

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Program: Elementary Education – Licensure – Yearlong Cohort

EDCI 555 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Spring 2014
Monday, 4:30-7:10 Thompson 1020

PROFESSOR:

Dr. Lois Groth

Office Hours: Monday, 3-4 or by appointment

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Yearlong cohort course sequence

B. University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

LEARNER 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.

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 builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

PROFESSIONAL STANDARDS:

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

1 Learner Development

Read Aloud Lesson

2 Learning Differences

Read Aloud Lesson

3 Learning Environments

Vision Paper

4 Content Knowledge

Children's Literature

Read Loud Lesson

Book Club

Vision Paper

5 Application of Content

Children's Literature

Read Loud Lesson

Student Assessment

Book Club

Vision Paper

6 Assessment

Read Aloud Lesson

Student Assessment

7 Planning

Children's Literature

Read Aloud Lesson

Student Assessment

8 Instructional Strategies

Children's Literature

Read Aloud Lesson

Student Assessment

Vision Paper

9 Professional Learning and Ethical Practice

Book Club

Vision Paper

10 Leadership and Collaboration

Book Club

Vision Paper

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

I Technology Operations and Concepts

Children's Literature

II Planning and Designing Learning Environments and Experiences

Children's Literature

Vision Paper

III. Teaching Learning and the Curriculum

Children's Literature

Vision Paper

VI. Social, Ethical, Legal, and Human Issues

Children's Literature

Vision Paper

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)

I. Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Children's Literature

Read Aloud Lesson

Student Assessment

Book Club

Vision Paper

II. Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.

Children's Literature

Read Aloud Lesson

Student Assessment

Vision Paper

III. Assessment, Diagnosis and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Read Aloud Lesson

Student Assessment

Vision Paper

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.

Children's Literature

Read Aloud Lesson

Student Assessment

Book Club

Vision Paper

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. **This course also requires 15 hours of field experience.**

REQUIRED TEXTS:

- Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (5th edition). Upper Saddle River, NJ: Merrill. **(WTW)**
- Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F&P)**
- Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. NH: Heinemann. **(GRW)**
- Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. **(Z)**

RELATED TEXTS: (excellent resources)

- Allington, R.L. (2005) *What really matters for struggling readers: Designing research-based programs* (2nd ed.) New York, NY: Allyn & Bacon.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2002) *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2010) *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.
- Duffy, G.G. (2007) *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). New York, NY: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition) New York: Pearson.
- Harvey, S., & Goudvis, A. (2007) *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
- Morrow, L.M., & Gambrell, L.B. (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford.

COURSE 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 have been made with the instructor. Please note, the Performance-Based Assessment for this class is completed in EDCI 556.

Children's Literature	DUE 3/17	20%
Read Aloud Lesson	DUE 4/7	20%
Student Assessment	DUE 4/21	20%
Book Club	DUE 4/28	20%
Vision Paper	DUE 2/24 and 5/5	20%

Grading Scale

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

Children's Literature Study

DUE: MONDAY, March 17th

Students will prepare a resource file of children's literature including annotations and extension activities. At least twenty book titles are to be referenced. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), discussion questions, and comprehension strategy think alouds are to be included for each text. Online references will be explored and included. To document the children's books you read, create and maintain an electronic log using a web 2.0 tool. The following link lists excellent tools to choose from (e.g., Shelfari, GoodReads, Biblionasium):

<http://blog.calendars.com/2010/04/3-sites-to-organize-your-book-collection/>

You will be responsible for setting up the web 2.0 tool so that everyone has access to it (and you classmates and the instructor can view it when completed). (20%)

Evaluation

Children's literature study will be evaluated for completion, accuracy, and creativity of discussion questions/strategy instruction as well as coherence of writing and mechanics.

Interactive Read Aloud Lesson

DUE: MONDAY, April 7th

Lesson Plan: Topic – Interactive Read Aloud. Write a plan for a whole group interactive read aloud lesson. Include some type of response to the text. This lesson is to be implemented in your field placement classroom. (20%)

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.

Student Assessment

DUE MONDAY, April 21st

Students will hold at least two reading conferences with a field placement student. The purpose of these conferences will be assessment and one-on-one instruction. (20%)

Evaluation

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate rationale provided; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Book Club

DUE: MONDAY, April 28th

Students will participate in a book club to discuss a course text of their choice. This assignment will require meetings outside of class. (20%)

Evaluation

Book club summaries will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, the book club process and the reader's self.

Final Exam - Vision Statement

DUE: MONDAY, February 24th and May 5th

Students will write two versions of a vision statement that will articulate their plan for instruction and the impact they hope to have on their students. Paper will include reflections on observations and references. (20%)

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.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment, Reading, Writing, Spelling Analysis completed in EDCI 556, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Student must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/>.

For additional information on the College of Education and Human development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE

<u>Course Schedule</u>	<u>Assignments Due</u>	
Mon 1/27	Introductions: Course Overview Reading K-W-L	
Mon 2/3	Theory of Reading Development Cueing systems and strategies Reading Process and implications	Z chapters 1, 2 & 3 GRW chapters 1&18
Mon 2/10	Principles and Approaches to Reading Development Comparison of approaches Balanced Reading Program	Z chapters 4 & 5 F&P chapters 2 & 3 WTW chapter 1
Mon 2/17	Components of a Balanced Reading Program Interactive Read aloud and Independent Reading	Z chapters 11 & 12 GRW chapters 7 & 8 Read aloud articles
Mon 2/24	Using Children's Literature Fiction, Evaluating, Leveling	F&P chapters 9 & 10 GRW chapter 14 Vision Draft DUE
Mon 3/3	Balanced Reading Components continued Shared Reading and Guided Reading	F&P chapter 1 GRW chapters 11, 12, 13 Shared reading articles
Mon 3/17	Still more components Guided Reading and Literature Circles/Book Club	GRW chapters 15, 16, 17, 21 F&P chapter 11 Children's Lit Study DUE
Mon 3/24	Assessment Continuous, informal, formal Roaming, anecdotal, iri	F&P chapters 6, 7, & 12 GRW chapter 28, pp 483-496 Assessment articles
Mon 3/31	More assessment Running records	Clay article and online practice GRW chapters 27 & 28

Mon 4/7	Creative/Critical Thinking Comprehension	GRW chapters 19, 20, & 21 Z chapter 8 Comprehension articles Interactive Read Aloud DUE
Mon 4/14	Vocabulary Working with Diverse Learners Children's Literature Read Aloud Lesson Student Assessment Book Club Vision Paper	Z chapters 9 & 15 Vocabulary articles
Mon 4/21	Organization and Management of the Reading Classroom Motivation	GRW chapter 4 F&P chapter 8 Motivation articles Student Assessment DUE
Mon 4/28	Book Talks Fluency Literacy and content areas	Z chapters 6 and 10 Fluency articles GRW chapter 23 Book Clubs DUE
Mon 5/5	Fostering Self-Determining learners Putting it all together Reviewing the course	F&P chapters 4 & 5 Vision Statements DUE