

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy Program**

EDRD 630 6L1: Literacy Foundations and Instruction for Diverse Populations:
Birth through Middle Childhood
3 Credits, Fall 2015
Wednesday, 5:00-7:10 Arlington Campus, Founders Hall 317

PROFESSOR(S):

Name: Dr. Jennifer I. Hathaway
Office hours: By Appointment
Office location: 1604 Thompson Hall, Fairfax Campus
Office phone: (703) 993-5789
Email address: jhathaw2@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

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

Not Applicable

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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 (International Reading Association (IRA) Standards for Reading Professionals (2010) addressed in this course):

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:

- 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening).
- 2b. Demonstrate expertise in developing students' phonological awareness skills
- 2d. Demonstrate an understanding of the unique needs of students with language differences and delays.
- 2e. 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.
- 3b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- 3d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development.
- 4b. 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.
- 6c. Demonstrate an understanding of the significance of cultural contexts upon language.

NATURE OF COURSE DELIVERY:

This course uses a hybrid course format, including face-to-face and online class meeting.

Face-to-face meetings require in-person class attendance from 5:00 to 7:10 pm in Founders Hall 317 (Arlington Campus). Face-to-face meetings will occur on the following dates: Sept. 2, Sept. 9, Sept. 23, Oct. 7, Oct. 28, Dec. 2.

Individual and small group meeting times and/or discussion online will be required on the following dates: Sept. 16, Sept. 30, Oct. 14, Oct. 21, Nov. 4, Nov. 11, Nov. 18, Dec. 9.

Synchronous class meetings occur at 5:00. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:00. 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.

REQUIRED TEXTS:

Morrow, L. M. (2012). *Literacy development in the early years: Helping children read and write* (7th ed.) Boston, MA: Pearson.

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

Additional readings will be made available on Blackboard and through GMU Library databases.

Choose one of the following books for participation in an interactive book club. You'll indicate your choice at the second class meeting.

Helman, L. (2012). *Literacy instruction in multilingual 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.

RECOMMENDED RESOURCE:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Assignment Descriptions

1. Article Critiques (each worth 6 points, 12 points total)

The objective of this assignment is 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. 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 are due on the day the article is discussed (as listed on schedule). You will also discuss and critique the articles with a peer group (see Small Group Blog Discussion below). An example will be provided on Blackboard.

In each two-page critique:

- Include the purpose of the article; major theory of literacy development; main points of the article; critical comments/reflection on the strengths and 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).
- Demonstrate graduate level writing. At a minimum this means that words are properly spelled, punctuation is appropriate, sentences are complete, verbs/subjects and pronouns/antecedents agree, and the writing is appropriately concise and clear.
- Include the article reference in APA style.

Please note that this assignment is a component of Part II of the Performance-Based Assessment (PBA) described later in the syllabus. You will upload one (graded) article critique to Blackboard as directed in the PBA description. All PBAs must be completed in order to receive credit for this course.

2. Small Group Blog Article Discussions (26 points (10 leadership, 16 participation))

The objective of this assignment is to explore within an ongoing small group the early literacy content and writing craft of selected research-based reading. You will also make connections between class content, personal experiences, and assigned reading while developing leadership skills within a small group of peers.

You will work within a fixed small group of three peers. Each of you will take turns leading online discussions through vlog/blog use. By the scheduled due date for your chosen articles, the discussion 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 by discussion leaders must include at least two questions for the group or a few discussion points that include strengths or weaknesses of the article. (*NOTE: You should 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 will blog/vlog their responses to the article and the discussion leader's critique, making connections to course content and

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 discussion leader is responsible for facilitating the online discussion.

Each person is responsible for leading 2 article discussions and participating in all discussions within your group. The discussion leader role is worth 5 points for each article (total of 10 points), and your blog responses for each article discussion are worth 4 points each (total of 16 points). Please note that your work will be assessed in terms of quality: Thoughtful responses that synthesize readings and course topics will earn full points.

Please note that this assignment is a component of Part II of the Performance-Based Assessment (PBA) described later in the syllabus. Your ability to facilitate meaningful discussions will be evaluated as seen in the rubric. All PBAs must be completed in order to receive credit for this course.

3. Theory Map (10 points)

The objective of this assignment is to blend theories with classroom application. You will create a visual representation of literacy practices occurring in your classroom (may include photographs, drawings, or other materials). You 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 throughout the course. You 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.

Once you have completed your map, you will briefly explain your theory/practice understanding in an online presentation that can be viewed by classmates.

4. Emergent Literacy Scenario (Part I of the PBA) (30 points)

The objective of this assignment is to demonstrate your understanding of the essential components of emergent literacy and to share with other educators ways to create an environment supportive of the emerging literacy development of diverse classroom populations.

A detailed description of this assignment is included in the Performance-Based Assessment section found later in this syllabus. This assignment blends the work you have done with your article critiques and online discussion (see in assignments 1 & 2 above) with a synthesis project that includes a professional development presentation for early literacy teachers.

All PBAs must be completed in order to receive credit for this course.

5. Participation (22 points)

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

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You are expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Since you will pace yourself through many of the asynchronous modules, you are also expected to visit the course site frequently. We will use Blackboard Collaborate for synchronous class appointments, which requires audio capabilities of a speaker and microphone. Video capabilities are highly encouraged, though not required. A variety of Blackboard tools and will be used for asynchronous class meetings.

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 complete all readings prior to the class for which they are assigned and to fully participate in class.* Failure to do so may result in a lower participation grade.

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). It is your responsibility to come to class with insights, questions, comments, and concerns from the readings, including your reading for book club.

B. Assignment Weighting

Assignment	Points
Article Critiques (6 points each)	12
Small Group Blog Article Discussions (10 points for leadership, 16 points for participation)	26
Theory Map	10
Emergent Literacy Scenario	30
Participation (online and in-class)	22
Total	100

C. 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.**

Grading Scale

A = 93 – 100%

A- = 90 – 92%

B+ = 85 – 89%

B = 80 – 84%

C = 75 – 79%

D. Other Expectations

Class Attendance

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade. More than 2 absences may result in failure of the course. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be submitted by class time on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, scores for assignments submitted late will be lowered by one letter grade for each day the work is late.

Assignments should be word processed using 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully. When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx). When online tools such as journals, wikis, or discussion boards are used, please do not submit attached documents. Instead please post your responses directly online.

Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. The APA Sixth Edition style will be followed for all written work. 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://infoguides.gmu.edu/style>. Tutorials can also be found at <http://library.gmu.edu/tutorials> and <https://owl.english.purdue.edu/owl/resource/560/01/>. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

You 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>

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course scheduled may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

E. Performance-Based Assessment (detailed description)

Early Literacy Scenario Project (ELS)

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)**. 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?

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 (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 (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**

BLACKBOARD REQUIREMENTS

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment, Emergent Literacy Scenario Project, to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Note: Class number corresponds to online module numbers in Blackboard.

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments Due</u>
Class 1: Sept. 2 F2F	Course Overview Historical Perspectives: Language & Literacy	<ul style="list-style-type: none"> - Alexander & Fox, 2000 - Allington & McGill Franzen, 2000 - NAEYC, 1998 	<ul style="list-style-type: none"> - none
Class 2: Sept. 9 F2F	Theoretical Perspectives of Development, Motivation, and Engagement	<ul style="list-style-type: none"> - Anderson, 1994 - Mason & Sinha, 1993 - Taboada et al., 2007 	<ul style="list-style-type: none"> - Complete Module 1 activities on Bb. - Complete Module 2 activities on Bb. - Consider your options for leading a Small Group Blog Article Discussion. Articles marked with an * are eligible for this assignment. Be ready to share your choices in class. - Choose a text for book club. Be ready to share your choice in class.
Class 3: Sept. 16 ASYNC	Oral Language Development & Language-Focused Interactive Read-Aloud Techniques	<ul style="list-style-type: none"> - Morrow, Ch. 4 - Scanlon et al., Ch. 12 	<ul style="list-style-type: none"> - Complete Module 3 activities on Bb. - Theory Map (on Bb)
		<ul style="list-style-type: none"> - *Parsons, 2010-2011 - *Hammet-Price et al., 2006 - *Helman & Burns, 2008 	
Class 4: Sept. 23 F2F	Relating Classroom Talk & Instruction with Theories	<ul style="list-style-type: none"> - Scanlon et al., Ch. 1, 13 	<ul style="list-style-type: none"> - Complete Module 4 activities on Bb. - Come prepared for your first book club meeting.
		<ul style="list-style-type: none"> - *Johnston et al., 2011 - *Snow et al., 1998 	
Class 5: Sept. 30 ASYNC	Phonological & Phonemic Awareness Alphabetics	<ul style="list-style-type: none"> - Scanlon et al., Ch. 4, 5, 6, 7 	<ul style="list-style-type: none"> - Complete Module 5 activities on Bb.
		<ul style="list-style-type: none"> - *Ehri, 2005 - *Yopp & Yopp, 2000 	

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments Due</u>
Class 6: Tuesday, Oct. 7 F2F	Concept of Word & Early Fluency	<ul style="list-style-type: none"> - Morrow, Ch. 5 - Scanlon et al., Ch. 8 	<ul style="list-style-type: none"> - Complete Module 6 activities on Bb. - Watch COW assessment at PALS website - Come prepared for your second book club meeting.
	Print Awareness	<ul style="list-style-type: none"> - *Flanigan, 2006 - *Flanigan, 2007 - *Zucker et al., 2009 	
Class 7: Oct. 14 ASYNC	Phonics & Word Study for Beginning Readers	<ul style="list-style-type: none"> - Scanlon et al., Ch. 9, 10, 11 	<ul style="list-style-type: none"> - Complete Module 7 activities on Bb.
Class 8: Oct. 21 ASYNC	Phonics & Word Study for Transitional Readers	<ul style="list-style-type: none"> - *Invernizzi & Hayes, 2004 - *Stahl et al., 1998 	<ul style="list-style-type: none"> - Complete Module 8 activities on Bb.
Class 9: Oct. 28 F2F	Fluency (Beginners & Transitionals)	<ul style="list-style-type: none"> - *Amendum et al., 2013 - *Duke, 2000 - *Hiebert, 2005 - *Kuhn, 2004 	<ul style="list-style-type: none"> - Complete Module 9 activities on Bb. - Come prepared for your final book club meeting.
Class 10: Nov. 4 SYNC	Comprehension & Vocabulary (Part 1)	<ul style="list-style-type: none"> - Morrow, Ch. 6 	<ul style="list-style-type: none"> - Complete Module 10 activities on Bb.
		<ul style="list-style-type: none"> - *Beck & McKeown, 2007 	
Class 11: Nov. 11 ASYNC	Comprehension & Vocabulary (Part 2)	<ul style="list-style-type: none"> - *Block & Lacina, 2009 - *Stahl, 2009 	<ul style="list-style-type: none"> - Complete Module 11 activities on Bb.
Class 12: Nov. 18 ASYNC	Writing Theory & Reading-Writing Connections	<ul style="list-style-type: none"> - Morrow, Ch. 7, 8 	<ul style="list-style-type: none"> - Complete Module 12 activities on Bb.
		<ul style="list-style-type: none"> - Choose 2 articles from the folder on Bb. 	
Nov. 25	NO CLASS Thanksgiving Recess		

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments Due</u>
Class 13: Dec. 2 F2F	Comprehensive Literacy Instruction & Diverse Learners Emergent Literacy Scenario	<ul style="list-style-type: none"> - Morrow, Ch. 9 - *Avalos et al., 2007 - *Laman & Van Sluys, 2008 	<ul style="list-style-type: none"> - Complete Module 13 activities on Bb. - Prepare questions and ELS draft-in-progress for instructor review and discussion.
Class 14: Dec. 9 ASYNC	RtI: Early Literacy Assessment & Instructional Strategies	<ul style="list-style-type: none"> - Scanlon et al., Ch. 2, 14, 15 - *Invernizzi et al., 2010 	<ul style="list-style-type: none"> - Complete Module 14 activities on Bb. - PBA (Parts 1 & 2)

References for Required Reading

- 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.
doi:10.1598?RRQ.35.1.10
- Amendum, S., Amendum, E., & Almond, P. (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. doi:10.1598/RT.61.4.4
- 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.
doi:10.1086/511706
- 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.

- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35, 202–224. doi:10.1598/RRQ.35.2.1
- Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 92, 167-188. doi:10.1207/s1532799xssr0902_4
- Flanigan, K. (2006). Daddy, where did the words go? How teachers can help emergent readers develop a concept of word in text. *Reading Improvement*, 43(1), 37-49.
- Flanigan, K. (2007). A concept of word in text. *Journal of Literacy Research*, 39(1), 37-70. doi:10.1080/10862960709336757
- 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. doi:10.1598/RRQ.39.2.4
- 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. doi:10.1007/s10643-009-0371-7
- 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 (Ed.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan.

- National Association for the Education of Young Children (NAEYC). (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association and the National Association for the Education of Young Children. *Young Children*, 53(4), 30-46.
- Parsons, A. W. (2010-2011). Interactive reading is a SNAP! *Journal of the Virginia State Reading Association*, 33.
- 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). Washington, DC: 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. doi:10.1598/RRQ.33.3.5
- Taboada, A., Guthrie, J. T., & McRae, A. (2007). Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring reading success* (pp. 141-166). Newark, DE: International Reading Association.
- Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130-143. doi:10.1598?RT.54.2.2
- 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 RUBRIC(S):

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

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	1.1c Demonstrates an exemplary critical stance	Demonstrates a proficient critical stance toward the	Demonstrates a limited critical stance toward the	Does not demonstrate a critical stance	

<p>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>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).</p>	<p>scholarship of the profession, including some interpretation with critiques of two class readings and adequate facilitation of readings.</p>	<p>scholarship of the profession OR no discussion facilitation.</p>	<p>toward the scholarship of the profession through class readings.</p>	
<p>1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p> <p><i>*PowerPoint Presentation</i></p>	<p>1.2a and b Summarizes (in detail) historically shared knowledge to inform educators about the five principles of emergent literacy and the importance in all readers' literacy development <i>[Literacy emerges before formal reading instruction (on-going</i></p>	<p>Summarizes historically shared knowledge to inform educators about the five principles of emergent literacy.</p> <p>Partially delineates the evolution of emergent literacy in comparison with other theories.</p> <p>Includes some</p>	<p>Briefly summarizes to inform educators on some principles of emergent literacy on readers' literacy development.</p> <p>Partially delineates the evolution of emergent literacy in comparison with some of the other theories</p>	<p>Does not summarize the historically shared knowledge of emergent literacy on all readers' literacy development.</p> <p>Does not delineate the evolution of emergent literacy in comparison with other theories.</p> <p>Does not include</p>	

	<p><i>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].</i></p> <p>Also, delineates the evolution of emergent literacy theory by comparing emergent literacy with other literacy theories, particularly reading readiness.</p> <p>Illustrates important practices to</p>	<p>practices to support students' emerging literacy.</p>	<p>Includes few practices to support students' emerging literacy</p>	<p>practices to support students' emerging literacy.</p>	
--	--	--	--	--	--

	support student's emerging literacy.				
--	--------------------------------------	--	--	--	--