

1/24/2014

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Elementary, Literacy, and Secondary Education**

**EDPD502.623: Reading Recovery & Literacy Lessons Section 1
Fall & Spring 2013-2014
6 graduate credit course
Tuesdays or Wednesdays: 1:30-4:30 or 4:30-7:30
August 19, 2013 - May 14, 2014
Rosa Parks Elementary and Ellis Elementary
Reading Recovery Room**

Instructor: *Marjorie W. Rowe*

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Home Address: *5902 Hollow Oak Ct., Burke, VA 22015*

School Address:

Ellis Elementary, 10400 Kim Graham Ln., Manassas, VA 20109

Rosa Parks Elementary, 13446 Princedale Dr., Woodbridge, VA 22193

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 / Rosa Parks Elementary professional development room or school-based sites, participants will observe colleagues working with K-3 students having reading difficulties. Participants will further develop their skills in the systematic observation and analysis of children's literacy behaviors and will develop understanding of the reading and the writing process. Other topics include: oral language development, procedures for developing phonemic awareness and sound-letter links, 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 2 of the lowest-achieving K-3 students daily.

COURSE PURPOSE AND INTENDED AUDIENCE:

A Prince William County Public Schools 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 to third grade.

Key Content Items and Principles:

- Teachers use systematic observation, assessment, and analysis 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 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 literacy processing theory and reading and writing instructional 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 of Early Literacy Achievement* by Marie M. Clay. These assessment tasks include activities such as having the child read and write text and identify letters and words.
- 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. (1991). *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann

Clay, M. M. (2005). *An Observation Survey of Early Literacy Achievement*. 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

Clay, M.M. (2007). *Record of Oral Language: Observing Changes in the Acquisition of Language Structures*. Portsmouth, NH: Heinemann

Other readings as required by instructor

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

1. Assessment: The student will use, record, and analyze 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/monthly basis, records 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 mirror 1-2 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. In addition, they will teach a child at their school location while the instructor observes and coaches their teaching and their understandings of the rationales upon which the instructional techniques are based. 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 the observation of demonstration lessons and participation in class discussion for the student's total learning experience, consistent attendance and participation in class is required. Attendance, punctuality, preparation, and active contribution to small and large group interactions 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 in advance if the student will miss class. The student is responsible for completing all assignments and readings for the next class, as well as making arrangements with a colleague to receive missed handouts, notes taken, etc.

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Grading Policy

Assessment	20%
Attendance and Class Participation	20%
Student Report	30%
Demonstration Lessons	30%

TOTAL: **100 points**

Grading Scale

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

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	Late for class, unprepared for class and does not actively participate in discussions. Absences are not documented by following the procedures outlined in the syllabus.	On time, prepared for class, and participates in discussions. Attends all classes and if an absence occurs, the procedure outlined in the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, makes active contributions to the learning of the class.

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/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. Students 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/>.

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

Fall Semester:

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| #1 | Course Overview |
| #2 | Observation Survey assessment tools
(Read Clay, <i>Observation Survey</i> , pgs. 1-49) |
| #3 | Running Record training
(Read Clay, <i>Observation Survey</i> , pgs. 49-79) |
| #4 | Prevention of reading and writing difficulties
(Read Clay, <i>Observation Survey</i> , pgs. 79-144) |
| #5 | Reciprocal gains of reading and writing instruction
(Read Clay, <i>Literacy Lessons Designed for Individuals, Part One</i> , pgs.1-20) |
| Last day to drop class without academic/financial penalty | |
| #6 | How to learn to look at print
(Read Clay, <i>Literacy Lessons Designed for Individual Students, Part Two</i> , pgs.1-22) |
| #7 | Develop effective reading strategies in emerging readers
(Read Clay, <i>Literacy Lessons Designed for Individual Students, Part One</i> , pgs.21-50) |
| #8 | Learning about directionality when reading and writing text
(Read Clay, <i>Literacy Lessons Designed for Individual Students, Part Two</i> , pgs.28-31) |
| #9 | Hearing and recording sounds in words/phonics
(Read Clay, <i>Literacy Lessons Designed for Individual Students, Part One</i> , pgs.50-71) |

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- #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)

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- #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