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**GEORGE MASON UNIVERSITY
(GMU)
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
(CEHD)
OFFICE OF ADULT LEARNING AND PROFESSIONAL DEVELOPMENT
(OALPD)**

**EDUC 500: Reading Recovery & Literacy Lessons Section 1
Fall & Spring 2011-12**

6 graduate credit course

Wednesdays 2:30-5:30

August 8, 2011- May 9, 2012

Rosa Parks Elementary

Professional Development Room

Instructor: *Marcia J. Hoenle*

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COURSE DESCRIPTION:

This course is designed to develop an in-depth understanding of Clay's theory of literacy processing that informs the teaching of young children with reading difficulties. During weekly clinical sessions at Ellis Elementary professional development room or school-based sites, participants will observe colleagues working with K-3 students having reading difficulties. Participants will refine their observation skills and will develop an understanding of the reading and the writing process. Other topics include: procedures for developing phonemic awareness, analyzing and interpreting running records of oral reading behavior, fostering self-monitoring and self-correcting behaviors, teaching for fluent reading, and building on children's strengths in planning lessons. Participants are required to tutor two-four of the lowest achieving K-3 students daily.

COURSE PURPOSE AND INTENDED AUDIENCE:

A Prince William County Public School priority is to improve the literacy achievement of at-risk students. This course will help teachers meet the diverse needs of struggling literacy learners in kindergarten-third grades.

Key Content Items and Principles:

- Teachers use systematic observation and assessment to inform daily instruction and document change over time.
- Teachers need an understanding of oral language development and differences to inform their instruction.
- Teachers need an in-depth understanding of the reading and writing process.
- Effective reading and writing instruction impacts student achievement.
- Teachers are able to design individual instruction that assists the child to produce effective strategies for working on text.
- Children learn to read and write by engaging in reading and writing continuous text.
- Children need to read a variety of texts using a range of flexible strategies.
- Reciprocal gains of reading and writing.
- Learners take different paths to similar outcomes.
- Early intervention cuts across the path of reading failure.
- Early intervention is designed to be part of a comprehensive approach to literacy education.
- A school team guides and monitors the implementation of early literacy intervention in a school.

COURSE FORMAT:

A combination of whole and small group discussions based on the instructor's presentation of the reading and writing techniques described in *Literacy Lessons Designed for Individuals, Part One* and *Literacy Lessons Designed for Individuals, Part Two*, Clay, 2005, Heinemann.

STUDENT OUTCOMES:

- The student will learn and apply assessment procedures found in *An Observation Survey* by Dr. Marie M. Clay. These assessment tests include activities, such as, having the child read and write text.
- The student will learn and apply instructional techniques appropriate for beginning readers, such as teaching for beginning reading and writing strategies, problem solving on text, and fluent reading and writing of text as described in *Literacy Lessons Designed for Individual Students, Part One* and *Literacy Lessons Designed for Individual Students, Part Two*.

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

Clay, M. M. (2002). *An Observation Survey*. Portsmouth, NH: Heinemann
Clay, M. M. (1991). *Becoming Literate*. Portsmouth, NH: Heinemann
Clay, M. M. (2005). *Literacy Lessons Designed for Individuals: Part One*. Portsmouth, NH: Heinemann
Clay, M. M. (2005). *Literacy Lessons Designed for Individuals: Part Two*. Portsmouth, NH: Heinemann

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:

- 1. Assessment:** The student will use and record assessment techniques described in *An Observation Survey* to assess and monitor 2-4 struggling literacy students in grades K-3.
- 2. Student Reports:** Submit to instructor for evaluation, on a weekly basis, summaries of children's progress using forms and procedures described in *Literacy Lessons Designed for Individual Students, Part Two*.
- 3. Demonstration Lessons:** Teach a student behind a one-way glass a minimum of two times during the course to demonstrate techniques described in *Literacy Lessons Designed for Individual Students, Part One* and *Literacy Lessons Designed for Individual Students, Part Two*. Instructor will provide feedback on the teacher's implementation of Marie Clay's instructional techniques. And teach a child at their school location while instructor observes and mentors their teaching. Instructor will provide the student with immediate modeling and feedback based on procedures described in *Literacy Lessons Designed for Individual Students, Part One*.
- 4. Classroom Participation and Attendance Policy:** Due to the importance of lecture and classroom participation to the student's total learning experience, regular attendance and participation in class is required. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of the student's behavior will reflect the professional attitude implied in the course goals and will account for 20% of the student's course grade. (Please see the rubric in the grading section of this syllabus.) The instructor must be notified (preferably in advance) if the student will miss class; the student is still responsible for completing all assignments and readings for the next class.

Grading Policy

Assessment	20%
Attendance and Class Participation	20%
Student Report	30%
Demonstration Lessons	30%
TOTAL: points	100

Grading Scale

A	= 93-100%
A-	= 90-92%
B+	= 88-89%
B	= 80-87% *
C	= 70-79%
F	= Below 70%

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.

**PROPOSED CLASS SCHEDULE:
LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS
BEFORE 20% OF THE CLASS SESSIONS HAVE MET.**

Fall Semester:

- #1 Course Overview
- #2 Observation Survey assessment tools
(Read Clay, *Observation Survey*, pgs. 1-49)
- #3 Running Record training
(Read Clay, *Observation Survey*, pgs. 49-79)
- #4 Prevention of reading and writing difficulties
(Read Clay, *Observation Survey*, pgs. 79-144)
- #5 Reciprocal gains of reading and writing instruction
(Read Clay, *Literacy Lessons Designed for Individuals, Part One*, pgs.1-20)

Last Day to drop class without Academic/financial Penalty

- #6 How to learn to look at print
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs.1-22)
- #7 Develop effective reading strategies in emerging readers
(Read Clay, *Literacy Lessons Designed for Individual Students, Part One*, pgs.21-50)
- #8 Learning about directionality when reading and writing text
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs.28-31)
- #9 Hearing and recording sounds in words/phonics
(Read Clay, *Literacy Lessons Designed for Individual Students, Part One*, pgs.50-71)
- #10 Link sound sequences with letter sequences
(Read Clay *Literacy Lessons Designed for Individual Students, Part Two*, pgs.72-85)
- #11 Teach for phrased fluent reading
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs.85-100)
- #12 Teach in order to solve sequencing difficulties
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs. 100-111)
- #13 Building a system of strategies to detect and correct errors
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs.112-131)
- #14 Building a system of strategies to problem solve new words
(Read Clay, *Literacy Lessons Designed for Individual Students, Part Two*, pgs.132-155)
- #15 Children who are hard to accelerate

(Read Clay, *Becoming Literate*, pgs.1-24)

Spring Semester:

- #16 Strategic Processing in the development of reading
(Read Clay, *Becoming Literate*, pgs.25-44)
- #17 When to discontinue tutoring
(Read Clay, *Becoming Literate*, pgs.45-68)
- #18 Orchestration of the reading process
(Read Clay, *Becoming Literate*, pgs.69-90)
- #19 Use reading assessment to inform instruction
(Read Clay, *Becoming Literate*, pgs.91-112)

- #20 Use writing assessment to inform instruction
(Read Clay, *Becoming Literate*, pgs.113-140)
- #21 Select gradient level of difficulty in books
(Read Clay, *Becoming Literate*, pgs.141-154)
- #22 Instructional techniques for learning about letters and words
(Read Clay, *Becoming Literate*, pgs.155-175)
- #23 Visual Perception Strategies: One kind of inner control
(Read Clay, *Becoming Literate*, pgs.176-202)
- #24 Characteristics of books supporting early reading instruction
(Read Clay, *Becoming Literate*, pgs.204-230)
- #25 Characteristics of high outcome teaching
(Read Clay, *Becoming Literate*, pgs.232-257)
- #26 Using data and records to help guide teaching decisions
(Read Clay, *Becoming Literate*, pgs.258-287)
- #27 Establish benchmarks for progress
(Read Clay, *Becoming Literate*, pgs.288-316)
- #28 Change over time in children's use of strategies
(Read Clay, *Becoming Literate*, pgs.317-343)
- #29 Reflection about the changes in our teaching over the year
- #30 Role of Literacy lessons intervention specialist in schools

Graded Work**Due Dates****Attendance and Class Participation****On-going****Assessment****On-going****Student Reports****On-going****Demonstration Lessons****On-going****ASSIGNMENT RUBRIC****Rubric for Attendance and Participation**

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
Attendance & Participation	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.	Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group in class.