George Mason University
College of Education and Human Development
Program: Elementary Education - Licensure

EDCI 556 - Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Section 001 – Professional Development Schools
Fall 2005– Spring 2006
Tuesday, September 6 (1-2), 20, October 4, 25, November 8, 22, December 6, 20
10:00-12:00    Robinson A412

Dr. Lois Groth
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Course Description

This course is one of a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PK-6. The emphasis in this second course is on writing processes, word study (including phonemic awareness, word analysis, spelling development and vocabulary development), listening, speaking and dramatic expression. Field experience is required. Prerequisites: Admission to the program, EDCI 542, EDCI 543, EDCI 553, EDCI 554, EDCI 555.

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. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

Student Outcomes

1. Students will demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.
2. Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.
3. Students will observe and assess the literacy development and needs of elementary literacy learners.
4. Students will plan literacy lessons that demonstrate an understanding of children’s spelling and writing development.
5. Students will survey technological tools, print materials, and other resources for teaching writing.
6. 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.
7. Students will explore and explain the role of families, communities, and schools in children’s literacy learning.
8. Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.
9. Students will understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
10. Students will demonstrate an understanding of the structure of the English language.
11. Students will demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
12. Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.
13. Students will demonstrate the ability to assess individual and group literacy 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.

Required Texts


Assignments

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements (in writing, at least a week before the due date) have been made with the instructor.

Fall

**Literacy Software Review**  
**Due 11/8**  
**Outcomes 5, 9, 11**
Students will examine and evaluate literacy software, including suggestions for classroom integration. Students will be required to provide software for review. Additional information will be provided.

**Evaluation**
Software reviews will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class.

**Spelling Inventory and Groups**  
**Due 11/22**  
**Outcomes 3, 4, 10, 13**
Students will implement the qualitative spelling inventory on a class of children grade one or above. Students will create developmental word study groups and outline an instructional plan for each group. More information will be provided in class.

**Evaluation**
Papers will be evaluated based on appropriate interpretation of the inventory and developmental groupings, consistency with instructional methods taught in the course, coherence of writing and mechanics.

**Hunting and Sorting Activities**  
**Due 12/6**  
**Outcomes 3, 4, 6, 10**
Students will plan and implement two hunting and sorting activities. After implementation, students will write a reflection, evaluating the success of the activities. More information will be provided in class.

**Evaluation**
Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics.

Spring

**Writing Lesson**  
**Outcomes 5, 6, 8, 12**
Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared and or interactive writing. Additional information will be provided in class.

**Evaluation**
The lesson plan is one third of the grade (5 points) and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the
course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other two thirds (10 points). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; appropriate use of references; coherence of writing; and mechanics.

**Reading, Writing, Spelling Analysis**  
Outcomes 3, 8, 10,13  
This is the **Performance Based Assessment** for EDCI 555 and EDCI 556. Each student should select a child to read with frequently in order to gather data on the child’s reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from January, February, and March) from the target child. Based on these samples, students will prepare an assessment of the child’s writing ability, including ideas for further instruction.

Spelling should be evaluated based on the writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. The Reading, Writing, Spelling Analysis Rubric will be used.

**Final Project: Literacy Action Plan**  
Outcomes 1, 2, 7  
Students will outline their ideal literacy program. This will include selection of a grade level and development of a personal philosophy about literacy instruction in general as well as specific goals for the selected grade level. Additional information will be provided in class.

**Evaluation**

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>80-86%</td>
</tr>
<tr>
<td>B-</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
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</tbody>
</table>

**Due Dates and Percentages**

- Literacy Software Review: DUE 11/8 10%
- Spelling Inventory and Groups: DUE 11/22 15%
- Hunting and Sorting Activities: DUE 12/6 15%
Writing Lesson 15%
Reading, Writing, Spelling Analysis 25%
Final Project: Literacy Action Plan 20%

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

1. Content Pedagogy
   Hunts and Sorts
   Writing Lesson
   Literacy Action Plan

2. Student Development
   Hunts and Sorts
   Inventory and Groups
   Reading, Writing, Spelling Analysis
   Literacy Action Plan

3. Diverse Learners
   Inventory and Groups
   Software Review
   Writing Lesson
   Reading, Writing, Spelling Analysis
   Literacy Action Plan

4. Multiple Instructional Strategies
   Hunts and Sorts
   Writing Lesson
   Literacy Action Plan

5. Motivation and Management
   Literacy Action Plan

6. Communication and Technology
   Software Review
   Writing Lesson

7. Planning
   Inventory and Groups
   Hunts and Sorts
   Writing Lesson
   Literacy Action Plan

8. Assessment
   Inventory and Groups
   Reading, Writing, Spelling Analysis
   Literacy Action Plan

9. Reflective Practice: Professional Growth
   Hunts and Sorts
   Writing Lesson
   Literacy Action Plan
Standards: ISTE NETS  (http://cnets.iste.org/teachstand.html)

I. Technology Operations and Concepts  
Writing Lesson

II. Planning and Designing Learning Environments and Experiences  
Software Review  
Literacy Action Plan

III. Teaching Learning and the Curriculum  
Software Review

VI. Social, Ethical, Legal, and Human Issues  
Software Review

Standards: IRA  
(http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge  
Candidates have knowledge of the foundations of reading and writing processes and instruction.  
Inventory and Groups  
Hunts and Sorts  
Writing Lesson  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

II. Instructional Strategies and Curriculum Materials  
Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.  
Software Review  
Hunts and Sorts  
Writing Lesson  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

III. Assessment, Diagnosis and Evaluation  
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.  
Inventory and Groups  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

IV. Creating a Literate Environment  
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and appropriate use of assessments.  
Software Review  
Inventory and Groups  
Hunts and Sorts  
Writing Lesson  
Literacy Action Plan
### VI. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Introduction – Syllabus and Assignments</td>
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<tr>
<td>9/20</td>
<td>Synchrony of Reading, Writing, and Word Knowledge</td>
<td>WTW chs 1 and 2</td>
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<td>GRW chs 1 and 2</td>
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<td></td>
<td><em>Spelling Inventory</em></td>
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<tr>
<td>10/4</td>
<td>Word Study - Principles and Approaches Developmental approach to word knowledge</td>
<td>WTW chs 3 and 4</td>
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<td>GRW ch 18, 20</td>
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<tr>
<td>10/25</td>
<td>Understanding and assessing children’s letter and word knowledge</td>
<td>GJG ch 4</td>
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<td>GRW ch 19</td>
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<tr>
<td>11/8</td>
<td>Word Knowledge</td>
<td>WTW chs 5 and 6</td>
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<tr>
<td></td>
<td>Phonological and phonemic awareness</td>
<td>GRW ch 21</td>
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<td></td>
<td>Phonics</td>
<td><em>Software Review</em></td>
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<tr>
<td>11/22</td>
<td>Embedded Word Study</td>
<td>WTW chs 7 and 8</td>
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<tr>
<td></td>
<td>Phonics</td>
<td>GRW ch 22</td>
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<tr>
<td></td>
<td></td>
<td><em>Inventory and Groups</em></td>
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<tr>
<td>12/6</td>
<td>Word Study</td>
<td>WTW ch 9</td>
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<tr>
<td></td>
<td>Vocabulary development</td>
<td>GJG ch 5</td>
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<tr>
<td></td>
<td></td>
<td><em>Hunts and Sorts</em></td>
</tr>
<tr>
<td>12/20</td>
<td>Synchrony of Reading, Writing, And Word Knowledge revisited. Classroom applications.</td>
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### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

**STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.