

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

ECED 512.001 Language and Literacy Assessment and Instruction  
for Diverse Primary Grade Learners  
3 Credits, Fall 2017  
Wednesdays/ 4:30 – 7:10 pm  
Thompson Hall L019, Fairfax Campus

**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, and the language arts in primary grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, socio-economically, 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. Explain the reciprocal nature of reading and writing.
2. Discuss factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. Use development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics to plan assessment and instruction.
4. Select and enact assessment and instructional strategies that develop primary grade children's phonemic and other phonological awareness, concepts of print, phonics, word recognition, fluency, vocabulary development, comprehension, composition, conventions of print, spelling development, handwriting, and writing processes.
5. Recommend ways to foster primary grade children's appreciation of a variety of fiction and non-fiction text.
6. Design a literacy-rich environment that promotes primary grade children's interest and engagement in language acquisition, reading, and writing.

7. Evaluate primary grade classroom language and literacy environments and resources (e.g., centers, circle time, toys, books, digital technologies, etc.).
8. Describe evidence-based teaching and assessment strategies and approaches that are appropriate to instructional purposes and primary grade children's individual differences (abilities, interests, cultural and linguistic backgrounds, gender).
9. 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 primary grade children, including children with varying abilities, languages, and cultural backgrounds.
10. Describe ways to create a literacy-rich environment and develop instructional experiences that promote primary grade children's 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.
11. 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.
12. Model writing strategies primary grade children 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:  
N/A

**Required Texts**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic.
- Tompkins, G. E. (2015). *Literacy in the early grades: A successful start for prek-4 readers and writers*. Boston, MA: Pearson.

**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).

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation (See attendance policy below)	Ongoing  Attendance Rubric due:	15
Pen Pal Portfolio <i>*Dates are tentative at this time</i>		35 points total
Reflection 1: Evaluating and Responding to Young Children's Writing	Reflection #1 due	(15 points)
Reflection 2: Considering Young Children's Spelling Patterns and More	Reflection #2 due	(20 points)
Integrated Literacy Plans for Early and Transitional Readers and Writers <ul style="list-style-type: none"> <li>• Early Readers and Writers Integrated</li> </ul>		50 points total

Literacy Plan • Transitional Readers and Writers Integrated Plan	Early Readers Plan due  Transitional Readers Plan due	(20 points)  (30 points)
TOTAL		100

- **Assignments and/or Examinations**

**Pen Pal Portfolio (35 points)**

For this assignment, students will complete a series of reflections across the semester.

**Reflection 1: *Evaluating and Responding to Young Children’s Writing (15 points)***

The following reflection procedure will support students’ thoughtful analysis of the pen pal letters. Students will do the following:

1. Use the Six-Traits + 1 writing rubrics and information online (6 + 1 Traits website and What Works Clearing House) and in course texts to document important aspects regarding the child’s writing.
    - They will describe insights regarding their pen pal’s literacy practices and / or writing development,
  2. Share any questions, ah has, puzzlements, or surprises they had regarding their pen pal’s response. Students will link responses to research related to best literacy practices revealed throughout course readings.
  3. Consider how they would support their pen pal’s continued progress if they were this child’s teacher based on their 6 + 1 Traits evaluation. They will describe what their next steps would be (if they were the child’s teacher) to support the child’s writing development. Students will link their recommendations to research related to best literacy practices and class readings.
  4. Draft a friendly letter back to their pen pal, share their draft with their authoring circle and attach a photo of their published letter to this journal reflection.
  5. Explain how they decided to compose their response letter.
  6. Use APA to fully support their discussion.
    - Reflection will be approximately 4 full pages not including response letter.
- \*A rubric will be provided.

**Reflection 2: *Considering Young Children’s Spelling Patterns and More (20 points)***

The following reflection procedure will support students’ thoughtful analysis of the pen pal letters. Students will do the following:

1. Use the Six-Traits + 1 writing rubrics and information online (6 + 1 Traits website and What Works Clearing House) and in course texts to document important aspects regarding the child’s writing.
2. Describe insights regarding their pen pal’s literacy practices and / or writing development,
3. Share any questions, ah has, puzzlements, or surprises they had regarding their pen pal’s response. Students will link responses to research related to best literacy practices revealed throughout course readings.
4. Consider how they would support their pen pal’s continued progress if they were this child’s teacher based on their 6 + 1 Traits evaluation. They will describe what their next steps would be (if they were the child’s teacher) to support the child’s writing development. Students will link their recommendations to research related to best literacy practices and class readings.

5. Identify the child’s developmental spelling stage and support their analysis with course literature.
  6. Create a personalized spelling game to send back to their young pen pal based on your observations of the child’s writing.
  7. Draft a friendly letter back to their pen pal, share their draft with their authoring circle, and attach a photo of their published letter and the spelling game to this journal reflection.
  8. Explain how they decided to compose their response letter and game.
  9. Use APA to fully support their discussion.
    - Approximately 5 full pages not including response letter. Plus the Spelling Game and Rationale.
- \*A rubric will be provided.

## **Integrated Literacy Plans for Early and Transitional Readers and Writers (50 points)**

### **Early Readers and Writers Integrated Literacy Plan (20 points)**

This lesson will demonstrate the thoughtful development of literacy experiences linked to the exploration of topics and ideas emphasized in a *critically recognized children’s book*. Use chapter 12 in Tompkins (2015) text to inform their creation of an integrated literacy unit. Student will use the Mason lesson-planning frame, provided by the course instructor, to fully develop each literacy lesson included in the integrated.

Students will do the following:

- Research and briefly review three unique children’s books that have been critically recognized by three different awarding organizations. From the identified text students will select one text to serve as an anchor text for the early readers and writers integrated literacy plan. (5 points)
- Develop a thematic organizer that illustrates a diverse set of literacy experiences designed to support young children’s active engagement in reading and writing experiences related to the anchor text. The thematic organizer should include all of the elements identified by Tompkins (2015) (i.e., theme, unit introduction, text set, using the text set, digging into the big ideas, supportive literacy graphic organizers, word wall, vocabulary activities, differentiation, centers, assessments, and culminating projects. (10 points)
- Identify an appropriate early reader level text that complements the anchor text in a meaningful way and prepare a two-day guided reading lesson as delineated in the Richardson (2016) text. Students will use the Mason lesson-planning frame to fully describe how the guided reading lesson will progress over the course of the two days and how the guided reading session will be assessed. (5 points)

Please note, “worksheets” are not appropriate tools for promoting children’s literacy development. Additionally, for these lessons, students should do the active thinking and development of the literacy opportunities, students should not simply download a lesson from online and use that as the literacy experience.

### **Transitional Readers and Writers Integrated Literacy Plan (30 points)**

This lesson will demonstrate the thoughtful development of literacy experiences linked to the integration of another content area into the literacy experience. Accordingly, students will select a content area topic identified in the Standards of Learning for Virginia or the Common Core Standards adopted by the District of Columbia.

Students will do the following:

- Develop a thematic organizer that illustrates a diverse set of literacy experiences designed to support young children’s active engagement in reading and writing experiences related to the anchor text. The thematic organizer should include all of the elements identified by Tompkins (2015) (i.e., theme, unit introduction, text set, using the text set, digging into the big ideas, supportive literacy graphic organizers, word wall, vocabulary activities, differentiation, centers, assessments, and culminating projects). (10 points)
- Identify an appropriate transitional reader level text that complements the literacy them in a meaningful way and prepare a three-day guided reading lesson as delineated in the Richardson (2016) text. Students will use the Mason lesson-planning frame to fully describe how the guided reading lesson will progress over the course of the two days and how the guided reading session will be assessed. (5 points)
- Submit individual lesson plans for **two** of the additional literacy experiences identified on their thematic organizer. Selected lessons should emphasize children’s active engagement in the literacy experience and should target at least one specific literacy component (e.g., spelling, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary and concept development, and comprehension). (5 points)
- Develop a writing opportunity that encourages young authors to meaningfully extend their understandings of the topics being explored in the selected children’s book. Students will use the writing process approach to inform this part of their project as explored in Tompkins (2015). (5 points)
- Include all documents intended to guide and assess students’ engagement in the literacy experiences. (5 points)

Please note, “worksheets” are not appropriate tools for promoting children’s literacy development. Additionally, for these lessons, students should do the active thinking and development of the literacy opportunities, students should not simply download a lesson from online and use that as the literacy experience.

- **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](http://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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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.

### Class Schedule

Class	Topics	Assignments & Readings Due
August 30 Class Session 1	Initiating the Pen Pal Letter Exchange and Writing Workshop	Welcome!
September 6 Class Session 2	Becoming an Effective Teacher of Reading	Before class please read: Tompkins (2015) Chapter 1 <b><i>First Published Pen Pal Letter Due in Class Today</i></b> Be sure to take a picture of your published letter to submit along with your first reflection.
September 13	Exploring Literacy Theories	Before class please read:

Class Session 3	Integrating Literacy Into Thematic Units	<ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 12</li> </ul>
September 20 Class Session 4	Examining Children's Literacy Development	<p>Before completing the online class session please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 2</li> </ul>
September 27 Class Session 5	Assessing Children's Literacy Development	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 3</li> </ul>
October 4 Class Session 6	Guided Reading: Supporting Early Readers Cracking the Alphabetic Code	<p>Before class completing the online class session please read:</p> <ul style="list-style-type: none"> <li>Richardson (2016) Chapter 3</li> <li>Tompkins (2015) Chapter 4</li> </ul>
October 11 Class Session 7	<b>Pen Pal Letters*</b> Analyzing Young Children's Writing Pen Pal Letters & Scaffolding Children's Writing Development	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 11</li> </ul> <p>Visit the 6 + 1 Traits Website <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></p>
October 18 Class Session 8	<b>Scaffolding Children's Reading Development</b>	<p>Before class completing the online class session please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 10</li> <li><b>Second Pen Pal Letter and Pen Pal Reflection #1 due today.</b></li> </ul>
October 25 Class Session 9	Developing Fluent Readers and Writers	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 6</li> </ul>
November 1 Class Session 10	Building Children's Word Knowledge	<p>Before class completing the online class session please read:</p> <p>Tompkins (2015) Chapter 7</p>
November 8 Class Session 11	Guided Reading: Supporting Transitional Readers	<p>Before class completing the online class session please read:</p> <ul style="list-style-type: none"> <li>Richardson (2016) Chapter 5</li> </ul>
November 15 Class Session 12	Facilitating Children's Comprehension: Reader Factors	<p>Before class please read:</p> <p>Tompkins (2015) Chapter 8</p>
November 22	<i>STUDENT HOLIDAY</i>	
November 29 Class Session 13	Facilitating Children's Comprehension: Text Factors Guided Reading: Supporting Fluent Readers	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 9</li> <li>Richardson (2016) Chapter 6</li> </ul>
December 6 Class Session 14	Pen Pal Letters and Spelling	<p>Before class completing the online class session please read:</p> <ul style="list-style-type: none"> <li>Tompkins (2015) Chapter 5</li> </ul> <p><b>Transitional Readers Guided Reading and Guided Writing Plan Due</b></p>
December 13 Final Exam Date	Celebrate and Share! Prepare Readers Theatre for our Pen Pals!	<p><b>Pen Pal Reflection #2: Considering Young Children's Spelling Patterns and More</b> <i>Bring your letter and your spelling game to</i></p>

**\*Pen pal reflection due dates are dependent upon responses from our young pen pals. Assignments may shift accordingly.**

### **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*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- 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/>).
- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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