

George Mason University

College of Education and Human Development

Elementary Education Program

Course

ELED 555.DL1 – Literacy Teaching and Learning in Diverse Classrooms, Part I
3 Credits, Spring 2021
Tuesdays 10:30-1:10

Faculty

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Prerequisites/Corequisites

Admission into Elementary Education graduate program; semester-long cohort course sequence.

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.

Course Overview

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.

Course Delivery Method

This virtual course includes multiple instructional strategies. Individual session formats will vary and may include synchronous and asynchronous options along with lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

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

INTASC	Assignments
1. Learner Development	Read Aloud Lesson; Explicit Teaching Lesson
2. Learning Differences	Field, Read Aloud Lesson; Explicit Teaching Lesson
3. Learning Environments	Field
4. Content Knowledge	Field; Children’s Literature; Interactive Read Aloud; Explicit Teaching Lesson; Book Club
5. Application of Content	Field; Children’s Literature; Interactive Read Aloud; Explicit Teaching Lesson; Book Club
6. Assessment	Field; Interactive Read Aloud; Explicit Teaching Lesson
7. Planning	Field; Interactive Read Aloud; Explicit Teaching Lesson; Children’s Literature
8. Instructional Strategies	Field; Children’s Literature; Explicit Teaching Lesson; Interactive Read Aloud
9. Professional Learning and Ethical Practice	Field; Book Club
10. Leadership and Collaboration	Field; Children’s Literature; Explicit Teaching Lesson; Book Club

ISTE NETS

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

ISTE NETS	Assignments
1. Learner Development	Field; Children’s Literature
2. Learning Differences	Field; Children’s Literature
3. Learning Environments	Field; Children’s Literature
4. Content Knowledge	Field; Children’s Literature

ILA

(<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>)

IRA	Assignments
1. Foundational Knowledge	Field; Children’s Literature; Read Aloud Lesson; Book Club; Explicit Teaching Lesson
2. Curriculum & Instruction	Field; Children’s Literature; Read Aloud Lesson; Explicit Teaching Lesson
3. Assessment & Evaluation	Field; Read Aloud Lesson; Explicit Teaching Lesson
4. Diversity	Field; Children’s Literature; Book Club
5. Literate Environment	Field; Children’s Literature; Read Aloud Lesson; Book Club; Explicit Teaching Lesson
6. Professional Learning & Leadership	Field; Children’s Literature; Book Club

CAEP

(<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lq=en>)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Explicit Teaching Lesson
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students’ progress and their own learning	Book Club; Children’s Literature; Read Aloud Lesson; Explicit Teaching Lesson
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Read Aloud Lesson; Explicit Teaching Lesson
1.5 Candidates model and apply technology standards	Explicit Teaching Lesson
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Read Aloud Lesson; Explicit Teaching Lesson

Required Texts

Morrow, L. M., Kunz, K., & Hall, M. (2018). *Breaking through the language arts block: Organizing and managing the exemplary literacy day*. Guilford.

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Stenhouse.

**Additional selected readings will be posted on Blackboard.

Related Texts (excellent resources):

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson.

*****Students report that this is an excellent resource for studying for state reading exam.**

Allington, R. L. (2011) *What really matters for struggling readers: Designing research-based programs* (3rd ed.). Allyn & Bacon.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.

Cunningham, P. M., & Allington, R. L. (2015) *Classrooms that work: They can all read and write* (6th ed.). Pearson.

Duffy, G. G. (2014). *Explaining reading: A resource for teaching concepts, skills, and strategies* (3rd ed.). New York, NY: Guilford.

Fields, M. V., Groth, L. A., & Spangler, K. L. (2007). *Let's begin reading right* (6th edition). Pearson.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3rd ed.). Stenhouse.

Course Performance Evaluation

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor.)

Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

The Read-Aloud Lesson Plan and Reflection assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.

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.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service: http://writingcenter.gmu.edu/?page_id=177

Assignments

Assignment	Points
1. Participation and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	20
2. Book Club – <i>Opening Minds</i>, Johnston [Outcomes 1, 2, 9, 10, 11, 12]	15
3. Children’s Literature Catalogue – Whole Class Assignment [Outcomes 1, 4, 8, 10, 11]	10
4. Interactive or Strategic Read Aloud (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20
5. Assessment-Guided, Small-Group, Explicit-Teaching Lesson [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	25
6. Vision Statement	10
Total	100

1. Participation and Fieldwork (2015 points)

It is expected that you attend and participate in all scheduled classes and fieldwork outlined in the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance.

You are expected to be on time to class each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class.

Fieldwork is required for this class. You will be assigned a classroom at a PDS site.

2. Book Club (15 points)

Students will participate in a book club to explore the text *Opening Minds*. This assignment will require meetings during class.

Evaluation: Book club comments will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, and participation in the book club processes/practices.

3. Children's Literature Catalogue (10 points)

Due: 3/23

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, the entire class will create an online catalogue of children's literature resources to help you enhance your knowledge of and access to children's literature. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in ~~you continue to stay~~ing current on high-quality children's literature.

4. Strategic Read Aloud Lesson (20 points)

Lesson Plan Due: 3/9 GoReact Due: 4/29

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 readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and share a model of a strategic read aloud in class.

Evaluation: Lesson will be evaluated for understanding of read-aloud, modelling and teaching of a strategy. Thoughtfulness of reflections and connections to course material will also be assessed.

5. Assessment-Guided, Small-Group, Explicit Teaching Lesson (30 points)

Lesson Plan Due: 3/30 GoReact Due: 4/29

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (at any level) who have similar literacy learning needs (i.e., they are likely in the same guided reading group). You will gather from the teacher assessment information about these students. You will use this information to design a targeted, explicit lesson for this small group of students. You will video record your lesson and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and share a model of this in class.

Evaluation: Reading lesson will be evaluated based upon use of assessment data to drive instruction, appropriateness and thoroughness of written plan. Reflections and connections to course material will also be assessed.

6. Vision Statement (10 points)

Due: 5/4

Throughout this course, you will have time to deeply consider your "vision" for teaching. That is, what is it that drove you to enter this program? Teaching can be both extremely rewarding but also a difficult profession. Some days, weeks, years are very taxing. What is going to keep you going? What is going to make you enthusiastically enter your classroom each day and give everything you have to the children in front of you. The best teachers thrive in a stressful work environment because they have a vision for their teaching, a moral compass that is driving their work. What is yours?

Grading Scale

A	90-100	C	70-79
B	80-89	F	0-69

** A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure.*

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

Class Schedule

Date	Readings	Topics and Activities	Assignment Due
1/26 Sync	Duffy, 1998 – in class	<ul style="list-style-type: none"> Introductions What do you know about literacy instruction? Importance of early reading instruction Introduce 5 Pillars Introduce Comprehensive Literacy Syllabus My history as a reader activity 	
2/2 Sync	Morrow 1 & 2	<ul style="list-style-type: none"> Literacy Environment and Exemplary Literacy Instruction Language development <ul style="list-style-type: none"> Alphabetic principle Concepts of print Shared reading Literate environment Morning meeting/message Fixed vs Dynamic Discuss Vision Statement 	
2/9 Async	Morrow 5 Johnston 1	<ul style="list-style-type: none"> Word recognition <ul style="list-style-type: none"> Phonological awareness Phonemic awareness Phonics Sight words Decoding Word walls 	
2/16 Sync	Morrow 4 Johnston 2	<ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Tiers Wide reading Word consciousness Word learning strategies: morphological awareness, context clues, cognates, and using resources Individual words Graphic organizers Structural analysis Word banks Book Club practices and procedures 	
2/22 Sync	Morrow 8 Johnston 3	<ul style="list-style-type: none"> Comprehension <ul style="list-style-type: none"> Before-during-after Narrative comprehension instruction Strategic read-alouds Discussion 	

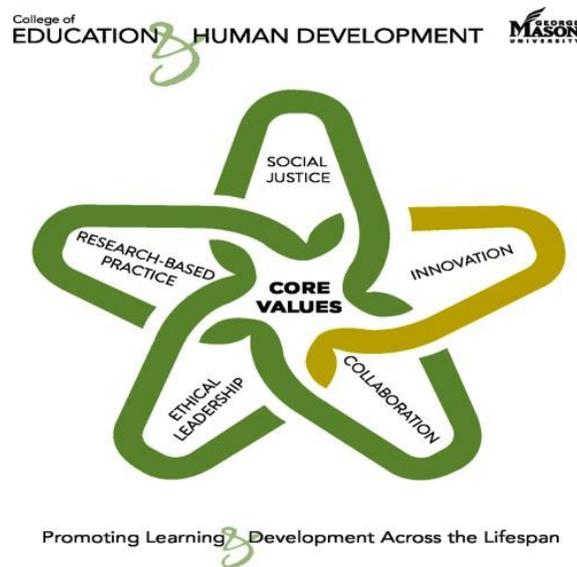
		Reciprocal teaching Expository comprehension (KWL, Text structure, Vocabulary)	
3/2 Async	Rasinski, 2012 Johnston 4	Fluency Wide reading Choral reading Repeated readings Audio books Readers' Theater Book Club Meeting – Johnston Chpts 1-3	
3/9 Sync	Johnston 5	Vision writing <i>Guest speaker- What's Piper C Reading?</i> Children's Literature Catalogue work	Read Aloud Lesson Plan due
3/16 Sync	Morrow 3 Johnston 6	Assessments I Informal vs. Formal Concepts of print Retellings Running records IRIs	
3/23 Async	Johnston 7	Teaching reading to ELs and diverse learners Explicit Teaching Intervention Book Club Meeting – Johnston Chpts 4-6	Children's Literature Catalogue due
3/30 Sync	Morrow 7 Johnston 8	Differentiated instruction Guided Reading Heterogeneous grouping Flexible grouping	Explicit Teaching Lesson Plan due
4/6 Async	Parsons, 2015 Gambrell, 2011 Johnston 9	Motivation and Engagement Interest Success Skill and will Choice, collaboration, authenticity Autonomy	
4/13 Async	Morrow 10	Types of text Narrative vs. expository High-quality literature Aesthetic read alouds Genres Expository comprehension KWL Text structure Vocabulary Book Club Meeting – Johnston Chpts 7-9	
4/20 Sync		Vision writing	Read Aloud posted to GoReact with comments

4/29 Sync		TBD	Explicit Teaching Lesson posted to GoReact with comments
5/4		Exam Date	Vision Statement due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/>.



GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- 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 silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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