

**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 – Robinson A412**

Fall 2009      Tuesday, 12:30-3:10  
September 1, 15, 22, 29, October 6, 20, 27  
November 3, 10, 17, 24, December 1, 8, 15

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**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 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 into GMU Elementary Education Graduate program; courses must be completed according to program sequence.

**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); the Virginia State Technology Standards for Instructional Personnel; 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 the 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**

- Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (4th edition). Upper Saddle River, NJ: Merrill. **(WTW)**
- Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers Grades 3-6*. Portsmouth, NH: Heinemann. **(GRW) \*from 555**
- Graves, M. F., Juel, C., & Graves, B. B. (2007). *Teaching reading in the 21<sup>st</sup> century*. (4th edition). Boston: Allyn & Bacon. **(GJG) \*from 555**
- Wood Ray, K., & Laminack, L. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: National Council of Teachers of English. **(R&L)**

### **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.

### **Hunting and Sorting Activities**

**Due 10/27**

**Outcomes 3,4,6,10**

Students will plan and implement two hunting and two 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.

**Guided Reading Lessons Due 11/10 Outcomes 3, 9, 11, 13**

Students will plan and implement instruction for a guided reading group. Students will be required to teach a minimum of two lessons. Additional information will be provided.

**Evaluation**

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class.

**Writing Lesson Due 12/1 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%) 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%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

**Reading, Writing, Spelling Analysis Due 12/8 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 September, October, and November) 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.

**Final Project: Literacy Action Plan      Due 12/15      Outcomes 1, 2, 7**

Students will outline their ideal literacy program. Select a grade level and include your own philosophy about literacy instruction in general as well as specific goals for that 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.

Hunting and Sorting Activities	<b>DUE 10/27</b>	20%
Guided Reading Lessons	<b>DUE 11/10</b>	15%
Writing Lesson	<b>DUE 12/1</b>	20%
Reading, Writing, Spelling Analysis	<b>DUE 12/8</b>	25%
Final Project: Literacy Action Plan	<b>DUE 12/15</b>	20%

**Grading Scale**

A = 94-100%	A- = 90-93%	B+ = 88-89%
B = 80-87%	C = 77-79%	F = below 70%

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

**1 Content Pedagogy**

Guided Reading Group  
Hunts and Sorts  
Writing Lesson  
Literacy Action Plan

**2 Student Development**

Guided Reading Group  
Hunts and Sorts  
Inventory and Groups  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

**3 Diverse Learners**

Inventory and Groups  
Writing Lesson  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

**4 Multiple Instructional Strategies**

Guided Reading Group  
Hunts and Sorts  
Writing Lesson  
Literacy Action Plan

**5 Motivation and Management**

Literacy Action Plan

**6 Communication and Technology**

Writing Lesson

## **7 Planning**

Inventory and Groups  
Guided Reading Group  
Hunts and Sorts  
Writing Lesson  
Literacy Action Plan

## **8 Assessment**

Inventory and Groups  
Guided Reading Group  
Reading, Writing, Spelling Analysis  
Literacy Action Plan

## **9 Reflective Practice: Professional Growth**

Guided Reading Group  
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**

Literacy Action Plan

### **III. Teaching Learning and the Curriculum**

Writing Lesson

### **VI. Social, Ethical, Legal, and Human Issues**

Writing Lesson

## **Standards: Virginia State Technology Standards for Instructional Personnel**

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

## **Standards: IRA**

([http://www.reading.org/resources/issues/reports/professional\\_standards.html](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  
Guided Reading Lessons  
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.**

- Guided Reading Groups
- 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
- Guided Reading Group
- 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.**

- Inventory and Groups
- Guided Reading Group
- Hunts and Sorts
- Writing Lesson
- Literacy Action Plan

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **University and Elementary Program Policies**

Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in you assignments, collect any

notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Late assignments will not be accepted without the prior consent of the instructor.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and standard English usage and mechanics are expected. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Cell Phones. The university has a policy that requests students to turn off pagers and cell phones before class begins. One cell phone that is registered with the Mason Alert System will remain on in class.

## COURSE SCHEDULE

## ASSIGNMENTS DUE

9/1	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge	WTW chs 1 and 2 GRW chs 1 and 2
9/15	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 3 and 4 GRW ch 18, 20
9/22	Understanding and assessing children’s letter and word knowledge	GJG ch 5 GRW ch 19
9/29	Word Knowledge Phonological and phonemic awareness Phonics	WTW chs 5 and 6 GRW ch 21 <i>Inventory and Groups due</i>
10/6	Embedded Word Study Phonics	WTW chs 7 and 8 GRW ch 22
10/20	Word Study Vocabulary	GRW ch 3 GJG ch 7
10/27	Getting to know ourselves as writers Writing development Writing to, with, by	R&L intro and ch 1-5 <i>Hunts and Sorts due</i>
11/3	Talk before writing Assessment	R&L ch 6-10 GRW ch 28
11/10	What is interactive writing? Getting started Elements of Interactive writing	IW select chs <i>Guided Reading due</i>

11/17	What is shared writing?	R&L ch 17 Shared writing article
11/24	The workshop environment Writers' notebooks	R&L ch 11-14 GRW ch 25
12/1	Balancing the workshop And other writing	GJG ch 12 <i>Writing lesson due</i>
12/8	Writing by Independent writing	GRW ch 5 <i>Reading, Writing, Spelling Analysis due</i>
12/15	Conferring Learning to listen Putting it all together Managing the literacy workshop	<i>Literacy Action Plan due</i>