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

Course
EDCI 556: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Summer 2021
Section A01 – 3 credits

Instructor Information
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Office hours: By appointment

Meeting Time
Fridays 4:30-6:35pm
Online
Synchronous: Tuesday and Thursday
Asynchronous: Monday and Wednesday

Prerequisites
Admission to the program; must be taken in programmatic sequence.

Course Description
This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis of this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Field experience is required.

Relationship to Program Goals and Professional Organizations
This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Nature of Course Delivery
This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the

Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the first day of class.

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.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Our course week will begin on Monday and our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
This course is designed to enable students to:
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:

INTASC Core Standards
1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Required Texts
Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th ed.). Pearson. (WTW)

Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann. (RR)

Assignments

1. **Participation (20%)**

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Also, you are expected to participate in a professional manner in all aspects of class. This portion of the grade also includes small assignments completed in class.

2. **Spelling Stage Presentation – Due 5/27/21 (10%)**

Students will be divided into groups which will study one stage of spelling development in depth. The group will present to the rest of the class: (a) the distinguishing characteristics of the stage, (b) examples of sorts that might be used (prepare a sort for the class to complete), and (c) the developmental progression within the stage. The presentation will be online. Prepare some sort of document to share with classmates that they can use as a "cheat sheet" for your stage.

3. **Spelling Inventory – Due 6/1/21 (20%)**

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will conduct a spelling inventory in an elementary classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. I will explain and model all of these in class.

4. **Interactive Writing Lesson – Lesson plan due 6/3/21; Reflection due 6/15/21 (25%)**

Interactive writing is an activity that allows you to "share the pen" with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students' actions, so you can provide immediate instruction that is right at their level (what they are "using but confusing"). You will complete your interactive writing lesson with a small group of students. The lesson should be 10-15 minutes and should be videotaped. Each lesson will receive praise and constructive feedback from colleagues – lesson review groups. You will turn in your lesson plan and reflect on the lesson.

5. **Reading, Writing, Spelling Assessment (PBA) – Due 6/17/21 (25%)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child's literacy and the instructional program you would implement for that child based on the assessment. This analysis is the performance-based assessment (PBA) for both literacy classes (ELED 555 and ELED 556).

As you begin your new placement, select a target child. Across the next month, you will assess the child's reading, writing, and spelling ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories, or any other form of assessment you see fit. You will present a snapshot of the child's

reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Evaluation
Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and texts will determine grade. Scoring rubric will be provided.

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **(ELED 556: Reading, Writing, Spelling Assessment)** to Tk20 through *'Assessments'* in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A = 100-91   B = 90-81   C = 80-71   D = 70-61   F = below 60

Schedule

Topics	Complete Prior to Class
Class 1 – 5/17/21 • ASYNCHRONOUS • Read for class	Readings: WTW ch. 1.
Class 2 – 5/18/21 • SYNCHRONOUS • Intro/Go over syllabus? • Review 555 • Spelling overview	Readings: WTW ch. 2

▪ Relationship to reading ▪ Its developmental nature	
Class 3 – 5/19/21 • ASYNCHRONOUS • Read for class	Readings: WTW ch. 3
Class 4 – 5/20/21 • <mark>SYNCHRONOUS</mark> • Spelling Inventory • Stages of spelling development	Readings: WTW chs. 4, 5, and 6 OR WTW chs. 6, 7, and 8
Class 5 – 5/24/21 • ASYNCHRONOUS • Work on stage presentation	

Class 6 – 5/25/21
• <mark>SYNCHRONOUS</mark>
• Word Study
   o Organizing classroom
   o Sorts and Games	

Class 7 – 5/26/21 • ASYNCHRONOUS • Work on presentations	
Class 8 – 5/27/21 • <mark>SYNCHRONOUS</mark> • **Spelling Stages presentations**	
Class 9 – 5/31/21 • ASYNCHRONOUS • Read for class	
Class 10 – 6/1/21 • <mark>SYNCHRONOUS</mark> • Process approach to writing • Writer's workshop • Shared and Interactive writing • Writing time	**SPELLING INVENTORY DUE** Readings: RR chs. 1 and 5 RR chs. 2 or 3 (jigsaw these two)
Class 11 – 6/2/21 • ASYNCHRONOUS	

• Read for class	
Class 12 – 6/3/21 • **SYNCHRONOUS** • Assessing writing • Motivation to write • Grammar and handwriting	**TURN IN WRITING LESSON PLAN FOR REVIEW** Readings: RR chs. 4, 6, and 8
Class 13 - 6/7/21 • ASYNCHRONOUS • Read for class	
Class 14 - 6/8/21 • **SYNCHRONOUS** • Writing and technology	Readings: RR chs. 7, 9, and 10
Class 15 – 6/9/21 • ASYNCHRONOUS • Read for class	
Class 16 - 6/10/21 • **SYNCHRONOUS** • Genre studies • Poetry, Memoir, and Informational	Readings: RR chs. 11 and 12
Class 17 - 6/14/21 • ASYNCHRONOUS • Read for class	
Class 18 - 6/15/21 • **SYNCHRONOUS** • Bringing it all together • Balanced literacy	**WRITING LESSON REFLECTION DUE** Readings: Bogard article; Lacina & Griffith article; Kara article
Class 19 - 6/16/21 • ASYNCHRONOUS • Read for class	
Class 20 – 6/17/21 • **SYNCHRONOUS** • TBD	**READING, WRITING, SPELLING ANALYSIS DUE**

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 https://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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Instructor may adjust syllabus throughout the semester with appropriate notice to students

Reading, Writing, Spelling Assessment (PBA) Rubric

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete **Introduction** of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
The **Reading Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's reading learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
The **Reading Analysis** includes evidence of child's level, fluency, strategy use and comprehension.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.	8-8.9 Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.	7-7.9 Reading analysis is incomplete.	0-6.9 Lacks a reading analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2.a)
The **Reading Instructional Plan** is	9-10 The instructional plan	8-8.9	7-7.9	0-6.9	

developmentally appropriate and pedagogically sound.	outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Instructional plan fails to address child's specific reading needs.	Lacks a reading instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3.d)
The **Writing Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The **Writing Analysis** includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The **Writing Instructional Plan** is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1

	weaknesses while differentiating instruction for the learner.	to build on the learner's strengths.			INTASC 7b CAEP 3d)
The **Spelling Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
The **Spelling Analysis** includes evidence of child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use.	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Developmen t ACEI 1.0 INTASC 6c CAEP 2a)
The **Spelling Instructional Plan** is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific spelling needs.	0-6.9 Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
Conclusion synthesizing the analysis is included.	9-10	8-8.9	7-7.9	0-6.9	(Assessment.

	Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	Conclusion synthesizes analyses with instructional plans.	Conclusion lacks synthesis.	Lacks a conclusion.	ACEI 4.0 INTASC 6g CAEP 3a)
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
Total Weighted Score				