

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

ECED 512.002 Language and Literacy Assessment and Instruction  
for Diverse Primary Grade Learners  
3 Credits, Spring 2019  
Wednesdays/ 4:30 – 7:10 pm  
Thompson L004, Fairfax Campus

**Faculty**

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**Prerequisites**

ECED 402 or ECED 502

**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, socioeconomically, and ability diverse children. Offered by Graduate School of Education. May not be repeated for credit.

**Course Delivery Method**

This course will be delivered using lecture and discussion format.

**Learner Outcomes or Objectives**

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

1. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
2. Describe the nature of language acquisition and its relationship to speech and language and literacy (reading and writing) development for children who speak English and dual or multilingual learners. including typical developmental stages of language acquisition and communication and the development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction).
3. Identify and discuss formal and informal assessment as screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and (c) writing.
4. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to

inform instruction in grades K-3 for acceleration, intervention, remediation, and differentiation.

5. Design, evaluate, and modify language- and literacy-rich environments and classroom management and behavior guidance strategies that maintain a positive learning environment; respond to each child's individual strengths and needs, and promote diverse young children's interest and engagement in language acquisition, reading, and writing.
6. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including differentiated instruction and the use of technologies, to promote diverse young children's development in grades K-3 in the following areas:
  - Oral Language (speaking and listening)
    - phonological awareness skills
    - learning of standard English by speakers of other languages and dialects
  - Reading
    - phonemic and other phonological awareness (e.g., phonemes, syllables, and rhyming),
    - concepts of print
    - phonics (e.g., sound and symbol relationships, syllables, phonemes morphemes, word analysis, and decoding skills)
    - structure of the English language (e.g., syntax)
    - fluency
    - vocabulary and concept development
    - listening and reading comprehension across content areas (e.g., fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text)
  - Writing
    - writing cohesively for a variety of purposes and in a variety of modes (e.g., narrative, descriptive, persuasive, and explanative)
    - composing
    - written expression
    - usage and mechanics
      - spelling (e.g., stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling)
    - handwriting
    - writing processes (e.g., planning, drafting, revising, editing, and publishing)
  - Creative Thinking and Expression
    - storytelling, drama, choral and oral reading, and imaginative writing
  - Appreciation of Text
    - fiction and nonfiction
  - Independent Reading
    - selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels
  - Visual Literacy
    - viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word

- Use of Technology
    - using technology for process and product work with reading and writing, to communicate, and to learn
7. Plan, implement, and reflect on evidence-based, culturally responsive assessment and instruction for grades K-3 that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing; and (c) uses knowledge of how standards provide the core for teaching English in prekindergarten and kindergarten to support children’s achievement of the Virginia Standards of Learning in English and Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

**Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)**

Upon completion of this course, students will have met the following professional standards:

N/A – Students will work toward meeting InTASC, CEC, and NAEYC standards.

**Required Texts\***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

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

Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York, NY: Teachers College Press.

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

Instructor will assign complementary articles across the semester to facilitate reflective work related to assessment practices for diverse young learners.

\*Various articles will also be made available through Blackboard

**Course Performance Evaluation**

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none"> <li>• Attendance and Participation Rubric</li> </ul>	Ongoing May 1	15
Pen Pal Portfolio <i>*Dates are tentative at this time</i> <ul style="list-style-type: none"> <li>• Reflection 1: What is the Writing Process? and Responding to Young Children’s Writing</li> </ul>	Reflection 1 due: March 6	40 points  (20 points)  (20 points)

<ul style="list-style-type: none"> <li>Reflection 2: Evaluating Young Children’s Writing and Supporting Children’s Orthographic Knowledge</li> </ul>	Reflection 2 due: April 24	
<p>Integrated Literacy Plans for Early and Transitional Readers and Writers</p> <ul style="list-style-type: none"> <li>Early Readers and Writers Integrated Literacy Plan</li> <li>Transitional Readers and Writers Integrated Plan</li> </ul>	<p>Early Readers Plan due: March 29 <i>Note: 3 critically recognized texts for this unit are due February 20</i></p> <p>Transitional Readers Plan due: May 1 <i>Note: Content Area Text Set with non-fiction and fiction texts is due for this unit April 10</i></p>	<p>45 points</p> <p>(20 points)</p> <p>(25 points)</p>
<b>TOTAL</b>		<b>100</b>

- Assignments and Examinations**

**Pen Pal Portfolio (40 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 (20 points)***

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

- use the Six-Traits + 1 writing rubrics, personal course experiences, course texts, and articles to discuss the writing process;
- 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;
- 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;
- explain how they decided to compose their response letter; and
- use APA to fully support their discussion, referencing at least one course reading and one text from Blackboard or elsewhere.

- 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, revelations, 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 paper gift (word game, poem, drawing, origami) 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, referencing at least two course readings and one text from Blackboard or elsewhere.
  - This reflection will be at least 5 full pages, not including response letter.  
\*A rubric will be provided.

**Integrated Literacy Plans for Early and Transitional Readers and Writers (45 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 one awarding organization discussed in class. Also, at least one book must be written by an author of color, and another must represent a different language or culture in the story
- One lesson plan that details a read aloud experience using one of the critically recognized children’s books that intentionally supports readers’ comprehension of the text. The Mason Lesson Planning Frame for this course will be used to structure the lesson, and connections between the lessons activities and course readings and/or other literature are required.

- 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\*
- One two-day writing lesson that engages the children fully in the writing process using the Mason Lesson Planning Frame for this course

**\*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 (25 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;
  - 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.
- 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. Connections to course readings and/or other relevant texts are required.
- 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\*
- One lesson plan related to the content area concepts and themes that details a literacy center extension experience that supports young readers’ and writers’ fluency, phonological awareness, and/or comprehension. \*\*

- 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. Connections to course readings and/or other relevant texts are required.

\*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 and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

\* In order to participate in online activities, you will need to have or create a Gmail account, and a Goodreads account.

**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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

**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>Date</b>	<b>Topics</b>	<b>Assignments &amp; Readings Due</b>
<b>Class 1</b> January 23	An Introduction to the Teaching of Reading & Initiating the Pen Pal Letter Exchange	Welcome!
<b>Class 2</b> January 30	Becoming an Effective Teacher of Reading  Exploring Literacy Theories	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 1</li> <li>• Souto-Manning: Chapter 1</li> </ul>

<b>Class 3</b> February 6	Examining Children's Literacy Development & Assessing Early Readers' Literacy Development	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 2 and 3</li> <li>• Souto-Manning: Chapter 5</li> </ul> <p><i><b>First Pen Pal Letter to be Written in Class Today</b></i></p> <p>Be sure to take a picture of your published letter to submit along with your first reflection.</p>
<b>Class 4</b> February 13	Facilitating Children's Comprehension: Reader Factors	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 8 (or 1 article posted on Blackboard)</li> <li>• Souto-Manning: Chapter 2</li> </ul>
<b>Class 5</b> February 20	Facilitating Children's Comprehension: Text Factors	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 9 (or 1 article posted on Blackboard)</li> <li>• Souto-Manning: Chapter 4</li> </ul> <p><i><b>Review of three unique critically recognized children's books due today (5 points)</b></i></p> <p><i>Come to class prepared to share the texts with a small group</i></p>
<b>Class 6</b> February 27	<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: Chapter 11 (or 1 article posted on Blackboard)</li> <li>• Souto-Manning: Chapter 6</li> </ul> <p>Before class please examine: 6 + 1 Traits Website <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></p>
<b>Class 7</b> March 6	Guided Reading: Supporting Early Readers & Cracking the Alphabetic Code	Before class please read: <ul style="list-style-type: none"> <li>• Richardson: Chapter 1 (optional) and 3</li> <li>• Tompkins: Chapter 4 (or 1 article posted on Blackboard)</li> </ul> <p><i><b>Second Pen Pal Letter and Pen Pal Reflection #1 due today (15 points)</b></i></p>
March 13	SPRING BREAK – NO CLASS	
<b>Class 8</b> March 20	Scaffolding Children's Reading Development	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 10 (or 1 article posted on Blackboard)</li> <li>• Souto-Manning: Chapter 3</li> </ul>

<b>Class 9</b> March 27	Integrating Literacy Into Thematic Units	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 12 (or 1 article posted on Blackboard)</li> </ul> <p><b>Two-day Early Readers and Writers Integrated Literacy Plan due today (20 points)</b></p>
<b>Class 10</b> April 3	Building Children’s Word Knowledge & Spelling	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 5 &amp; 7 (or 1-2 articles posted on Blackboard)</li> </ul>
<b>Class 11</b> April 10	Assessing Transitional Readers’ Literacy Development  <b>Pen Pal Letters*</b>	Before class please read: <ul style="list-style-type: none"> <li>• Tompkins: Chapter 6 (or 1 article posted on Blackboard)</li> </ul> <p><b>Initial Content Area Text Set due for the Three-Day Transitional Readers and Writers Literacy Plan (3 points)</b></p>
<b>Class 12</b> April 17	Guided Reading: Supporting Transitional Readers	Before class please read: <ul style="list-style-type: none"> <li>• Richardson: Chapter 5</li> </ul> <p><b><i>Final Pen Pal Letter to be Written in Class Today</i></b></p> <p>Be sure to take a picture of your published letter to submit along with your final reflection.</p>
<b>Class 13</b> April 24	Critical Literacy: Reading the Word and the World for Cultural, Linguistic and Ability Diverse Learners & Developing Fluent Readers and Writers	Choose one article from selection on Blackboard  <b>Third pen pal letter, gift, and Reflection #2 due (20 points)</b>
<b>Class 14</b> May 1	Celebrate and Share Reader’s Theater!	Reader’s Theater  <b>Transitional Readers Guided Reading and Guided Writing Plan Due (30 points)</b> AND <b>Self-Reflection Attendance/Participation Rubric due by today (15 points)</b>
<b>Class 15</b>	<b>Finals week – no class meeting</b>	

May 8		
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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/>.**