

**George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL) Program**

**EDRD 630
Advanced Literacy Foundations and Instruction, Birth to Middle Childhood
3 Credits**

Fall 2011

Instructor: Shanon D. Hardy, Ph.D.
Time: 4:30 – 7:10 PM
Dates: Mondays
Room: Innovation 137
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CEHD Information: <http://cehd.gmu.edu>

COURSE DESCRIPTION:

A. Prerequisite: Admission to the Literacy specialization or permission of the literacy program coordinator.

B. Advanced study of literacy theory, research, and practice as it relates to younger learners. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

NATURE OF COURSE DELIVERY:

This class will be structured around discussion and small group activities; it is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the text and its relation to your teaching experiences, course assignments, and projects, and to ask questions for clarification, exploration, or to promote discussion. The instructor will use a lecture method periodically for brief periods of time. Students will also be engaged in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

A. International Reading Association (IRA) Standards for Reading Specialists/Literacy Coaches

Standard 1: Foundational Knowledge. Students understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1:1 – *Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

Element 1:2 – *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

Element 1.3 – *Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

Standard 4: Diversity. Students recognize, understand, and value the forms of diversity that exists in society and their importance in learning to read and write.

Element 4.1 – *Assist teachers in understanding the relationship between first and second language acquisition and literacy development.*

B. Relationship of Course to Program Goals and Professional Organizations:

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

C. Virginia Department of Education Standards:

Candidates demonstrate expertise in:

- Developing students' phonological awareness skills
- Promoting creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- Explicit phonics instruction, including an understanding of sound-symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
- Morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- Structure of the English language, including an understanding of syntax, semantics, and vocabulary development.
- Systematic spelling instruction, including awareness and limitations of “invented spelling” and orthographic patterns.

D. College of Education and Human Development

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>



Promoting Learning  Development Across the Lifespan

REQUIRED TEXTS:

Barone, D. M., & Morrow, L. M. (Eds.). (2003). *Literacy and young children: Research-based practices*. New York: The Guilford Press.

Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write*. Sixth Edition. Boston: Allyn & Bacon.

ELECTRONIC RESOURCES:

Articles: Available electronically through GMU Library website (<http://library.gmu.edu/>), click on 'e-reserves' on the column on the right, click on Search electronic reserves,' selected the course (EDRD 630-6P1) and the instructor's name (Shanon Hardy); enter the Password: *reading*.)

Optional Texts:

American Psychological Association (2001). *Publication Manual of the American Psychological Association 6th ed.*. Washington, DC: Author.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

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

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Electronic Requirements:

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents.

**Blackboard can be accessed by going to
<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>.**

General Requirements:

A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – <http://www.apastyle.org/pubmanual.html>. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

Specific Course Requirements:

1. The **completion of all readings** assigned for the course is assumed. In addition, reading in professional journals is required for the research report. Because the class will be structured around discussion and small group activities pertaining to literacy from birth to grade four, it is imperative that you keep up with the readings and participate in class.

2. **Strategic Read/Think Aloud**: Students will demonstrate how to do a read aloud/think aloud of a children's literature book. Criteria for evaluation will include ability to state objectives for read aloud. The read aloud/think aloud will first be modeled in class. **This assignment is worth 10 points.**

3. **Group graphic organizer** and class demonstration of specific **phonic instruction** synthesized from class readings. For this assignment a group of three/four students will focus on one type of phonics instruction (synthetic, analytic, word study, spelling, embedded) and demonstrate the implementation of the phonics approach in a classroom context. The group will present the approach through a graphic organizer including main points of the phonic approach. Demonstration can take any form the group selects. Evaluation of this activity will include ability to translate research on phonics to a demonstration.

The group graphic organizer is worth 10 points.

4. **Theory Application**: Students will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). An initial representation will be done in the first class. Students may then add other literacy practices, or strategies that are used in instructing students in literacy. The theory application assignment will consist of aligning literacy practices with literacy theories (behaviorism, psycholinguistics, cognitive psychology, sociolinguistics, engagement – discussed in class). Students will need to be specific about what aspects of the instructional approach reflect the theories learned. Note that instructional implications/examples may draw from more than one theory. Students will briefly explain their theory/practice understanding.

This assignment is worth 20 points.

5. **Performance Based Assessment Assignments – Early Literacy Project:**

The purpose of this two-part performance based assessment (PBA) is for the candidate to demonstrate and model his/her understanding of emergent literacy and how it impacts young students' reading and writing development (including the linguistic, motivational, cognitive, and sociocultural factors that influence early literacy) and to share with other educators ways to create an environment to support the emerging literacy development of their diverse classroom populations. Candidates will also critique relevant research and lead discussions with colleagues.

Directions to Candidates

Part I: **Emergent Literacy Project (IRA Standard 1 – Foundational Knowledge (1.2., 1.3), Standard 4 - Diversity (4.1) addressed in this assignment (30 Points)**. For this PBA you will create a PowerPoint presentation that should be directed to the audience described in the scenario (below). The presentation first will be shared with your peers in class in order to receive their feedback on how it might be improved (accuracy as well as overall design). You then will be required to make the presentation available electronically, either on your school's website, googlesites, or other venue so that educators at your school and/or elsewhere can view it as a professional development activity.

Scenario

As a literacy coach/reading specialist for a diverse elementary school (50% of the children are identified as English Language Learners) you have been designated to teach the Kindergarten teachers about emergent literacy. From observations, you have seen that some of the instructional

practices the teachers are using are consistent with the theory of emergent literacy; however, the teachers have never heard this term and several of their practices are not representative of emergent literacy theory. You decide to create a presentation on the elements of emergent literacy, the relationship of this concept with other major literacy theories, the comparison with reading readiness, and suggestions for how the Kindergarten teachers can incorporate the principles of emergent literacy within their current program to scaffold emerging literacy behaviors in young children, including those who speak English as a first or second language. What would your presentation look like? What points do you need to stress about emergent literacy? What examples would you use to promote practices to improve literacy of second language learners? How would you communicate to the teachers the importance of fair-mindedness and empathy for all their students, particularly the second language learners?

A. Emergent Literacy Scenario PBA (30 points) will consist of:

1. *The PowerPoint presentation* demonstrates your understanding of the essential components of emergent literacy.
 - Included in the PowerPoint:
 - Information on the historically shared knowledge on emergent literacy principles and how the principles of emergent literacy contribute to a student's writing and reading process (social, cognitive and physical process). Explanation of the relationship of emergent literacy with other literacy theories and comparison with reading readiness. Inclusion of practices that focus on strategies to help support classroom teacher's knowledge of implementation of emergent literacy in the classroom, i.e. phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation and writing. **Standard Elements - 1.2**
 - Communicate to audience the importance of fair-mindedness and empathy for all students, particularly second language learners and the necessity to be responsive to all students' needs. Also give specific examples of ways children can be taught to understand one another and work together in an emergent literacy environment **Standard Elements - 1.3**
 - Assist teachers in understanding the relationship between first-and second-language acquisition and its importance in a child's emerging literacy. Explanation and examples of how instruction may need to be differentiated for second language learners' emergent literacy (use of first language funds of knowledge in classroom, labeling, etc.) or students with special needs. **Standard Elements – 4.1**
2. *The PowerPoint presentation* will be presented to the class and you will gain their feedback. Additionally, you will upload the PowerPoint presentation electronically to your school website, googlesite, or other venue where other educators can use it as a professional development activity.

Part II: Article Summary/Critique and Discussion Facilitation (IRA Standard 1 – Foundational Knowledge (1.1) addressed in this assignment (total 30 points). This PBA assesses your ability to critically examine literacy studies and implications for the classroom. For this assessment you will write critiques of two articles related to Early Literacy and lead discussions with the class.

Each candidate will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different literacy topics denoted on the syllabus (e.g., language, emergent literacy, phonics, balanced literacy, etc.). Between the two articles, be sure that both reading and writing are discussed. The summaries will be due on the day the article is discussed in class (as listed on class schedule). This assignment will consist of two parts:

1. The first part is the critique and summary of the readings. Summary components:
 - Include the purpose of the article; major theory of literacy development, main points of the article; critical comments/reflection (strengths, weaknesses) and your own reflection on the article (reflection is based on previous knowledge or experience).
 - You must demonstrate graduate level writing (Words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
 - Length: two – three pages (avoid exceeding three pages)
 - Your article summary/critique needs to include the article reference in APA style.
 - Each student will need to discuss their summary/critiques during the regular class discussion of their articles (see Discussions below)
 - Each summary/critique is worth 10 points (total of 20 points) **Standard Element 1.1**

2. **Discussion facilitation of selected articles:** Candidates will lead an informal discussion concerning their selected article summary/critiques. All discussions must include at least two questions for the class or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You need to summarize the article, not re-state the article in full. **The discussion leader activity plus your overall class participation is worth a total of 10 points (5 points each discussion facilitation). Standard Element 1.1**

These performance-based assessments (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard and are included in the syllabus.

EVALUATION:

Assignment	Points
Article Summaries [2 summaries]	[10 each]
*Performance Based Assessment	20

<i>Grading Scale</i>	
A	94 – 100
A-	90 – 93
B+	85 – 89
B	80 – 84
C	70 – 79
F	COURSE REQUIREMENTS NOT MET

Discussion of Selected Articles and Overall Participation in Class	10
Group Graphic Organizer on Phonics	10
Read Aloud Activity	10
Theory Application	20
*Performance Assessment Assignment: Emergent literacy scenario/presentation	30
All Course Assignments	100

ARTICLES AND ASSIGNED READINGS TO CHOOSE FOR SUMMARY/REFLECTION ASSIGNMENT:

I. Language and Emergent Literacy Group:

1. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children*, (pp. 137-150). New York: Macmillan.
2. Teale, W. (2003). Questions about early literacy learning and teaching that need asking – and some that don't. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 23-44). New York: Guilford Press.
3. Gaskins, I. W. (2003). A multidimensional approach to beginning literacy. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 45-60). New York: Guilford Press.

II. Phonics, Fluency, Balanced Literacy, Whole Language Group, Spelling Group:

1. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
2. Fountas, I.C., & Pinnell, G. S. (1999) What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay*. Portsmouth, NH: Heinemann.
3. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
4. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
5. Kuhn, M. (2003). How can I help them pull it all together?: A guide to fluent reading instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 210-225). New York: Guilford.

6. Stahl, S. A. (2003). No more “madfaces”: Motivation and fluency. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 195-209). New York: Guilford.
7. Barone, D. M. (2003). Caution, apply with care: Recommendations for early literacy instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 291-308). New York: Guilford.

III. Engaged Reading. Digital Literacies

1. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
2. Morrow, L. M. (2005). Chapter 8: Motivating reading and writing. In L. M. Morrow (Ed.) *Literacy development in the early years: Helping children read and write*. New York: Pearson.
3. Karchmer, R. A., Mallette, M. H., & Leu, D. J. (2003). Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 175-194). New York: Guilford.

Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Readings	Assignments
1. 8/29/11	Orientation and Introductions Hand out: Alexander & Fox	<i>Au (1997) Literacy for all students; Ten steps toward making a difference.</i> (Distributed in class)	Blackboard Explanation/ Demonstration
2. 9/12/11	Historical Perspectives: Language & Literacy	Alexander & Fox (2004) <i>A historical perspective on reading and practice</i> Anderson (1994). <i>Role of the reader's schema in comprehension, learning, and memory.</i>	Literacy Theories Schema Theory
3. 9/19/11	Language & Literacy	Ruddell & Ruddell (1994). <i>Language acquisition and literacy processes.</i> Snow, Burns, & Griffin (1998). <i>Preventing reading difficulties before Kindergarten.</i> Morrow: Chapter 4. <i>Language & vocabulary development.</i>	DUE: A list of the two articles you've chosen to critique. Sign-up sheet provided.
4. 9/26/11	Emergent Literacy & Early Literacy	Neuman: NAEYC (1998). Learning to read and write: Developmentally appropriate practices for young children. Distributed in Class previous week Mason & Sinha (1993). Emerging literacy in the early childhood years: Applying a Vygotskian	Sign up for read-alouds/think aloud demonstrations. Sign-up sheet provided.

		<p>model of learning and development.</p> <p>Barone & Morrow: Chapter 2 – Teale: (<i>Questions about early literacy learning and teaching that need asking</i>).</p> <p>Barone & Morrow: Chapter 3 - Gaskins (<i>A multidimensional approach to beginning literacy</i>).</p>	
5. 10/03/11	Theoretical Perspectives in literacy	Theory Presentations	DUE: Theory Assignment
6. 10/17/11	Phonics/Phonemic Awareness	<p>Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). <i>Everything you wanted to know about phonics (but were afraid to ask)</i></p> <p>Morrow: Chapter 5 – <i>Strategies to figure out words: Phonological awareness, phonemic awareness, and phonics.</i></p> <p>Barone & Morrow: Chapter 8 –Invernizzi (<i>Concepts, Sounds, and the ABCs: A diet for a very young reader.</i></p>	DUE: List of possible references for emergent literacy scenario
7. 10/24/11	Phonics/Phonemic Awareness (Part 2)	<p>Fountas, I. C., & Pinnell, G. S. (1999) <i>What does good first teaching mean?</i></p> <p>Dahl, K., L., Scharer, P. L. Lawson, L. L., & Grogan, P. R. (1999). <i>Phonics instruction and student</i></p>	

		<i>achievement in whole language first-grade classrooms.</i>	
8. 10/31/11	On-Line Class: Discussion – Writing Theory WIKI Workshop Online	Tompkins, G. E. (2004). <i>Understanding the essential characteristics of the writing workshop.</i> Morrow: Chapter 7 <i>Writing, spelling, and literacy development</i> Laman & Van Sluys (2008). <i>Being and becoming: Multilingual writers' practices.</i>	Complete Online Assignment
9. 11/7/11	Balanced Literacy (Part 1)	Morrow: Chapter 9 – <i>Organizing and managing the literacy program.</i> Avalos, Plasencia, Chavez & Rascon (2007). <i>Modified guided reading: gateway to English as a second language and literacy.</i>	Small Group Work – Phonics Demonstrations
10. 11/14/11	Balanced Literacy (Part 2) Phonics Demonstrations	Barone & Morrow: Chapter 16 – Barone (<i>Caution, apply with care: Recommendations for early literacy instruction</i>).	DUE: Group Phonics Demonstrations and Graphic Organizers
11. 11/28/11	Spelling/Fluency And Review of Balanced Literacy	Templeton, S., & Morris, D. (1999). <i>Questions teachers ask about spelling.</i> Barone & Morrow: Chapter 12 - Kuhn (<i>How can I help them pull it all together: A</i>	

		<p><i>guide to fluent reading instruction).</i></p> <p>Barone & Morrow: Chapter 11 – Stahl (<i>No more “madfaces”: motivation and fluency development with struggling readers.</i>)</p>	
12. 12/5/11	Emergent Literacy Scenarios/Conferences	<p>Presentations: Bring e-copies to class to upload to TaskStream.</p> <p>Individual Conferences</p>	<p>DUE: Emergent literacy scenarios</p> <p><u>UPLOAD AND SUBMIT TO TASKSTREAM TO ENSURE FINAL GRADE</u></p> <p><u>UPLOAD AND SUBMIT TO TASKSTREAM ONE ARTICLE CRITIQUE</u></p>
13. 12/12/11	Technology, Families & Engagement	<p>Baker, L. (1999). <i>Opportunities at home and in the community that foster reading engagement.</i></p> <p>Morrow: Chapter 8 – Motivating Reading and Writing.</p> <p>10 - Karchmer, Mallette, Leu (<i>Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies</i>).</p>	

		Taboada, Guthrie, & McRae: <i>Building engaging classrooms.</i>	
14. 12/1911	Emergent Literacy Presentations		

E-Journal Reserves References

1. Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.). *Theoretical models and processes*

- in reading (5th edition)* (pp. 33-68). Newark, DE: International Reading Association.
2. Anderson, D. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell (Ed.) *Theoretical models and processes in reading (4th edition)* (pp. 469-482). Newark, DE: International Reading Association.
 3. Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher*, 61, 318-329.
 4. Baker, L. (1999). Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaged reading* (pp. 105-133). New York: Teachers College Press.
 5. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
 6. Fountas, I. C., & Pinnell, G. S. (1999). What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay* (pp. 165-185). Portsmouth, NH: Heinemann.
 7. Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts*, 85(4), 265-275.
 8. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Eds.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan.
 9. National Association for the Education of Young Children (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young children*, 30-46.
 10. Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes in reading (4th edition)* (pp. 83-103). Newark, DE: International Reading Association.
 11. Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties before kindergarten. In C. Snow, S. Burns, & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-171). National Research Council.

12. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
13. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
14. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
15. Tompkins, G. E. (2004). Understanding the essential characteristics of the writing workshop. *Teaching writing* (pp. 1-15). Upper River Saddle, NJ: Pearson.

	Exceeds Expectations	Meets Expectations	Below Expectations
APA Reference 1 point		Minimal Errors	Numerous Errors
Purpose 1 point		Clearly stated and reflects the authors stated purpose	Purpose statement is unclear and does not reflect the authors stated purpose
Summary 3 points	Summarizes and synthesizes the key points concisely and accurately	Summarizes the article accurately	Describes different points covered in the article
Critical Comments/ Reflection 4 points	Addresses specific strengths and weaknesses by providing a clear reason for why the points are strengths or weaknesses. Compares and contrasts the points to other readings covered in the course. Reflection summarizes thoughts about the article and includes a rationale for the statements made	Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article	Addresses only strengths. Reflection describes thoughts about the article
Clarity of Writing (Mechanics) 1 point		Minimal grammatical or spelling errors	Multiple errors

EDRD 630 – Theory Application Rubric (20 points)

	No Evidence	Developing (Limited evidence)	Proficient (Clear evidence)	Exemplary (Clear, convincing and substantial evidence)
Literacy Practices	No evidence of literacy practices in assignment (0 points)	Few literacy practices (1 – 2) are described and aligned with theorists (1 point)	Some literacy practices (3-5) are described and aligned with theorists (3 points)	A variety of literacy practices (6-8) are described and aligned with theorists (5 points)
Theory	Description and synthesis is unclear with practices (0 points)	Describes and synthesizes the key points of one theorist accurately and concisely. Link between practice and theorist unclear. (3 point)	Describes and synthesizes the key points of most of the theorists accurately and concisely. Evident link between practice and some of the theorists. (5 points)	Describes and synthesizes the key points of theorists accurately and concisely. Evident link between practice and theorist for all practices (10 points)
Presentation	Does not present key concepts and ideas (0 points)	Concepts or ideas are not focused or developed; the main purpose is not clear. Main points are difficult to identify (1 point)	Concepts or ideas are focused but the main purpose is not clear. Main points are presented in a disjointed manner (2 points)	Thoughtful ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. Main points are clear and organized effectively. (3 points)
Clarity of Writing (Mechanics)	Contains many grammatical errors (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (1 point)	Grammatically and stylistically well written with few errors or error patterns. (2 points)

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PBA: Emergent Literacy Scenario and Article Critique/Discussion Rubric

Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)
<p>1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p><i>*Article Critiques and Discussion Facilitator</i></p> <p>5 possible points</p>	<p>1.1c Demonstrates an exemplar critical stance toward the scholarship of the profession with critiques of two class readings and outstanding discussion facilitation of readings (thoughtful questions, extension of concepts).</p> <p>5 points</p>	<p>Demonstrates a proficient critical stance toward the scholarship of the profession with critiques of two class readings and adequate facilitation of readings.</p> <p>4-3 points</p>	<p>Demonstrates a limited critical stance toward the scholarship of the profession – no discussion facilitation.</p> <p>2-1 points</p>	<p>Does not demonstrate critical stance toward the scholarship of the profession thru class readings.</p> <p>0 points</p>
<p>1.2 Candidates understand the</p>	<p>1.2a and b Summarizes historically shared</p>	<p>Only summarizes historically shared knowledge to inform educators about</p>	<p>Briefly summarizes to</p>	<p>Does not summarize</p>

<p>historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p> <p><i>* Section one of PowerPoint</i></p> <p>5 possible points</p>	<p>1.knowledge to inform educators about the five principles of emergent literacy [Literacy emerges before formal reading instruction (on-going from birth); Literacy encompasses more than just decoding; language processes of R,W,S,L are inter-connected; Children are actively involved in the construction of their own literacy; There is a social context for literacy learning; meaningful, language-rich, child-centered literacy experiences]. Also interprets emergent literacy by discussing the relationship of emergent literacy with other literacy theories, particularly a comparison with reading readiness. Illustrates important practices to support student’s emerging literacy.</p> <p>5 points</p>	<p>the five principles of emergent literacy.</p> <p>4-3 points</p>	<p>inform educators on some principles of emergent literacy on reader’s literacy development.</p> <p>2-1 points</p>	<p>the historically shared knowledge of emergent literacy on all reader’s literacy development.</p> <p>0 points</p>
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<p>1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p> <p><i>*Section Two of the PowerPoint</i></p> <p>5 possible points</p>	<p>1.3a Thoroughly communicates and models with presentation the importance of fair-mindedness and empathy necessary for the literacy development of all readers.</p> <p>1.3b Provides audience with examples as to how to create a responsive classroom for second language learners and all students who may have special needs.</p> <p>5 points</p>	<p>Communicates and models presentation to selected audience the importance of fair-mindedness and empathy that is necessary for the literacy development of all readers. Appropriate for audience. Informs audience as to the purpose of presentation in relation to children's literacy development. Instructional practices relevant to classroom environment.</p> <p>4-3 points</p>	<p>Limited communication in presentation on the importance of fair-mindedness and empathy for all students.</p> <p>2-1 points</p>	<p>Does not consider communicate or model the importance of fair-mindedness and empathy for all students</p> <p>0 points</p>
<p>4.1 A Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p> <p><i>*Section three of PowerPoint</i></p>	<p>4.1c Assists teachers in understanding the relationship between first and second language acquisition and literacy development. Provides scholarly references related to the needs of educators to be responsive to diverse populations to assist a student's emergent literacy development. Explains relationship between first</p>	<p>Assists teachers in understanding the relationship between first and second language acquisition and literacy development. Provides few practices that are responsive to diversity and assist in a student's emergent literacy development.</p>	<p>Provides few practices that are responsive to needs of second language learners. Does not discuss relationship between first and second language acquisition and literacy development.</p>	<p>Does not assist teachers in understanding the relationship between first and second language acquisition and literacy development.</p> <p>No practices</p>

<i>5 possible points</i>	and second language acquisition. 5 points	4-3 points	2-1 points	included. 0 points
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