

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

Course

EDCI 556: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Fall 2016
Section 004 – 3 credits

Instructor Information

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Meeting Time

Fridays 12:45-3:25pm

Virginia Run Elementary, Room 224

Prerequisites

Admission to the program, EDCI 542, EDCI 543, EDCI 555.

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 K-6. The emphasis of this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in 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.

Nature of Course Delivery

This course will meet face-to-face each week. 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.

Learner Outcomes

This course is designed to enable students to:

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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

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.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

Core Values Commitment

The College of Education and 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/>.

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Upper Saddle River, NJ: Pearson. (WTW)

Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann. (RR)

Recommended Texts

Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse.

Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY: Guilford.

Morrow, L. M., & Gambrell, L. B. (Eds.). (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford.

- Instructor reserves the right to adjust syllabus throughout the semester

Assignments

1. Participation (15%)

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Also, you are expected to participate in a professional manner in all aspects of class. This portion of the grade also includes small assignments completed in class.

2. Spelling Inventory – Due 10/14/16 (15%)

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will conduct a spelling inventory in an elementary classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. I will explain and model all of these in class.

3. Interactive Writing Lesson – Draft due 10/21/16; Conduct 11/11/16; Reflection due 11/18/16 (10%)

Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students' actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”). You will complete your interactive writing lesson with a small group of students. The lesson should be 10-15 minutes. Each lesson will receive praise and constructive feedback from colleagues. You will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience.

4. Reflections on Fieldwork – Due 11/18/16 (10%)

For each of your extended observations, you need to complete the CIERA observation tool and use the tool to write a ~½ page, reflecting on your field experiences related to literacy. What types of literacy instruction are you seeing? 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?

5. Writer's Notebook, Twitter, Writer's Workshop, and Opinion Piece – Due 12/2/16 (15%)

A primary focus of this course is to explore instructional techniques that support students' development as writers. In this course, you will participate in writer's workshop, which includes keeping a writer's notebook. Our writer's workshop will run like writer's workshop in elementary classrooms. I will model mini-lessons and conferences, and you will have time to write in class. You will take one piece of writing through the entire writing process: planning, drafting, revising, editing, and publishing. This piece of writing will be an Opinion piece on a topic related to literacy (like those that appear in Opinion sections of newspapers). This genre was selected to (a) expose you to the educational landscape you will be entering and (b) compel you to think deeply about controversial topics in literacy education. Your Opinion piece will be shared with your colleagues. Additionally, students will be asked to use Twitter as a platform to express their ideas and share the ideas of others concerning societal views of teachers using the hashtag #EDCI556. As I will discuss further in class, the writer's notebook is a tool for writers. It is a place for you to capture ideas for writing.

6. Reading, Writing, Spelling Assessment (PBA) – Due 12/16/16 (25%)

This assignment requires you to apply your knowledge of literacy development and literacy content through an in depth assessment of one child's literacy and the instructional program you would implement for that child based on the assessment. This analysis is the performance-based assessment for both literacy classes (EDCI 555 and EDCI 556).

As you begin your new placement, select a target child. Between now and the middle of November you will assess the child's reading, writing, and spelling ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories, or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Evaluation

Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and texts will determine grade. Scoring rubric will be provided.

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 556: Reading, Writing, Spelling Assessment**) to Tk20 through '**Assessments**' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

7. In-class "final exam" – 12/9/16 (10%)

Grading Scale

A = 100-94
A- = 93-90

B+ = 89-86
B = 85-80

C = 79-70
D = 69-60

F = below 60

Topics	Complete Prior to Class
Class 1 – 9/2/16 <ul style="list-style-type: none"> • Review previous course <ul style="list-style-type: none"> ▪ Five Pillars ▪ Balanced literacy • What do you want to learn in this course? • Overview of this course • Syllabus • Read Teachers as Advocates article • Brainstorming Opinion piece topic • Review of visions 	
Class 2 – 9/9/16 <ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> ▪ Relationship to reading ▪ Spelling Inventory • Stages of spelling development • Planning groups 	Readings: WTW chs. 1 & 2; Zarrillo ch. 7
Class 3 – 9/16/16 <ul style="list-style-type: none"> • Word Study <ul style="list-style-type: none"> ▪ Organizing classroom ▪ Sorts • Games • Planning groups 	Readings: WTW ch. 3
Class 4 – 9/23/16 <ul style="list-style-type: none"> • Emergent Stage • Letter-Name Alphabetic Stage • Planning groups 	Readings: WTW chs. 4 and 5
Class 5 – 9/30/16 <ul style="list-style-type: none"> • Within-Word Pattern Stage • Syllables and Affixes Stage • Derivational Relations Stage • Planning groups 	Readings: WTW chs. 6, 7, and 8
Class 6 – 10/7/16 <ul style="list-style-type: none"> • Process approach to writing • Writer’s workshop • Writer’s notebook • Shared and Interactive writing • Writing time • Planning groups 	Readings: RR chs. 1 and 5; RR chs. 2 or 3 (jigsaw these two)

Class 7 – 10/14/16 <ul style="list-style-type: none"> • SPELLING INVENTORY DUE • Assessing writing • Grammar and handwriting • Conferencing • Writing time • Planning groups 	Readings: RR chs. 7, 9, and 10
Class 8 – 10/21/16 <ul style="list-style-type: none"> • Genre studies • Poetry, Memoir, and Informational writing • Writing time • Planning groups 	Readings: RR chs. 4, 6, and 8 TURN IN WRITING LESSON PLAN FOR REVIEW
Class 9 – 10/28/16 <ul style="list-style-type: none"> • Writing time • Planning groups 	Readings: RR chs. 11 and 12
Class 10 – 11/4/16 Morning Only <ul style="list-style-type: none"> • Conduct Observations 	No Readings
Class 11 – 11/11/16 <ul style="list-style-type: none"> • Writing and technology • Writing time • Planning groups 	Readings: Bogard article; Lacina & Griffith article; Kara article CONDUCT WRITING LESSON
Class 12 – 11/18/16 Full day <ul style="list-style-type: none"> • WRITING LESSON REFLECTION DUE • Bringing it all together • Balanced literacy 	Readings: TBD
11/ 25/16: Thanksgiving Break- NO CLASS	
Class 13 – 12/2/16 No class meeting	FINAL DRAFT OF OPINION PIECE DUE FIELDWORK REFLECTIONS DUE
Class 14 – 12/9/16	IN-CLASS FINAL
Class 15 – 12/16/16 READING, WRITING, SPELLING ASSESSMENT (PBA) DUE	

Reading, Writing, Spelling Assessment (PBA) Rubric

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete Introduction of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
The Reading Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's reading learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
The Reading Analysis includes evidence of child's level, fluency, strategy use and comprehension.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.	8-8.9 Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.	7-7.9 Reading analysis is incomplete.	0-6.9 Lacks a reading analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2.a)
The Reading Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific reading needs.	0-6.9 Lacks a reading instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3.d)

The Writing Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The Writing Analysis includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The Writing Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
The Spelling Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
The Spelling Analysis includes evidence of child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use.	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)

<p>The Spelling Instructional Plan is developmentally appropriate and pedagogically sound.</p>	<p>9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.</p>	<p>8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.</p>	<p>7-7.9 Instructional plan fails to address child's specific spelling needs.</p>	<p>0-6.9 Lacks a spelling instructional plan specific to the learner.</p>	<p>(Instruction ACEI 3.1 INTASC 7b CAEP 3d)</p>
<p>Conclusion synthesizing the analysis is included.</p>	<p>9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.</p>	<p>8-8.9 Conclusion synthesizes analyses with instructional plans.</p>	<p>7-7.9 Conclusion lacks synthesis.</p>	<p>0-6.9 Lacks a conclusion.</p>	<p>(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)</p>
<p>Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.</p>	<p>4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.</p>	<p>4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.</p>	<p>3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.</p>	<p>0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.</p>	<p>(Content ACEI 2.1)</p>
<p>Total Weighted Score</p>					