

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION PROGRAM**

Course

EDCI 555: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
Summer 2015
Section A02 – 3 credits

Meeting Time

Monday/Wednesdays 5pm-8pm
Art and Design Building 2003
Fridays 5Pm-8Pm (ONLINE)

Instructor Information

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Office hours: by appointment

Course Description

- A. Prerequisites: admission to the Elementary Education program, EDCI 542, and EDCI 543.
- B. This course is one of a pair of courses that provide research-based introduction to literacy teaching and learning. It emphasizes literacy and language processes and development; reading and writing processes; emergent literacy; connections among culture, families, and literacy; and literacy integration in the curriculum. Field experience is required.

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 will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Student 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.

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. Practical applications of theory will be explored via fieldwork. Class will also meet synchronously and asynchronously in an online format.

Technology Requirements

It is required that you have access to reliable high speed Internet to facilitate the downloading of necessary files and other information for the course.

It is required that you have access to a computer that has speakers and a microphone. During our synchronous course meetings you will need to be able to hear me and communicate with me through the computer.

A headset with a microphone is recommended for folks who may be working in noisy contexts.

IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation

4. Creating a Literate Environment
5. Professional Development

INTASC Core Standards

1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Mason Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia

serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world.

GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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/>].
- h.

Professional Dispositions

2. Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

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/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Important information needed for successful completion of licensure:

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

VCLA

Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

Traditional: September 15

Fall internship application:

Traditional: February 15

Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Upper Saddle River, NJ: Pearson. **(WTW)**

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F & P)**

Palacio, R.J. (2012). *Wonder*. New York: Alfred A. Knopf, Inc.

Zarrillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Upper Saddle River, NJ: Pearson.

*We will also use these texts in EDCI556 (except Wonder). If renting, you will need for both semesters. These books are also highly recommended for teachers to have in their personal libraries.

Recommended Texts

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.

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.

Assignments

1. **Participation** – (20%) This class will be interactive, involving much dialogue and active participation. You are expected to participate in a professional manner in all facets of class. This portion of the grade includes online assignments, leading class discussions and completing all readings. Student outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2. **Vision Statement** – (10%) Bring Draft to Class 5/27, Due on BB 6/1. The best teachers are passionate about teaching, and they know *why* they are passionate. That is, they can articulate a vision for what they are trying to do in their instruction and what impact they want to have on their students. Think about: Why you want to teach? What are you passionate about? The first vision statement should not exceed three pages. Student outcomes: 1, 2, 10,
3. **Strategic read-aloud** –(20%) Lesson Plan Due on BB 6/3, Conduct in Class 6/8, Reflections Due 6/12. Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how good readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud for your classmates. They will provide you with valuable feedback and you will also write a one page reflection on the experience. Outcomes: 1, 4, 5, 6, 7, 9, 11
4. **Guided Reading lesson** –(20%) Lesson Plans Due 6/10, Reflections Due 6/17. Guided reading is a vital aspect of a balanced reading framework. In year internship, you will teach a guided reading lesson to a group of students. Make sure the book being read is at the appropriate level for the students. The lesson should begin with an introduction to the book, providing a mini-lesson that sets the purpose for reading. As students read, you should listen to each of them read and provide support and guidance as needed. After reading the groups should review the purpose for reading with discussion that extends on the reading. You will be responsible for turning in a draft of the lesson plan in order to receive feedback from the instructor prior to conducting the lesson. After the lesson has been conducted you will be asked to write a one page reflection on your lesson. Discuss what went well, what could improve, and other reflections that relate to class teachings. Outcomes: 1, 3, 4, 5, 6, 7, 9, 11, 12
5. **Reflections on fieldwork** –(15%) Each time you observe, you need to complete the observation sheet provided, reflecting on your field experiences related to literacy. What types of literacy instruction are you seeing? How are the students responding? What are students learning? What is particularly effective? What does not seem to be effective? How does it relate to what you are learning in this class? Keep in mind that literacy activities occur throughout the day in all subject areas. We will go over the observation sheet in class. Outcomes: 3, 8, 12
6. **Book Club Participation and Reflection- (15%)** Educators believe that motivating students to read is a major component of literacy instruction. In this class you will participate in a book club while reading *Wonder*. In a two page reflection please reflect

on your own experience in the book club. What changes would you make in the classroom? What was effective? What didn't work? How might you use this text in a classroom? Did this text transform your own thinking in any way? 1, 2, 4,5,6,7,9,10,11

*** Grading Scale**

A = 100-94

A- = 93-90

B+ = 89-86

B = 85-80

C+ = 79-76

C = 75-70

D = 69-65

F = below 65

Class Schedule

Class 1 – 5/18

- Introductions
- Syllabus
- What do you know about literacy instruction?
- Importance of early reading instruction
- Introduce 5 Pillars and Balanced Literacy (NRP)
- Overview of course
- Duffy Article

Readings for next class: Zarrillo chs. 1 & 3; WTW p.1-20

Class 2 – 5/20

- Language development
 - o Alphabetic principle
 - o Concepts of print
 - o Shared reading
 - o Literate environment
 - o Morning meeting/message

Readings for next class: Zarrillo chs. 4 & 5; WTW p. 93-120

Class 3 – 5/22

- Word recognition
 - o Phonological awareness
 - o Phonemic awareness
 - o Phonics
 - o Sight words
 - o Decoding
 - o Word walls

Readings for next class: Zarrillo ch. 9 ARTICLES, Wonder p. 1-117

Class 4 – 5/27

- **BRING DRAFT OF VISIONING PAPER TO SHARE WITH GROUP**
- Vocabulary
 - o Tiers
 - o Wide reading
 - o Word consciousness
 - o Individual words
 - o Graphic organizers
 - o Structural analysis
 - o Word banks

Readings for next class: Zarrillo ch. 6, ARTICLES

Class 5 – 5/29

- Fluency
 - o Wide reading
 - o Choral reading
 - o Repeated readings

Readings for next class: Zarrillo ch. 8; ARTICLES, Wonder 118-157

Class 6 – 6/1

- **Vision Paper Due to Instructor**
- Comprehension
 - o Before-during-after
 - o Narrative comprehension instruction
 - o Strategic read-alouds
 - o Discussion
 - o Reciprocal teaching
 - o Expository comprehension (KWL, Text structure, Vocabulary)

Readings for next class: Zarrillo ch. 2; ARTICLES

Class 7 – 6/3

- Assessments I
 - o Informal vs. Formal
 - o Concepts of print
 - o Retellings
 - o High-stakes tests

- **STRATEGIC READ-ALOUD LESSON PLAN DUE**

Readings for next class: F & P chs. 6, 7, & 12 (One of these)

Class 8 – 6/5

- Assessments II
 - o Running records
 - o IRIs

Readings for next class: F & P chs. 1, 2, 3, & 8 (One of these), Wonder 158-234

Class 9 – 6/8

- Differentiated instruction
 - o Heterogeneous grouping
 - o Flexible grouping
- Guided reading
 - o Grouping for instruction

Readings for next class: Applegate article, ACCESS article

Class 10 – 6/10

-Draft of Guided Reading Lesson Due, Strategic Read Aloud Reflection Due 6/12

- Motivation and affect
 - o Interest
 - o Skill and will
 - o Choice, collaboration, authenticity
 - o Projects

- Literature circles
- Book club
- Themed units
- Teacher as model

Readings for Next class: Zarrillo ch. 12 & 15; F & P ch. 4 & 5

Class 12 – 6/15

- Teaching reading to ELLs and diverse learners
- Managing instruction
 - Whole-language vs phonics
 - Balance
 - Centers
 - SSR
 - Accelerated Reader
 - 4 Blocks
 - Genre studies
 - Author studies
 - Readers Workshop

Readings for next class: Zarrillo ch. 10; F & P ch. 9; ARTICLES

Class 13 – 6/17

- Types of text
 - Narrative vs. expository
 - High-quality literature
 - Aesthetic read alouds
 - Expository comprehension
 - KWL
 - Text structure
 - Vocabulary
-

Class 14 – 6/19

- **OBSERVATION REFLECTIONS DUE**
- **GUIDED READING REFLECTION DUE**

* Instructor reserves the right to adjust syllabus throughout the semester