

**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, Spring 2018

Wednesdays/ 7:20 – 10:00 pm

Thompson Hall L014, 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. Offered by Graduate School of Education. May not be repeated for credit.

**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. ISBN: 9781433805615

Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic. ISBN: 9781338161113

Tompkins, G. E. (2015). *Literacy in the early grades: A successful start for prek-4 readers and writers*. Boston, MA: Pearson. ISBN: 9780133825015

**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	Due Dates	Points
Attendance & Participation (See attendance policy below)	Ongoing Attendance Rubric due: May 9	15
Pen Pal Portfolio <i>*Dates are tentative at this time</i>		35 points total
Reflection 1: What is the Writing Process? and Responding to Young Children’s Writing	Reflection #1 due: March 7	(15 points)
Reflection 2: Evaluating Young Children’s Writing and Supporting Children’s Orthographic Knowledge	Reflection #2 due: April 18	(20 points)
Integrated Literacy Plans for Early and Transitional Readers and Writers <ul style="list-style-type: none"> <li>• Early Readers and Writers Integrated Literacy Plan</li> <li>• Transitional Readers and Writers Integrated Plan</li> </ul>	Early Readers Plan due: March 28 <i>Note: 3 critically recognized texts for this unit are due February 14</i>	50 points (25 points)
	Transitional Readers Plan due: May 9 <i>Note: Content Area Text Set with non-fiction and fiction texts is due for this unit April 4</i>	(25 points)
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

### **Pen Pal Portfolio (35 points)**

For this assignment, students will complete two reflections over the semester. Reflections will be connected to specific tasks and experiences related to a letter exchange between a primary grade class and the teacher candidates enrolled in this course.

#### **Reflection 1: *What is the Writing Process? 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:

1. use the Six-Traits + 1 writing rubrics, personal course experiences, course texts, and articles to discuss the writing process;
  2. describe insights regarding their pen pal's literacy practices and writing development by
    - identifying and discussing any questions, ah has, puzzlements, or surprises regarding their pen pal's authoring process and practices;
    - considering how they would support their pen pal's continued progress if they were this child's teacher based on their 6 + 1 Traits evaluation;
    - linking their reflections and recommendations to research related literacy practices;
  3. 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 the journal reflection;
  4. explain how they decided to compose their response letter; and
  5. use APA to fully support their discussion.
    - This reflection will be approximately 4 full pages, not including response letter.
- \*A rubric will be provided.

#### **Reflection 2: *Evaluating Young Children's Writing and Supporting Children's Orthographic Knowledge (20 points)***

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

1. use the Six-Traits + 1 writing rubrics, personal course experiences, course texts, and articles to discuss the writing process;
2. describe insights regarding their pen pal's literacy practices and writing development by
  - identifying and discussing any questions, ah has, puzzlements, or surprises regarding their pen pal's authoring process and practices;
  - considering how they would support their pen pal's continued progress if they were this child's teacher based on their 6 + 1 Traits evaluation;
  - linking their reflections and recommendations to research related literacy practices;
3. identify the child's developmental spelling stage and support their analysis with course literature;
4. create a personalized spelling game to send back to their young pen pal based on your observations of the child's writing;
5. 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;
6. explain how they decided to compose their response letter; and

7. use APA to fully support their discussion.
    - This reflection will be approximately 5 full pages, not including response letter.
- \*A rubric will be provided.

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

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

This two-day literacy plan will demonstrate the thoughtful development of literacy experiences linked to the exploration of topics and ideas emphasized in a critically recognized children's book. The two-day unit will include the following:

- A review of **three** unique children's books that have been critically recognized by **three different** awarding organizations, **(5 points)**
- One lesson plan that details a read aloud experience using one of the critically recognized children's books using the Mason Lesson Planning Frame for this course and intentionally supports readers' comprehension of the text, **(5 points)**
- One two-day **early reader** guided-reading lesson plan using the Richardson early reader lesson planning frame and based on a text related to the critically recognized children's book and leveled D-I,\* **(5 points)**
- One two-day writing lesson that engages the children fully in the writing process using the Mason Lesson Planning Frame for this course, **(5 points)**

\*Please note, candidates need to use a book for the guided reading assignment that is an authentic text. This means, candidates **may not** use *Reading A-Z* or mini-readers specifically crafted as part of a leveled reading set.

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

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

This three-day literacy plan will demonstrate the thoughtful development of literacy experiences linked to the integration of another content area (math, science, or social studies) into the literacy experience. Accordingly, candidates 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. The three-day unit will include the following:

- 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 an anchor text grounded in a specific content area. The thematic organizer will
  - identify the overall theme for the literacy plan;
  - provide a list of related texts (fiction and non-fiction) to support children's learning **(3 point allocated early for approval of content area focus and text selection)**;
  - identify how the related texts could be used;
  - identify relevant word wall words for the theme and from the texts;
  - articulate a list of relevant literacy based centers that support the readers' and writers' vocabulary development, comprehension, and fluency;
  - articulate diverse assessment strategies for documenting children's reading and writing performances across the three-days; and

- identify at least one culminating project. (*4 points awarded for entire thematic organizer submitted with the entire project*)
- One lesson plan based on a content area text identified in the thematic organizer that dually engages young readers’ and writers’ in engaging in content area vocabulary and conceptual knowledge and promotes literacy development using the Mason Lesson Planning Frame for this course, (*6 points*)
- One three-day **transitional reader** guided-reading lesson plan using the Richardson transitional reader lesson planning frame and based on a text related to the content area theme and leveled J-P, \* (*5 points*)
- One lesson plan related to the content area concepts and themes that details a literacy center extension experience or whole group lesson that supports young readers’ and writers’ fluency, phonological awareness, and/or comprehension using the Mason Lesson Planning Frame for this course, \*\* (*6 points*)
- One three-day writing lesson that engages the children fully in the writing process and promotes content area knowledge using the Mason Lesson Planning Frame for this course, (*6 points*)

\*Please note, candidates need to use a book for the guided reading assignment that is an authentic text. This means, candidates **may not** use *Reading A-Z* or mini-readers specifically crafted as part of a leveled reading set.

\*\*Please note, “worksheets” are not appropriate tools for promoting children’s literacy development. Additionally, for these lessons, candidates should do the active thinking and development of the literacy opportunities, candidates 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) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

## 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 website 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.

- **Grading**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

<b>Class Session</b>	<b>Topic</b>	<b>Readings &amp; Assignments Due</b>
<i>January 24</i>	Initiating the Pen Pal Letter Exchange and Writing Workshop	Welcome!
<i>January 31</i>	Becoming an Effective Teacher of Reading  Exploring Literacy Theories	Before class please read: <ul style="list-style-type: none"><li>• Tompkins (2015) Chapter 1 <i>First Published Pen Pal Letter Due in Class Today</i></li></ul> Be sure to take a picture of your published

		letter to submit along with your first reflection.
<i>February 7</i>	Examining Children's Literacy Development & Assessing Children's Literacy Development	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 2</li> <li>• Tompkins (2015) Chapter 3</li> </ul>
<i>February 14</i>	Facilitating Children's Comprehension: Reader Factors	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 8</li> </ul> <p><b>Review of three unique critically recognized children's books due today (5 points)</b></p> <p><i>Come to class prepared to share the texts with a small group.</i></p>
<i>February 21</i>	Facilitating Children's Comprehension: Text Factors	<ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 9</li> </ul>
<i>February 28</i>	<b>Pen Pal Letters*</b> Analyzing Young Children's Writing Pen Pal Letters & Scaffolding Children's Writing Development	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 11</li> </ul> <p>Before class please examine: 6 + 1 Traits Website <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></p>
<i>March 7</i>	Guided Reading: Supporting Early Readers & Cracking the Alphabetic Code	Before class please read: <ul style="list-style-type: none"> <li>• Richardson (2016) Chapter 3</li> <li>• Tompkins (2015) Chapter 4</li> </ul> <p><b>Second Pen Pal Letter and Pen Pal Reflection #1 due today (15 points)</b></p>
<i>March 14</i>	<b>No Class – Spring Break</b>	
<i>March 21</i>	Scaffolding Children's Reading Development	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 10</li> </ul>
<i>March 28</i>	Integrating Literacy Into Thematic Units	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 12</li> </ul> <p><b>Two-day Early Readers and Writers Integrated Literacy Plan due today (20 points)</b></p>
<i>April 4</i>	Building Children's Word Knowledge	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 7</li> </ul> <p><b>Initial Content Area Text Set due for the Three-Day Transitional Readers and Writers Literacy Plan (3 points)</b></p>
<i>April 11</i>	<b>Pen Pal Letters*</b> and Spelling	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 5</li> </ul>
<i>April 18</i>	Guided Reading: Supporting Transitional Readers	Before class please read: <ul style="list-style-type: none"> <li>• Richardson (2016) Chapter 5</li> </ul>

		<b>Third pen pal letter, spelling game, and Reflection #2 due today (30 points)</b>
<i>April 24</i>	Developing Fluent Readers and Writers & Guided Reading: Supporting Fluent Readers	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins (2015) Chapter 6</li> <li>• Richardson (2016) Chapter 6</li> </ul>
<i>May 1</i>	Critical Literacies	Before class please read and view: Selected Comprehension Strategy Lessons and Videos from Richardson (2016)
<i>May 9</i>	<b>Final Day</b> Celebrate and Share! Prepare Readers Theatre for our Pen Pals!	Reader's Theater Celebration <b>Transitional Readers Guided Reading and Guided Writing Plan Due (30 points)</b> AND <b>Self-Reflection Attendance Rubric due by today (15 points)</b>

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

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

### **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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.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/students/>.**