

**George Mason University
College of Education and Human Development
Literacy Program**

EDRD 630 6L9

**Literacy Foundations and Instruction for Diverse Populations: Birth to Middle Childhood
3 Credits**

Fall 2014

Time: 4:30pm – 7:10pm
Dates: Tuesdays: August 26 – December 2, 2014
Room: GMU Loudoun Campus (Sterling, Virginia)-21335 Signal Hill Plaza, Room 208

In-person class attendance is required, except for synchronous online meeting on September 2 and November 25. Assignments for asynchronous classes will be due as noted in the class schedule included in the syllabus.

PROFESSOR:

Name: Dianne S. Kinkead, Ed.D.
Office Hours: Before or after class and by appointment
Office Location:
Office Phone:
Email: Dianne.Kinkead@gmail.com (Put EDRD 630 in the subject line.)

Course Overview

A. Prerequisite(s): Admission to the literacy emphasis, or permission of program coordinator.

B. University Catalog Course Description:

Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

C. Expanded Course Description: N/A

LEARNER OBJECTIVES

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

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

International Reading Association Standards 2010

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.

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.

NATURE OF COURSE DELIVERY:

This course uses a face-to-face seminar format, as well as two online synchronous classes based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, blogging, video and live presentations, whole class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

REQUIRED TEXTS:

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

Scanlon, D.M., Anderson, K.L., & Sweeney, J.M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford.

Optional Texts:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* 6th ed.). Washington, DC: Author.

Course Assignments:

1. The **completion of all readings** assigned for the course is assumed. In addition, reading in professional journals is required for the annotated bibliography. 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. As you read, examine both the content and the writing style (craft) of the piece. Consider the historical context, adequacy of the research, application in classrooms, and overall impact on the field of each reading. Readings will be selected from a variety of sources (journals, edited books, and selected book chapters) and time periods (current and seminal work).

2a. **Article Critiques:** Each student will choose two (2) articles from the assigned readings to be summarized and critiqued: the two articles should come from two different class topics noted on the schedule. The critiques will be due on the day the article is discussed (as listed on schedule). An example will be provided.

Objective: To read seminal and current work in the field of early literacy, and to learn to provide effective critique regarding the research foundation, content, and impact of the piece.

Required components:

- Include the purpose of the article; main points of the article; comments/reflection on the strengths & weaknesses of the research (including lingering questions you have after reading) and your own reflection on the article (reflection is based on previous knowledge or experience).
- The critiques must demonstrate graduate level writing (at a minimum this means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Length: one to two pages (avoid exceeding two pages)
- Your article critique must include the article reference in APA style.
- Each student will need to discuss and critique the papers during the regular class discussion of that article (see Quad Blog Discussions below)

Each summary is worth 6 points for a total of 12 points. Please note that this assignment is a component of the Performance-Based Assessment described later in the syllabus. You will upload your (graded) article critiques to Taskstream as directed in the PBA description. This will be discussed in class.

2b. Small Group Blog Discussion of selected articles:

Objectives:

- a) To explore within a small group the early literacy content and writing craft of selected research-based readings
- b) To develop leadership skills within a small group of peers

Process: Working within a fixed small group of four peers, students will take turns leading online discussions through blog use. By the scheduled due date for chosen articles, the leader will begin a new blog by posting his/her critique paper and giving a brief (2-5 minute) video summary and critique of the article to begin an informal discussion within the group. All videos must include at least two questions for the group or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You must summarize the article, not re-state the article in full since your group members have also read it. Then, group members blog their responses to the article and your paper, video critique and summary, as you respond and comment on blog posts

during the week. Each person is responsible for leading 2 article discussions and participating in all discussions within your group. **The discussion leader activity is worth 5 points each (total of 10), and your blog responses for each article discussion are worth 1 point each (total of 8).**

3. Ongoing Journals:

Objective: To reflect upon and express individual understanding of course material.

Process: Five electronic journal entries are required throughout the semester. Journals will be kept on Blackboard and will be read only by the instructor, who will provide feedback to encourage additional thinking and connections to class topics and application. After reading and considering class materials and discussions, students will write to synthesize the material, citing readings and class materials to support assertions. Students will complete entries on three required topics and choose among other topics to complete a minimum of five entries (more entries are welcomed and feedback will be provided on all submissions). **Each required entry is worth 2 points for a total of 10 points for this assignment.**

4. Theory Application Maps:

Objective: To demonstrate understanding and application of learning theories by relating to early literacy classroom practices

Process: Students will create an electronic visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials in a brief, narrated PowerPoint, Prezi, Glog, video, or other online format). Students will include 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, constructivism, schema theory, transactional theory, psycholinguistics, sociolinguistics, motivation, & engagement – discussed in class). Students must 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.

***If you are not teaching P-4, please adapt this assignment to represent what you would include in your ideal P-4 classroom. You may present as if you are a literacy coach assisting a new teacher at your school.

This assignment is worth 8 points.

6. Annotated Bibliography:

Each student will research a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from birth to grade four the topic must address typical literacy learners in this age range.* The research needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 6-8 related, peer-reviewed research articles and provide annotated bibliographic information for each. This includes a full APA citation, a 1-2 paragraph summary and 1-2-paragraph critique per article. Do not exceed 2 paragraphs for either summary or critique- your goal is to write succinctly. You will also write a detailed synthesis statement that explains the overall message in the articles and how they relate and support each other (2 paragraph minimum, 2 page maximum). Additional details about the project will be provided and discussed in class, and a rubric is provided below. We will also discuss in class when you will be responsible for having drafts of your writing to share with classmates and formats in which to provide and receive feedback.

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing). Each student will also make a 5-minute informal class presentation on her/his topic to the class during the last class session.

The paper and presentation are worth 12 points.

7. Performance Based Assessment (PBA): A detailed description is included in the syllabus. This PBA blends the blogged article critiques and online discussion in Assignment #1 above with a synthesis project that includes a professional development presentation for early literacy teachers. The synthesis project is worth 30 points.

This performance-based assessment (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.

8. Overall class participation: You are expected to fully participate in all in-person and online activities. This class will involve Blackboard online participation and may also involve other online tools for communication in both synchronous and asynchronous formats. **Your overall class participation is worth a total 10 points. Keep in mind that minimum participation requirements are posted. To earn full points, you must exceed minimum expectations.**

Grading Policies:

The assessments are designed to provide evidence that program candidates meet **required program completion standards**. Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor.**

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

EVALUATION:

Assignment	Points
Article Summaries [2 summaries]	[6 each] 12 total
Small Group Blog Discussion of Selected Articles (ongoing throughout semester)	[Leadership: 5 each] [Participation: 1 each] 18 total
Reflection Journals [5 required entries]	[2 each] 10 total
Theory Application Map	8
*Performance Assessment Assignment: Emergent literacy scenario/presentation	30
Annotated Bibliography	12
Overall Participation in Class	10
All Course Assignments	100

Grading Scale

- A 93 – 100
- A- 90 – 92
- B+ 85–89
- B 80–84
- C 75–79

General Course Expectations:

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 or tardies may drop a letter grade or lose course credit.

B. Electronic Requirements: After introductory training, students will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Students are also expected to visit the course site a minimum of twice weekly to participate in online activities with peers. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class meetings, which require audio capabilities of a speaker and microphone. Video capabilities are highly encouraged. A variety of Blackboard media will be used for asynchronous class meetings.

Blackboard can be accessed through <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

C. It is expected that assignments will be turned in on time (the beginning of the class in which they are due, or the time stated in the schedule for online assignments). 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.

D. 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 organization 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/>. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

E. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, it is critical for you to keep up with readings prior to the class on which they are due and to fully participate in class.

F. Students can expect turnaround time for assignments to be seven to ten business days for written projects and papers, including course Performance Based Assessments (PBAs). For brief assignments such as online wikis, blogs, discussion forum posts, and journals, instructor turnaround time will be two to four days. Please allow 24 hours response time for email and phone replies during the week, and 48 hours response time during weekends and holidays.

G. Students are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

Performance Based Assessment (detailed description)

George Mason University
College of Education and Human Development

NCATE Assessment #2: Content Knowledge

Early Literacy Project

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

IRA Standards Addressed: 1 (Foundational Knowledge) and 4 (Diversity)

IRA Elements for Reading Specialists/Literacy Coaches: 1.1, 1.2, 1.3. 4.1

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

Overview

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 Scenario (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 processes). 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 6 points (total of 12 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 is worth a total of 10 points (5 points each discussion facilitation). Standard Element 1.1**

TaskStream Requirements

Every student registered for any Literacy course with a required performance based assessment is required to submit this assessment, Emergent Literacy Scenario, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

<http://cehd.gmu.edu/values/>

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

Proposed Class Schedule

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

Week – Class	Topics	Readings	Deliverables
1. 8/26/14 Face to Face	Orientation and Introductions Historical Perspectives: Language & Literacy	<i>Alexander & Fox (2013)</i> <i>NAEYC/IRA (1998) Joint Position Statement</i> <i>Allington & McGill-Franzen (2000)</i>	<i>Blackboard Explanation/ Demonstration</i> Upcoming- Consider ADL (article discussion leader) opportunities (marked by * on readings below) Explore Blackboard tools: wiki, blog, journal, discussion board
2. 9/2/14 Online: Synchronous	Theoretical Perspectives of Development, Motivation, and Engagement	<i>Mason & Sinha (1993)</i> <i>Anderson (1994)</i> <i>Taboada, Guthrie, & McRae (2007)</i>	Complete online assignment & participate in online class discussion via Blackboard
3. 9/9/14 Face to Face	Review Theories Oral Language Development & Language-focused Interactive Read-aloud Techniques Article Critique	<i>Morrow: Ch 4 Ch 12 Scanlon, Anderson, & Sweeney text</i> <i>Ruddell & Ruddell (1994)</i> *Parsons (2010-	Sign up and meet with your Blog Group. Sign up for 2 readings to critique & lead class discussion *Begin working on Theory Application Map assignment Journal: Compare and contrast your read-aloud techniques with the readings for this week. What will you change, and what will you maintain as a result of your reading/reflection?

		2011) *Hammet-Price, vanKleeck, & Huberty (2006)	
4. 9/16/14 Face to Face	Relating Classroom Talk & Instruction with Theories Brief APA Overview – citation and reference list	* Snow, Burns, & Griffin (1998) * Johnston (2012) <i>Ch 1 & 13 Scanlon et al.</i>	Begin Blog Group Discussions online via Blackboard Blogs. Journal: Reflect upon your own use of language in your classroom. What do you do to help ELLs and students learning Academic English comprehend subject matter? What can you improve upon?
5. 9/23/14 Face to Face	Phonological and Phonemic Awareness, Alphabetics	* Yopp & Yopp (2000) * Ehri (2005) <i>Ch 4, 5, 6, 7 Scanlon et al.</i>	DUE: Theory Map Assignment (submit online by 4:30pm) Required Journal: You are mentoring a new K teacher. How would you explain phonological and phonemic awareness? How would you compare and contrast with alphabetics?
6. 9/30/14 Face to Face	Concept of Word & early fluency, print awareness	<i>Morrow Ch 5 Ch 8 Scanlon et al.</i> * Flanigan (2006) * Flanigan (2007) * Zucker, Ward, & Justice (2009)	Watch COW assessment @ PALS website Due: Choice of topic for annotated bibliography (tentative) Learn about using GMU databases for research. Watch: http://www.youtube.com/watch?v=RGIyfuMH-M&list=UUeI7RXgtxfQXSV_HyvepaYQ
7. 10/7/14 Face to Face	Phonics & Word Study for Beginning Readers	Ch 9, 10, 11 Scanlon et al.	

8. 10/14/14 Face to Face	Phonics & Word Study For Transitional Readers	<p>* Invernizzi & Hayes (2004)</p> <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>* Mesmer & Griffith (2005)</p> <p>* Dahl, K., L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). -</p>	Required Journal: How are the 4 types of phonics instruction alike and different? What method resonates with your teaching philosophy (and why)?
9. 10/21/14 Face to Face	Fluency (beginners & transitionals)	<p>* Kuhn (2004)</p> <p>* Hiebert (2005)</p> <p>* Duke (2000)</p>	Journal: How does fluency develop in beginning readers? How are the three components interrelated, and what research supports your assertions?
10. 10/28/14 Face to Face	Comprehension and vocabulary (Part 1)	<p>Morrow Ch 6</p> <p>* Beck & McKeown (2007)</p>	
11. 11/4/14 Face to Face	Comprehension and vocabulary (Part 2)	<p>* Block & Lacina (2009)</p> <p>* Stahl, K.</p>	Required Journal: How are comprehension and vocabulary related? What comprehension strategies and vocabulary techniques have you successfully used with

		(2009)	your students?
12. 11/11/14 Face to Face	Writing Theory & Reading-Writing Connections	Morrow: Chapter 7 & 8 Choose 2 writing articles from the folder on BB.	Journal: How does writing reflect a child's understanding of language, fluency, comprehension/vocabulary, and phonics/spelling?
13. 11/18/14 Face to Face	Comprehensive Literacy Instruction & Diverse Learners Emergent Literacy Scenarios/Conferences	Morrow: Chapter 9 *Avalos, Plasencia, Chavez & Rascon (2007). *Laman, & Van Sluys, K (2008).	Journal: What are the components of comprehensive literacy instruction? What can you do to improve literacy learning outcomes for diverse learners in your school? DUE: Prepare questions and ELS draft-in-progress for peer review and discussion
14. 11/25/14 Online: Synchronous	RtI: Early literacy assessment and instructional strategies	Ch 2, 14, 15 Scanlon et al. *Invernizzi et al. (2010)	<u>ELS DUE by 4:30pm on 11/29/14</u> <u>UPLOAD AND SUBMIT TO TASKSTREAM TO ENSURE FINAL GRADE</u> Complete online assignment & participate in online class discussion via Blackboard
15. 12/2/14 Face to Face	Review of Comprehensive Early Literacy		
12/9/14	TBD		Annotated Bibliographies DUE by 4:30pm Email to Instructor

Required Reading References (*Available on E-Reserves (book chapters) or through GMU Library Databases (journal articles). Full list available on Blackboard/Course Content/Required Readings & within each module)

SEE GOLDFINGER ANNOTATED BIBLIOGRAPHY FOR UPDATES TO ELL/EARLY LITERACY DEVELOPMENT ARTICLES. FALL 13 FILES

- *Alexander, P. A., & Fox, E. (2013). A historical perspective on reading research and practice, redux. In D. Alvermann, R. B. Ruddell & N. J. Unrau (Eds.). *Theoretical models and processes in reading (6th edition)* (pp. 3-46). Newark, DE: International Reading Association.
- Allington, R. L., & Mc-Gill-Franzen, A. (2000). Looking back, looking forward: A conversation about reading in the 21st century. *Reading Research Quarterly*, 35, 136-153.
- *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.
- 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.
- Beck, I.L., & McKeown, M.G. (2007). Increasing young low-income children's oral vocabulary through rich and focused instruction. *The Elementary School Journal*, 107, 506-521.
- *Block, C. C. & Lacina, J. (2009). Comprehension instruction in kindergarten through grade three. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 494-509). New York, NY: Routledge.
- 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.
- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35, 202-224.
- Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 92, 167-188.
- Flanigan, K. (2006). Daddy, where did the words go? How teachers can help emergent readers develop a concept of word in text. *Reading Improvement*, 37-49.
- Flanigan, K. (2007). A concept of word in text. *Journal of Literacy Research*, 39, 37-70.
- Hammett-Price, L., van Kleeck, A., & Huberty, C.J. (2009). Talk during book sharing between parents and preschool children: A comparison between storybook and expository book conditions. *Reading Research Quarterly*, 44, 171-194. DOI:10.1598/RRQ.44.2.4
- Hiebert, E. H. (2005). The effects of text difficulty on second graders' fluency development. *Reading Psychology*, 26, 183-209. DOI: 10.1080/02702710590930528

- Invernizzi, M. & Hayes, L. (2004) Developmental-spelling research: A systematic imperative. *Reading Research Quarterly*, 39, 216-228.
- Invernizzi, M., Landrum, T.J., Teichman, A., & Townsend, M. (2010). Increased implementation of emergent literacy screening in pre-kindergarten. *Early Childhood Education Journal*, 37, 437-446.
- Johnston, P. H., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher*, 64, 232-237. DOI: 10.1002/TRTR.01033
- Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58 (4), 338-344. DOI:10.1598/RT.58.4,3
- Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts*, 85(4), 265-275.
- *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.
- Mesmer, H.A., & Griffith, P.L. (2005). Everybody's selling it-But just what is explicit, systematic phonics instruction? *The Reading Teacher*, 59, 366-376.
- 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.
- Parsons, A.W. (2010-2011). Interactive reading is a SNAP! *Journal of the Virginia State Reading Association*, 33.
- *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.
- *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.
- *Stahl, K.A.D. (2009). Assessing the comprehension of young children. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 428-248). New York, NY: Routledge.
- 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.
- *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.
- Yopp, H.K. & Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130-143.

Zucker, T.A., Ward, A.E., & Justice, L.M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher*, 63, 62-72. DOI: 10.1598/RT.63.1.6

Assessment Rubrics

EDRD 630

Scoring Rubric for Article Summaries- Use this to guide your blog writing

	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 or 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 or only weaknesses. Reflection describes thoughts about the article
Clarity of Writing (Mechanics)		Minimal grammatical or spelling errors	Multiple errors

1 point			
---------	--	--	--