George Mason University
Graduate School of Education

EDCI 555
Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I

Spring 2004
Section 001 – 3 credits
Monday 7:20 – 10:00 pm

Dr. Beverly Vick
Office Hours: To be arranged
Telephone: 703-440-9133
Email: vickb100@aol.com

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 in this first course is on the reading processes, literacy development and instruction, integration of reading across the curriculum, connections between culture, families and literacy, and meeting needs of all learners. Field experience is required. Prerequisites: Admission to the program, EDCI 542, EDCI 543.

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.

Student 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.

Nature of Course Delivery

This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory will be explored via fieldwork.

Required Texts  (Texts will also be used in the follow-up course.)


Recommended Texts

Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activities</td>
<td>IN CLASS</td>
<td>15%</td>
</tr>
<tr>
<td>Web Exploration</td>
<td>DUE 2/23</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Plan #1</td>
<td>DUE 3/15</td>
<td>10%</td>
</tr>
<tr>
<td>Field Log</td>
<td>DUE 3/29</td>
<td>10%</td>
</tr>
<tr>
<td>Children’s Literature</td>
<td>DUE 4/19</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Plan #2</td>
<td>DUE 4/26</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>IN CLASS 5/10</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Class Activities**

Students will participate in class activities. These may include presentations, in-class writing assignments, and cooperative group activities. (15%) [Outcomes 2, 7, 8, 10]

**Evaluation**

Products created during class sessions will be assigned points according to a rubric. Total possible points throughout the course will be 15.

**Web Exploration**

Due: Monday, February 23

This technological exploration requires examination of an online professional journal. Students will learn to navigate and report on their findings. Additional information will be provided in class. (15%) [Outcomes 2, 8]

**Evaluation**

Outline of the Web exploration will be evaluated based on accuracy of completion, coherence of writing and mechanics.

**Lesson Plan #1**

Due: Monday, March 15

Lesson Plan #1 (with a partner): Topic – Reading in Grades P, K, or 1-3. (10%) [Outcomes 4, 5, 6, 12]

**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; coherence of writing and mechanics.

**Field Trip**

Due: Monday, March 29

Write a summary of your field trip experience; include reflections and references. (15%) [Outcomes 3]

**Evaluation**

Papers will be evaluated for accuracy in explaining literacy practices and theories; appropriate citation of research; ability to connect theories to field experience;
ability to apply knowledge gained in readings and in class; coherence of writing
and mechanics.

Children’s Literature Study  DUE: MONDAY, APRIL 19
Students will prepare a notebook of children’s literature including annotations and
extension activities. At least five book titles of each genre are to be referenced.
Dates of publication, annotations, and ideas for discussion and or extension
activities are to be included for each text. At least one reference must be found
online. A brief presentation will be made to the class. (15%) [Outcomes 8, 11]
Evaluation
Children’s literature study will be evaluated for completion, accuracy, and
creativity of extension ideas as well as coherence of writing and mechanics.

Lesson Plan #2  DUE: MONDAY, APRIL 26
Lesson Plan # 2 (independent): Topic – Literacy integration (PK – 6) with
adaptations for ESL and special needs students. (15%) [Outcomes 4, 5, 6, 9, 12]
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; coherence of writing and mechanics.

Final Exam  IN CLASS, MONDAY MAY 10
Information about the final exam will be provided in class. [Outcomes 1, 10]

Standards: ISTE NETS  (http://cnets.iste.org/teachstand.html)

I Technology Operations and Concepts B
  Web Exploration
  Author Study

V Productivity and Professional Practice
  Web Exploration

Standards: INTASC  (http://www.dpi.state.nc.us/pbl/pblintasc.html)

1 Content Pedagogy
  Lesson Plan #1
  Field Trip Log
  Children’s Literature
  Lesson Plan #2
  Exam

2 Student Development
  Lesson Plan #1
  Field Trip Log
  Lesson Plan #2
Exam

3 Diverse Learners
    Lesson Plan #2

Exam

4 Multiple Instructional Strategies
    Lesson Plan #1
    Lesson Plan #2

Exam

5 Motivation and Management
    Lesson Plan #1
    Lesson Plan #2

6 Communication and Technology
    Web Exploration

7 Planning
    Lesson Plan #1
    Children’s Literature Study
    Lesson Plan #2

Exam

8 Assessment
    In Class Activities
    Lesson Plan #1
    Lesson Plan #2

Exam

9 Reflective Practice: Professional Growth
    In Class Activities
    Web Exploration

Standards: IRA

I Knowledge and Beliefs About Reading
    A. Theoretical Base    The literacy provider will be able to:
        1. Recognize that reading should be taught as a process
            Class Activities
            Lesson Plan #1
            Lesson Plan #2
        3. Recognize the importance of literacy for personal and social growth
            Lesson Plan #1
            Lesson Plan #2
        7. Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
            Class activities

    B. Knowledge Base    The literacy provider will:
        2. Understand the interrelationship of language and literacy acquisition
            Class activities
3. Understand principles of new language acquisition
Lesson Plan #1
Lesson Plan #2
Exam

4. Understand the phonemic, morphemic, semantic, and pragmatic systems of language and their relationship to the reading process
Class activities
Exam

5. Understand the interrelationship of reading and writing
Lesson Plan #1
Lesson Plan #2
Exam

6. Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and visually representing
Class Activities
Lesson Plan #2
Exam

7. Understand emergent literacy and the experiences that support it
Lesson plan 1
Exam

8. Understand the role of metacognition in reading
Class Activities
Exam

9. Understand how contextual factors in the school can influence student learning and reading (Awareness)
Field log

11. Know relevant research from general education and how it has influenced literacy education
Exam

13. Know classic and contemporary children’s and young adults’ literature, easy-reading fiction and nonfiction for adults, at appropriate levels
Children’s Literature Study

C. Individual Differences

The literacy provider will be able to:

1. Recognize how differences among learners influence their literacy development.
Lesson Plan #1
Lesson Plan #2
Field Trip Log

4. Recognize the importance of creating programs to address the strengths and needs of individual learners
Lesson Plan #2
E. Assessment Principles and Practices  The literacy provider will be able to:

1. Understand that goals, instruction, and assessment should be aligned
   Lesson Plan #1
   Lesson Plan #2

II Instruction and Assessment

A. Creating a Literate Environment  The literacy provider will be able to:

1. Use texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth
   Children’s Literature Study
3. Model and discuss reading and writing as valuable, lifelong activities
   Class Activities
   Children’s Literature
6. Promote integration of language arts in all content areas
   Lesson Plan #2
7. Use instructional and information technologies to support literacy learning.
   Web Exploration
   Children’s Literature Study

E. Assessment  The literacy provider will be able to:

1. Conduct assessments that involve multiple indicators of learner progress
   Lesson Plan #1
   Lesson Plan #2

2. Administer and use information from norm-references test, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.
   Class Activities

III Organizing and Enhancing a Reading Program

B. Curriculum Development  The literacy provider will be able to:

2. Adapt instruction to meet the needs of different learners to accomplish different purposes
   Lesson Plan #1
   Lesson Plan # 2
   Children’s Literature Study
4. Select and evaluate instructional materials, including those that are technology-based, to develop literacy
C. Professional Development The literacy provider will be able to:
5. Use multiple indicators to judge professional growth (Basic Understanding)
Class Activities
Web Exploration

D. Research The literacy provider will be able to:
1. Apply research from literacy (Awareness)
Lesson Plan #1
Lesson Plan #2
Web Exploration
Field trip Log

F. Professionalism The literacy provider will be able to:
1. Pursue knowledge of reading and learning processes by reading professional journals and publications and participating in conferences and other professional activities
Web Exploration
Children’s Literature Study

Course Schedule

<table>
<thead>
<tr>
<th>Mon 1/26</th>
<th>Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>Course Overview</td>
</tr>
<tr>
<td>Course Overview</td>
<td>Theory of Reading Development</td>
</tr>
<tr>
<td>Theory of Reading Development</td>
<td>Reading Process and implications for instruction and assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon 2/2</th>
<th>Reading Development continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Development continued</td>
<td>GJG, chapters 1 &amp; 3</td>
</tr>
<tr>
<td>Reading Development continued</td>
<td>Routman article</td>
</tr>
<tr>
<td>Cueing systems and strategies</td>
<td>DAP article</td>
</tr>
<tr>
<td>Home/School connections</td>
<td>GRW, chapter 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon 2/9</th>
<th>Principles and Approaches to Reading Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Approaches to Reading Development</td>
<td>GJG, chapter 2</td>
</tr>
<tr>
<td>Comparison of approaches</td>
<td>F&amp;P, chapters 2 and 3</td>
</tr>
<tr>
<td>Balanced Reading Program</td>
<td>GRW, chapter 2</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon 2/16</th>
<th>Components of a Balanced Reading Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of a Balanced Reading Program</td>
<td>GJG, chapter 7</td>
</tr>
<tr>
<td>Read aloud and Independent Reading</td>
<td>GRW, chapters 7 and 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon 2/23</th>
<th>Components continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components continued</td>
<td>F&amp;P, chapter 1 and 12</td>
</tr>
<tr>
<td>Shared Reading and Guided Reading</td>
<td>GRW, chapters 11, 12, 13</td>
</tr>
<tr>
<td>More lesson planning</td>
<td>Shared reading article</td>
</tr>
<tr>
<td>Mon 3/1</td>
<td>Still more components</td>
</tr>
<tr>
<td></td>
<td>Guided Reading and Literature</td>
</tr>
<tr>
<td></td>
<td>Circles/Book Club</td>
</tr>
<tr>
<td></td>
<td>Web Exploration DUE</td>
</tr>
<tr>
<td>Mon 3/15</td>
<td>Using Children’s Literature</td>
</tr>
<tr>
<td></td>
<td>Fiction, Evaluating, Leveling</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 3/22</td>
<td>Creative/Critical Thinking and Literacy Development</td>
</tr>
<tr>
<td></td>
<td>Integration of literacy and content areas, the arts, and technology</td>
</tr>
<tr>
<td></td>
<td>Themed units</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 3/29</td>
<td>Integration continued</td>
</tr>
<tr>
<td></td>
<td>Using non-fiction</td>
</tr>
<tr>
<td></td>
<td>Content-area reading</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 4/5</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Continuous, informal, formal</td>
</tr>
<tr>
<td></td>
<td>Roaming, anecdotal, iri</td>
</tr>
<tr>
<td>Mon 4/12</td>
<td>More assessment</td>
</tr>
<tr>
<td></td>
<td>running records</td>
</tr>
<tr>
<td>Mon 4/19</td>
<td>Working with Diverse Learners</td>
</tr>
<tr>
<td></td>
<td>English language learners and learners with special needs</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 4/26</td>
<td>Organization and Management of the Reading Classroom</td>
</tr>
<tr>
<td></td>
<td>Setting up the reading workshop</td>
</tr>
<tr>
<td></td>
<td>Managing independent work - centers</td>
</tr>
<tr>
<td>Mon 5/3</td>
<td>Putting it all together</td>
</tr>
<tr>
<td></td>
<td>Reviewing the course</td>
</tr>
<tr>
<td>Mon 5/10</td>
<td>Final exam</td>
</tr>
</tbody>
</table>