26 (in Reading conferences folder)</p> <p>Zarillo text ch 11</p>
Friday, May 31st Online	<p>Fluency - readings</p> <p>Vocabulary – readings and powerpoint</p> <p>Practice running records and miscue analysis using running record module</p>	<p>Fluency readings</p> <p>Zarillo text ch 6 1 article of your choice (Fluency folder)</p> <p>Vocabulary reading</p> <p>Zarillo text ch 9 (Blachowicz et al, 2013) Flood, Furious - article (Kucan, 2012) What is Most Important</p>

		to Know About Vocabulary - article Vocabulary Instruction PPT (in Vocabulary folder) Running Record Module (Running records folder)
Monday, June 3rd 8:30-12:00 <i>Fieldwork</i>		
12:30-3:30	IRA - <i>Yardsale</i> Balanced Literacy Components: <ul style="list-style-type: none"> • Read Aloud • Independent Reading 	Zarillo text ch 10 Fountas & Pinnell text pp 11-19 (Giroir, 2015) Interactive Read Aloud for English Language Learners – article One article of your choice (in Read aloud folder) (Kelley, 2009) Facilitating Engagement By Differentiating Independent Reading – article (in Motivation folder)
Weds, June 5th 8:30-12:00 <i>Fieldwork</i>		
12:30-3:30	IRA – <i>I Want My Hat Back</i> Balanced Literacy Components <ul style="list-style-type: none"> • Guided Reading 	Fountas & Pinnell text pp 400-409 (Fountas & Pinnell, 2013) Guided Reading: The Romance and the Realism - article (in guided Reading folder)
Monday, June 10th 8:30-12:00 <i>Fieldwork</i>		
12:30-3:30	IRA – <i>Little Red</i> Balanced Literacy Components <ul style="list-style-type: none"> • Guided Reading continued • Literature Discussion 	IRA DUE (Avalos, 2007) Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning - article (in Guided Reading folder)
Weds, June 12th 8:30-12:00 <i>Fieldwork</i>		
12:30-3:30	Shared Reading	Assessment DUE Fountas & Pinnell text pp 101-109 14 Ways to Use Shared Reading - article Choose: Fisher, Frey & Lapp 2008 Kesler, 2010 OR Baker, 2013 (in Shared Reading folder)
Monday, June 17th	Johnston bookclub	Johnston <i>Opening Minds</i>

9:30-3:30	Text leveling Comprehension Motivation Self-determined learners - sort	Book Club DUE Zarillo text ch. 8 (McLaughlin, 2012) Reading Comprehension: What Every Teach Needs to Know - article (in Comprehension folder) (Parsons, 2008) Providing All Stud ACCESS to Self-Regulated Literac Learning - article 1 additional article of your choice (in Motivation folder)
Weds, June 19th 12:30-3:30	Environment Setting up the Reading Workshop Focus lessons	Guided Reading due DUE Zarillo text chapters 10 & 15 (Boushey & Mosher, 2012) Big Ide Behind Daily 5 and CAFÉ - article (Frey & Fisher) Principles of the Language Arts Workshop - article (in Instructional Formats folder) (Fountas & Pinnell, 2001) Planning Effective Minilessons and Conferen article (in Reading Conferences folder)

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.
- 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 <https://ds.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/>.

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