

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 512 (600, 601, DL1) - Language and Literacy Assessment and Instruction for
Diverse Young Learners
3 Credits, Fall 2016
Tuesdays, 5:30 – 8:10 pm
Founders Hall 465, Arlington Campus
Face-to-Face Sessions: 10/25, 11/1, 11/8, 11/15, 11/22, 11/29, 12/6

Faculty

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Prerequisites/Corequisites

Admission to the Early Childhood Education program or approval of course instructor.

University Catalog Course Description

Examines ways to assess and develop reading, writing, listening, and speaking in preschool through third-grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, and ability diverse children.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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

1. Describe research-based teaching and assessment strategies and approaches that (a) promote reading, writing, and oral language development using a balanced phonics and literacy approach; (b) include a focus on motivation, writing, spelling, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary and concept development, and comprehension; and (c) are appropriate to instructional purposes and prek-3 students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).
2. Apply knowledge of language and literacy development when planning and implementing language and literacy assessment and instruction that identifies and

- meets the specific needs of individual prek-3 students, including children with varying abilities, languages, and cultural backgrounds.
3. Describe ways to create a literacy-rich environment and develop instructional experiences that promote prek-3 students' interest and engagement in independent reading and writing and foster an appreciation of a variety of literature, including fiction and nonfiction children's literature and technology resources.
 4. Describe ways to promote comprehension strategies, including predicting, retelling, summarizing, and making connections beyond the text, in all content areas and when reading fiction and nonfiction.
 5. Model writing strategies prek-3 students can use throughout the writing process to plan, draft, revise, edit, and publish.

Professional Standards (Council for Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

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

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy*. Scottsdale, AZ: Holcomb Hathaway.

DeVries, B. A. (2014). *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway.

Additional recommended articles identified as the course progresses.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• **Assignments and Examinations**

Literacy Strategy Reflection Portfolio (45 points)

Strategy reflections demonstrate your thinking over the course of the semester as you work to intentionally develop and incorporate a variety of strategic literacy experiences into the daily fabric of your instructional routines.

There are two types of reflections.

1. Lesson plan reflections.
2. Personal reflections related to your current or future practice.

In each *strategy reflection*, students will do the following:

1. Detail a strategy that targets the specific literacy component being explored.

2. Detail specific assessment strategies they will use to monitor and capture students' proficiencies related to the specific literacy component being explored. The assessment strategy should help them project your next instructional steps.
3. Provide a reflective (and literature linked) justification / rationale for engaging students in the specific literacy component being examined.

Final submission of the *strategy reflection* should occur *after* completing the course readings related to the specific literacy component and *after* completing either the complementary face-to-face course session or the complementary online course session.

In each *personal reflection*, students will do the following:

1. Thoughtfully consider their own personal experience engaging in the specific aspect of teaching practice being examined (e.g. conducting a running record or engaging in a shared writing experience).
2. Provide a reflective (and literature linked) consideration / analysis / justification / or rationale for the specific literacy related experience being examined.

Reflection	Assignment (4.09 points each)	Due Date
1) 10/25	Personal Literacy Philosophy and a Classroom Environmental Plan	11/1
2) 11/1-2	Phonemic Awareness, Phonics, and Fluency with complementary Assessment(s)	11/8
3) 11/8	Reflecting on Structuring Independent Reading and Writing Opportunities	11/15
4) 11/8, 15	Spelling Focus and Informative Text Reading Comprehension with complementary Assessment	11/15
5) 11/9,15	Vocabulary Focus and Narrative Text Reading Comprehension with complementary Assessment(s)	11/22
6) 11/16	Case Study Analyses and Informal Reading Assessments	11/22
7) 11/16	Reflection on Personal History as a Writer and a Reader both in school and out of school. Consider implications for your practice as a literacy teacher.	11/22
8) 11/22	Reflections on engaging in a guided writing experience / shared writing experience.	11/29
9) 11/23	Considering technology as an aspect of your literacy practices (Present at least 3 relevant, practical, and engaging technology strategies that promote students literacy progression –not generic websites).	11/29
10) 11/30	Building Families into your literacy practices (Present at least 3 relevant, practical, and engaging practices to build families into your literacy practice to promote students literacy progression).	12/7
11) 12/7	Revisiting Your Personal Literacy Philosophy	12/10
Total 11 assignments @ 4.09 points each = 45 points		

Guided Reading Plan (10 points)

This lesson will demonstrate the thoughtful integration of another content area into the literacy experience. The Guided Reading Lesson will flow over the course of one week and will complement the guided writing lesson students create. Students will address Before, During, and After Reading Strategies and draw on strategies related to the literacy skills examined in the course. The Guided Reading Plan should be guided by the incorporation of rich children's literature.

Guided Writing Plan (10 points)

This lesson will demonstrate the thoughtful integration of another content area into the literacy experience. The Guided Writing Lesson will flow over the course of one week and will complement the guided reading lesson students create. They will address each element of the writing process. The Guided Writing Plan should be guided by the incorporation of rich children's literature.

Group Presentations: Mini-Strategy Share a Workshop Experience (20 points)

For this assignment, students will work in small groups to select, research, and highlight for the rest of the class a compelling area of early childhood literacy. Students will do the following:

1. Select collaboratively an early childhood literacy topic of interest.
2. Gather research articles, instructional resources, informational text, and textbooks on the *approved* literacy topic.
3. Identify a successful *researched-based* strategy to support students' literacy development in their area of interest after conducting a general search of the literature on their selected literacy topic.
4. Select an article for the rest of the class to read prior to their presentation that provides the class with some background knowledge about the literacy topic the group plans to highlight.
5. Apply the *Before, During, After* comprehension strategy in a thoughtful manner.
6. Guide participants toward a deeper understanding of the contributive value of the literacy strategy explored in a way that promotes participants' confidence in their ability to apply the strategy purposefully in the future.
7. Provide an annotated list of the additional resources (no less than four) that informed their preparation for the presentation.
8. Follow the APA style, 6th edition manual when citing references.

Other Requirements

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group

discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Written Assignments

All formal written assignments will be evaluated for content and presentation. 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. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation Please Note: Responses to Discussion Board Forums are an aspect of this assignment.	Ongoing	15
Literacy Strategy Reflection Portfolio This Portfolio represents your thinking and lesson plan creation over the course of the semester as you work to intentionally develop and incorporate a variety of strategic literacy experiences into the daily fabric of your instructional routines.	Ongoing submission dates. Please see the attached schedule for submission of individual reflection due date guidelines.	45

There are two types of reflections. 1. Lesson plan reflections. 2. Personal reflections related to your current or future practice.		
Guided Reading Lesson	November 29	10
Guided Writing Lesson	November 29	10
Group Presentations: Mini-Strategy Share and Workshop Experience	December 6	20

Grading Policies

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
2. Students must follow the university policy for Responsible Use of Computing (see

<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

3. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
5. Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

Class Session	Assigned Reading Schedule	Complementary Task Assignment Schedule
10/25 Face to Face	Cecil: Chapter 1 – A Child Learns to Read: Process and Product Cecil: Chapter 2 A Quest for Balance: Moving Forward DeVries: Chapter 1 Forming a Personal Philosophy About Literacy Assessment and Intervention	First Literacy Portfolio Reflection Articulating a Personal Literacy Philosophy After completing the readings for 10/25 and 10/24 compose a journal reflection that includes the following: <ol style="list-style-type: none"> 1. A map of your ideal classroom. (You may draw it and then embed a picture of it as part of your personal reflection. 2. Craft a reflective statement about your personal literacy philosophy related to how you envision engaging young children in reading and writing experiences and how you will monitor students’ progress to promote young children’s literacy lives. 3. Make connections to our readings as appropriate. <p style="text-align: center;">DUE November 1</p>
10/24 Online	Cecil: Chapter 3 Emergent Literacy: From Birth to Conventional Literacy Cecil: Chapter 15 The Early Literacy Classroom: Orchestrating a Comprehensive Program DeVries: Chapter 2 The Literacy Event	<p style="text-align: center;">DUE November 1</p>
11/1 Face to face	Cecil: Chapter 13 Informing Instruction: Assessment of Early Literacy Development Cecil: Chapter 4 Phonemic Awareness: The Sounds of Our Language DeVries: Chapter 3 Assessment DeVries: Chapter 4 Phonemic Awareness	The Phonemic Awareness, Phonics, and/or Fluency strategy reflection should: <ol style="list-style-type: none"> 4. Detail a strategy to promote students’ phonemic awareness, phonics and/or fluency. 5. Detail specific assessment strategies you will use to monitor and capture students’ phonemic awareness proficiencies. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 6. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 8</p>
11/2 Online	Cecil: Chapter 5 Phonics, Sight Vocabulary, and Fluency: Why and How DeVries: Chapter 5 Phonics DeVries: Chapter 10	<p style="text-align: center;">DUE NOVEMBER 8</p>

	Fluency	
11/8 Face to Face	Cecil: Chapter 7 Acquiring Word Meanings: The Building Blocks of Literacy Cecil: Chapter 11 Large and Small Group Reading Strategies: Creating a Literate Community DeVries: Chapter 7 Vocabulary Building	Think about the role of independent reading and writing blocks for young children. <ol style="list-style-type: none"> 1. Consider how you embed opportunities for independent reading and writing times into the children's daily literacy routines. 2. Identifies ways to monitor the quality of students' experience during these times. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 15</p>
11/9 Online	Cecil: Chapter 6 Spelling: Developing Letter-Sound Correspondence DeVries: Chapter 6 Word Recognition DeVries: Chapter 12 Spelling	The Spelling and Informational Text strategy reflection should: <ol style="list-style-type: none"> 1. Detail a strategy to promote students' spelling knowledge and comprehension skills with informational text. 2. Detail specific assessment strategies you will use to monitor and capture students' understanding of informational text. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 15</p>
11/15 Face to Face	Cecil: Chapter 8 Reading Comprehension: Making Sense of Print Cecil: Chapter 10 Informational Text in the Classroom: Reading and Writing to Learn DeVries: Chapter 8 Comprehension of Narrative Text	The Vocabulary and Narrative Text strategy reflection should: <ol style="list-style-type: none"> 1. Detail a strategy to promote students' comprehension skills with vocabulary knowledge and narrative text. 2. Detail specific assessment strategies you will use to monitor and capture students' understanding of narrative text. Provide an explanation of how

	<p>DeVries: Chapter 9 Comprehension of Informational Text (Guided Reading Discussion in class)</p>	<p>the assessment strategy will help you project your next instructional steps.</p> <ol style="list-style-type: none"> 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 22</p>
<p>11/16 Online</p>	<p><i>Practicing Running Records. Lean in and Listen to young children read. Two Case Studies to Consider.</i></p> <p>Cecil: Chapter 9 Writing–Reading Connections: Reciprocal Paths to Literacy</p> <p>DeVries: Chapter 11 Writing (Guided Writing Discussion)</p>	<p>Your personal reflection of Case Study 1 and Case Study 2 should:</p> <ol style="list-style-type: none"> 3. Thoughtfully consider your own personal experience exploring the elements of the case study as it is presented. 4. Provide a reflective (literature linked) connection related to YOUR CHOICE of a specific literacy related aspect you found particularly interesting and attended to during your analysis. <p style="text-align: center;">DUE NOVEMBER 22</p> <p>Your personal reflection on your personal writing history as a writer should:</p> <ol style="list-style-type: none"> 1. Describe your personal experiences writing in school and out of school. 2. Consider possible implications for your practice as a literacy teacher. <p style="text-align: center;">DUE NOVEMBER 22</p>
<p>11/22 Face to Face</p>	<p>Pritchard & Honeycutt (2007) “Best Practices in Implementing a Process Approach to Writing” (on Blackboard)</p> <p>Tompkins Chapter (on Blackboard)</p> <p>Review the Primary Recommendations for: Teaching Elementary School Students to be Effective Writers http://ies.ed.gov/ncee/wwc/practicinguide.aspx?sid=17</p>	<p>Your personal reflection should:</p> <ol style="list-style-type: none"> 1. Thoughtfully consider your own personal experience engaging in the in class guided writing experience. 2. Provide a reflective (literature linked) consideration / analysis / justification / or rationale for the specific literacy related experience being examined. <p style="text-align: center;">DUE NOVEMBER 29</p>

	<p>Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits</p>	
<p>11/23 Online</p>	<p>Cecil: Chapter 12 Literacy and Technology in a Balanced Classroom: Exploring Today's Resources</p> <p>Blackboard Collaborate Opportunity for Conferencing with me about your Guided Reading and Guided Writing Lessons.</p>	<p>*Modified <i>lesson plan reflection</i> should:</p> <ol style="list-style-type: none"> 1. Identify at least 3 practical, relevant, and engaging technology strategies that promote students literacy progression – not generic websites. 2. Describe how will you monitor students' savvy using the technology. <p style="text-align: center;">DUE November 29</p>
<p>11/29 At Your discretion (Online)</p>	<p>DeVries: Chapter 13 Identifying and Working with Students with Diverse Needs.</p> <p>WORKDAY on your own to PREPARE for your Group PRESENTATION (20 minutes each). Be sure to link the strategy you present to how it supports students with diverse needs literacy goals.</p> <p style="text-align: center;"><i>Guided Writing and Guided Reading Lessons due today Tuesday, November 29</i></p>	<p><i>Group Presentation Strategy Share Checklist</i></p> <ol style="list-style-type: none"> 1. Identify a literacy skill you would like to investigate further. 2. Conduct a search of practitioner journals (e.g. <i>Young Children, The Reading Teacher</i>) for strategies teachers recommend for supporting young children's understandings of the literacy skill you are investigating. 3. Provide a brief PowerPoint or Prezi highlighting the rationale. 4. Engage us in the experience. <p style="text-align: center;">To Be Presented December 6</p>
<p>11/30 Online</p>	<p>Cecil: Chapter 14 Home as Partner: The Shared Connection</p> <p>Finalize Group Presentations</p>	<p>Modified <i>lesson plan reflection</i> should:</p> <ol style="list-style-type: none"> 1. Identify at least 3 practical, relevant, and engaging practices to build families into your literacy practice to promote students' literacy progression. (Should be completed as soon as you view the online session). <p style="text-align: center;">DUE DECEMBER 7</p>

12/6 Face to Face	Group strategy PRESENTATIONS (5 groups) Celebrate and Share either your Guided Reading or Guided Writing Lesson!	DUE DECEMBER 6
12/7 Online	Final Reflection Revising Personal Literacy Philosophy	Final Reflection: After completing our course, compose a journal reflection that reconsiders the initial reflective statement you drafted describing your personal literacy philosophy. Please add to your original literacy philosophy using “track changes.” Go ahead and add to or revise as need. Teaching is truly an evolving craft! DUE DECEMBER 10 (OR EARLIER) Thank you! Congratulations!

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

Assessment Rubric(s)

Not Applicable

Recommended Articles

- Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58(3), 230-239.
- Bus, A., Both-de Vries, A., de Jong, M., Sulzby, E., de Jong, W., & de Jong, E., (2001). *Conceptualizations underlying emergent readers’ story writing* (CIERA Report 2-015).
- Dickinson, D., & Porche, M. (2011). Relation between language experiences in preschool classrooms and children’s kindergarten and fourth-grade language and reading abilities. *Child Development*, 82(3), 870-886. doi:10.1111/j.1467-8624.2011.01576.x.
- Dougherty, K. A., & Barvo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. doi: 10.1598/RT.63.7.4.
- Dunphy, E. (2010). Assessing early learning through formative assessment: Key issues and considerations. *Irish Educational Studies*, 29(1), 41-56.
- Gillanders, C. (2007). An English-speaking prekindergarten teacher for young Latino Children: Implications of the teacher-child relationship on second language learning. *Early Childhood Education Journal*, 35(1), 47-54. doi:1.1007/s10643-007-0173-x.
- Hagstrom, F. (2006). Formative learning and assessment. *Communication Disorders Quarterly*, 28(1), 24-36.
- Hawkins, L., & Razali, A., (2012). A tale of 3 P’s – penmanship, product, and process: 100 years of elementary writing instruction. *Language Arts*, 89(5), 305-315.
- Hill, S. (2011). Towards ecologically valid assessment in early literacy. *Early Child Development and Care*, 181(2), 165-180.
- Jones, S., & Meyer, R. (2004). Living poverty and literacy learning: Sanctioning topics of students’ lives. *Language Arts*, 81(6), 461-470.
- Kuhn, M., Schwanenflugel, P., & Meisinger, E., (2010). Aligning theory and assessment of

- reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 46(2). doi:10.1598/RRQ.45.2.4.
- Pena, E., & Halle, T. (2011). Assessing preschool dual language learners: Traveling a multiforked road. *Child Development Perspectives*, 5(1), 28-32.
- Risko, V. J., & Walker-Dalhouse, D. (2010). Making the most of assessments to inform instruction. *The Reading Teacher*, 63(5), 420-422.
- Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 376 – 371). New York, Macmillan.
- Schulz, M. M. (2009). Effective writing assessment and instruction for young English language learners. *Early Childhood Education Journal* 37, 57-62.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly* 19(2), 159-172.

**Additional readings (articles, chapters, websites, etc.) will be provided as relevant.