George Mason University
College of Education and Human Development
Graduate School of Education
Literacy Program

EDRD 630.A01: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood
3 Credits

Summer 2014

Time: 4:30-7:10 MWF
Dates: May 18- June 19, 2014
Room: 129 Planetary Hall, Fairfax campus

PROFESSOR:
Name: Allison Ward Parsons, Ph.D.
Office Hours: By appointment
Office Location: 1604 Thompson Hall, Fairfax campus
Office Phone: (O) 703-993-5257
Email: award12@gmu.edu (preferred contact)

Class meetings
Face to Face meetings: Mondays and Wednesdays, 4:30- 7:10 pm, 129 Planetary Hall.
In-person class attendance is required on May 18, 20, 27, June 1, 3**, 8, 17. (** School Psychology students only)

Individual and small group meeting times and/or discussion online will be required on the following dates: May 22, 29, June 3**, 5, 10, 12, 15, 19. (**Literacy students meet online asynchronously)
Synchronous class meetings occur at 4:30. You are expected to log into Blackboard Collaborate and be prepared to begin class at 4:30. Additional time will be required to complete online modules.

Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly.

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

B. University Catalog Course Description: 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.

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 reading 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:
2a. Demonstrate expertise in the knowledge, skills, and processes necessary
for teaching oral language (including speaking and listening)
2 b. Demonstrate expertise in developing students' phonological awareness skills
2 d. Demonstrate an understanding of the unique needs of students with language
differences and delays
2 e. Demonstrate the ability to promote creative thinking and expression, as through
storytelling, drama, choral/oral reading, etc.
3a. Demonstrate expertise in explicit phonics instruction, including an
understanding of sound/symbol relationships, syllables, phonemes, morphemes,
decoding skills, and word attack skills
3 d. Demonstrate expertise in the structure of the English language, including and
understanding of syntax, semantics, and vocabulary development
4 b. Demonstrate expertise in systematic spelling instruction, including awareness of
the purpose and limitations of "invented spelling," the orthographic patterns, and
strategies for promoting generalization of spelling study to writing
6 c. Demonstrate an understanding of the significance of cultural contexts upon
language;

NATURE OF COURSE DELIVERY: HYBRID
This course uses a blended online and face-to-face seminar format 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.

Choose one during the first session for participation in an interactive bookclub:
Helman, L. (2012). *Literacy instruction in multicultural classrooms: Engaging English language
        learners in elementary school.* New York, NY: Teachers College Press.

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

Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

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

Every student registered for a course with a required performance-based assessment is required to submit this assessment 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.

Course Assignments:

1. The **completion of all readings** assigned for the course is assumed. 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 diverse 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:** You will choose two (2) articles from the assigned readings to summarize and critique: 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 on Blackboard.

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 brief reflection on the article (based on your 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.
- You will discuss and critique the papers with a peer group (see Small Group Blog Discussion description below) at prearranged times during the summer.

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 one (graded) article critique 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 an ongoing 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
c) To make connections between class material, experiences, and assigned readings

Process: Working within a fixed small group of four peers, students will take turns leading online discussions through vlog/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 (2-3 minute) written (blog) or video (vlog) summary and critique of the article to begin an informal discussion within the group. All initial posts 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 *briefly* summarize the article's key points, 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 critique, making connections to course content/other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of early literacy research and practice. The leader is responsible for facilitating the online discussion and providing a summary

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 2 points each (total of 16). Please note that your work will be assessed in terms of quality: Thoughtful responses that synthesize readings and course topics will earn full points.**

*3. Interactive Reading:
Objective: To gain experience planning a purposeful read-aloud to address student comprehension, vocabulary, fluency.
Process: Candidates will plan, implement, and reflect upon interactive read alouds of a children's book. Criteria for evaluation will include a clear plan that demonstrates ability to state objectives for the read aloud, preplanned vocabulary instruction, and discussion questions with a clear fluency, print, or comprehension focus. The reflection will include the progress and adaptations of plan elements during the read aloud and personal connections to the experience. Read aloud processes will be modeled in class. **This assignment is worth 5 points and is designed for those not teaching. Read alouds are scheduled for Wed., June 3 with the CDC on campus.**

*4. Theory Map:
Objective: To blend theories with classroom application
Process: Candidates will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). Candidates 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, motivation, 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 in an online presentation that will be viewed and critiqued by classmates. **This assignment is worth 5 points and is designed for those who are teaching.**

6. 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. Reminder- you must post a PBA in order to receive class credit.**

7. Participation: In-person and online participation is required. This includes individual, small group, and class discussions, online module assignments, and other assignments as deemed necessary during class.

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 requirements, 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]	12 total
Online small group blog (5 points per leadership; 3 points per participation)	10 total (leadership) 24 total (participation)
*Performance Assessment Assignment: Emergent literacy scenario/presentation	30
Choice Assignment (read-aloud OR theory map)	5
Online and in-class Participation	29
All Course Assignments	100

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

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General Course Expectations:

A. Class attendance (face to face and online) is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

B. Electronic Requirements: After introductory training, you will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Since you will pace yourself, you are also expected to visit the course site frequently. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, 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 <u>APA (American Psychological Association)</u> 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 – <u>http://www.apastyle.org/pubmanual.html</u>. 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 three to four 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 three 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 Scenario Project (ELS)

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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.
   o 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:
   o 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).
   o 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).
   o Length: two – three pages (avoid exceeding three pages)
   o Your article summary/critique needs to include the article reference in APA style.
   o Each student will need to discuss their summary/critiques during the regular class discussion of their articles (see Discussions below)
   o 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 (online blog) 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. See above for complete requirements. **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 <u>with a required performance based assessment</u> 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 major or 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://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
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/

Proposed Class Schedule

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

Week – Class	Topics	Readings	Deliverables
1. May 18 (Monday F2F) *Class number corresponds to online module number*	Historical Perspectives: Language & Literacy	*Alexander & Fox (2013)* *NAEYC/IRA (1998) Joint Position Statement* *Allington & McGill-Franzen (2000)*	*Blackboard Explanation/ Demonstration* Upcoming- Consider ADL opportunities (marked by * on readings below) and choose text for bookclub Explore Blackboard tools: wiki, blog, journal, discussion board

			Complete Module 1 activities on Blackboard
2. May 20 (Wednesday F2F)	Theoretical Perspectives of Development, Motivation, and Engagement	*Mason & Sinha (1993)* *Anderson (1994)* *Taboada, Guthrie, & McRae (2007)*	Complete Module 2 activities on Blackboard
3. May 22 (Friday online-synchronous)	Oral Language Development & Language-focused Interactive read-aloud techniques	*Morrow: Ch 4 Ch 12 Scanlon, Anderson, & Sweeney text* *Parsons (2010-2011) *Hammet-Price, vanKleeck, & Huberty (2006) *Helman & Burns (2008)	Meet online via Blackboard Collaborate for class Complete Module 3 activities on Blackboard
May 25	*Memorial Day*		*No Class!*
4. May 27 (Wed F2F)	Relating classroom talk & instruction with theories	* Snow, Burns, & Griffin (1998) * Johnston (2012) *Ch 1 & 13 Scanlon et al.*	Complete online assignment (**Module 4**) First bookclub meeting
5. May 29 (Fri asynchronous)	Phonological and Phonemic Awareness, Alphabetics	* Yopp & Yopp (2000) * Ehri (2005) *Ch 4, 5, 6, 7 Scanlon et al.*	Complete online assignment (Module 5)
6. June 1 (Mon F2F)	Concept of Word & early fluency, print awareness	*Morrow Ch 5 Ch 8 Scanlon et al.* * Flanigan (2006) * Flanigan (2007) * Zucker, Ward, & Justice (2009)	Complete online assignment (Module 6) Watch COW assessment @ PALS website Second bookclub meeting
7. June 3	Phonics & Word Study for Beginning Readers	Ch 9, 10, 11 Scanlon et al.	Complete online assignment (Module 7)

(Wed asynchronous for teachers; **F2F for school psyc students**)			**School Psychology students: Interactive read-aloud with CDC students- meet there at 4:30**
8. June 5 (Fri asynchronous)	Phonics & Word Study For Transitional Readers	* Invernizzi & Hayes (2004) * Stahl, S., Duffy-Hester, A., & Stahl, K. (1998*). Everything you wanted to know about phonics (but were afraid to ask*)	Complete online assignment (Module 8)
9. June 8 (Mon F2F)	Fluency (beginners & transitionals)	* Kuhn (2004) * Hiebert (2005) * Duke (2000) *Amendum et al. (2013)	Complete online assignment (Module 9) Third bookclub meeting
10. June 10 (Wed synchronous)	Comprehension and vocabulary (Part 1)	Morrow Ch 6 * Beck & McKeown (2007)	Complete Module 10 activities
11. June 12 (Fri async)	Comprehension and vocabulary (Part 2)	* Block & Lacina (2009) * Stahl, K. (2009)	Complete online assignment (**Module 11**)
12. June 15 (Mon async)	Writing Theory & Reading-Writing Connections	Morrow: Chapter 7 & 8 Choose 2 writing articles from the folder on BB.	Complete online assignment (Module 12)
13. June 17 (Wed F2F))	Comprehensive Literacy Instruction & Diverse Learners Emergent Literacy Scenarios/Conferences	Morrow: Chapter 9 *Avalos, Plasencia, Chavez & Rascon (2007). *Laman, & Van Sluys, K (2008).	Complete Module 13 activities **Prepare questions and ELS draft-in-progress for instructor review and discussion**
14. June 19 (Fri async)	RtI: Early literacy assessment and instructional strategies	Ch 2, 14, 15 Scanlon et al. *Invernizzi et al.	Complete online assignment (Module 14) **PBA DUE** **UPLOAD AND SUBMIT TO**

		(2010)	**TASKSTREAM by midnight TO ENSURE FINAL GRADE. This includes the ELS presentation and one previously graded article critique.**

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

*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.

Amendum, Amendum, & Almond (2013). One day I kud not red a book bot naw I can: One English learner's progress. *The Reading Teacher, 67,* 59-69. Doi:10.1002/TRTR.1183

*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.

Helman, L. & Burns, M. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher, 62,*14-19. Doi: 10.1598/RT.62.1.2

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.

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Assessment Rubrics

EDRD 630
Scoring Rubric for Article Summaries- Use this to guide your writing

	Exceeds Expectations	Meets Expectations	Below Expectations
APA Reference .5 point		Minimal Errors	Numerous Errors
Purpose .5 point		Clearly stated and reflects the authors stated purpose	Purpose statement is unclear or does not reflect the authors stated purpose
Summary 1 points	Summarizes and synthesizes the key points concisely and accurately	Summarizes the article accurately	Describes different points covered in the article
Critical Comments/ Reflection 3 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) 1 point		Minimal grammatical or spelling errors	Multiple errors

EDRD 630

PBA: Emergent Literacy Scenario and Article Critique/Discussion Rubric

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
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. *Article Critiques and Discussion Facilitator*	**1.1c** Demonstrates an exemplary critical stance toward the scholarship of the profession, including in-depth interpretation, with critiques of two class readings and outstanding discussion facilitation of readings (thoughtful questions, extension of concepts).	Demonstrates a proficient critical stance toward the scholarship of the profession, including some interpretation with critiques of two class readings and adequate facilitation of readings.	Demonstrates a limited critical stance toward the scholarship of the profession OR no discussion facilitation.	Does not demonstrate critical stance toward the scholarship of the profession through class readings.	
1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the	**1.2a** and **b** Summarizes (in detail) historically shared knowledge to inform educators about the five	Summarizes historically shared knowledge to inform educators about the five principles of emergent	Briefly summarizes to inform educators on some principles of emergent literacy on readers' literacy	Does not summarize the historically shared knowledge of emergent literacy on all readers' literacy	

perceptions of reading and writing development, processes, and components. *PowerPoint Presentation* *10 pts*	principles of emergent literacy and the importance in all readers' literacy development *[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, delineates the evolution of emergent literacy theory by comparing emergent literacy with other literacy theories, particularly reading readiness. Illustrates important practices to support student's emerging literacy.	literacy. Partially delineates the evolution of emergent literacy in comparison with other theories. Includes some practices to support students' emerging literacy.	development. Partially delineates the evolution of emergent literacy in comparison with some of the other theories Includes few practices to support students' emerging literacy	development. Does not delineate the evolution of emergent literacy in comparison with other theories. Does not include practices to support students' emerging literacy.	

1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. *PowerPoint Presentation* *8 pts*	**1.3a** Thoroughly communicates and models with presentation the importance of fair-mindedness and empathy necessary for the literacy development of all readers. **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.	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.	Limited communication in presentation on the importance of fair-mindedness and empathy for all students.	Does not consider communicate or model the importance of fair-mindedness and empathy for all students.
4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. *PowerPoint Presentation* *8 pts*	**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 and second language acquisition.	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.	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.	Does not assist teachers in understanding the relationship between first and second language acquisition and literacy development. No practices included.
Writing and formatting *4 pts*	Writing is clear, succinct, and error-free. APA is followed	Writing is usually clear. APA is usually followed, and most citations and	Writing has several errors. APA is	Writing is unclear in

	throughout presentation, with a reference slide(s) at the end	references are correct.	sometimes followed, and citations and references (all present) contain several errors	multiple places. APA is rarely followed- most citations (if present) are incorrect. Most references (if present) are incorrect.