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

ECED 412.002 Language and Literacy Assessment and Instruction
for Diverse Primary Grade Learners
3 Credits, Spring 2020
01/21/2020 – 05/13/2020, Tuesday/4:30pm – 7:10pm
Global Room 1302A, Fairfax

Faculty
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Prerequisites
ECED 401 or 501, ECED 402 or ECED 502, and ECED 403 or 503
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

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. Equivalent to ECED 512.

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. Describe the complex nature of language acquisition as a precursor to literacy and the typical and atypical 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) with a focus on the language development of kindergarten through third-grade learners.
2. Identify and discuss (a) specific language-based conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders; (b) at-risk learning-related issues due to attention deficit disorders; (c) the effects of disabling and at-risk conditions on young children; and (d) intervention methods to promote speech and language development and literacy (reading and writing) development in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
3. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including explicit instruction, differentiated instruction,

flexible grouping, and the use of technologies, to promote diverse kindergarten through third-grade learners' development in the following areas:

- Oral Language for Diverse Learners in the Primary Grades
    - speaking and listening
    - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
    - learning of standard English by speakers of other languages and dialects
    - creative thinking and expression, including storytelling, drama, choral and oral reading,
- Reading and Literature Appreciation for Diverse Learners in the Primary Grades
    - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
    - concepts of print
    - phonics, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
    - fluency
    - vocabulary and concept development
    - structure of the English language, including an understanding of syntax
    - reading comprehension strategies across content areas, including fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text
    - appreciation of a variety of literature, including fiction and nonfiction texts
    - independent reading, including selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels
    - visual literacy, including viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word
- Writing for Diverse Learners in the Primary Grades
    - composing, including imaginative writing
    - written expression
    - usage and mechanics
    - spelling, including stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling
    - handwriting
    - writing processes, including planning, drafting, revising, editing, and publishing
    - writing cohesively for a variety of purposes and in a variety of modes, including narrative, descriptive, persuasive, and explanative
- Technology for Diverse Learners in the Primary Grades
    - using technology for process and product work with reading and writing, to communicate, and to learn

4. Plan, implement, and reflect on evidence-based, culturally responsive assessment and instruction that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing in diverse learners in the primary grades; (c) integrates literacy across the curriculum; and (d) uses knowledge of how

standards provide the core for teaching English to support diverse kindergarten through third-grade learners' achievement of the *Virginia Standards of Learning in English* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.

5. Explain the importance of play-based learning in diverse primary learners' language and literacy development and describe ways to promote language and literacy development during conversation and play.
6. Adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each learner's zone of proximal development.
7. 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 learners with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
8. Identify and discuss formal and informal assessment for diverse primary learners, including 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.
9. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
10. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

Virginia Professional Studies Competencies
Language and Literacy

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods
Knowledge and Skills: English/Reading

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
Ray, K. W. (1999). *Wondrous words: Writers and writing in the elementary classroom*. National Council of Teachers of English.
Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching*

strategies for diverse learners, K-2. New York, NY: Teachers College Press.

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

*Various articles will also be made available through Blackboard as optional readings.

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 • Self-Evaluation	Ongoing May 7	**25**
Pen Pal Portfolio		**30**
• Reflection Part 1: What is the Writing Process? and Responsive Pedagogy for Young Writers	Mar 3	*15*
• Reflection Part 2: Evaluating Young Children's Writing and Supporting Children's Orthographic Knowledge	Apr 28	*15*
Integrated Literacy Lesson Plans		**45**
• Early Readers and Writers Integrated Literacy Plan	Feb 18 *Note: 3 critically recognized texts for this unit are due Week 4*	*15*
• Guided Reading Plans for Early and Transitional Readers	Mar 24	10
• Transitional Readers and Writers Integrated Plan	Apr 21 *Note: Content Area Text Set with non-fiction and fiction texts is due for this unit Week 11*	*20*
TOTAL		**100**

- **Assignments and Examinations**

Pen Pal Portfolio (30 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 students 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 do the following:

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;
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 style to fully support their discussion.

This reflection will be at least two full pages, not including response letter. A rubric will be provided.

Reflection 2: Evaluating Young Children's Writing and Supporting Children's Orthographic Knowledge *(15 points)*
The following reflection procedure will build off of students' thoughtful analysis in the first reflection. Students will do the following:
1. 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;
   - describing the most important values for teaching writing to early and transitional writers;
3. 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;
4. Draft a friendly letter back to their pen pal and explain how they decided to compose their response letter; and
5. Use APA style to fully support their discussion.

This reflection will be at least two 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 *(15 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:
   o 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, using the Mason lesson plan template, that details a **read aloud experience** using one of the critically recognized children's books that intentionally supports readers' comprehension of the text
- One two-day **writing** lesson, using the Mason lesson plan template, that engages the children fully in the writing process

**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.

Two-day Guided Reading Lesson Plans for Two Reading Groups (*10 points*)
This set of lesson plans for two small reading groups will demonstrate the thoughtful development of literacy experiences to guide students in developing effective reading strategies and skills to enhance independence. This set of lessons will include the following:

- Two authentic texts identified as suitable for teaching reading strategies to an early reader group (reading levels D-I*) and transitional reader group (reading levels J-P*)
- One two-day **early reader guided-reading** lesson plan, using the early reader lesson plan template provided on Blackboard
- One two-day **transitional reader** guided-reading lesson plan, using the transitional reader lesson plan template provided on Blackboard.
- Connections to course readings, specifically those from the guided reading articles and resources folder on Blackboard and/or other relevant texts are recommended.

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

Three-day Transitional Readers and Writers Integrated Literacy Plan *(20 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. Students will select a content area topic identified in the *Standards of Learning for Virginia*. 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.
  - o One lesson plan, using the Mason lesson plan template, 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
  - o 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. **
  - o One three-day writing lesson, using the Mason lesson plan template, that engages the children fully in the writing process and promotes content area knowledge

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 (25 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.

- Students submit attendance and participation self-evaluation.

* In order to participate in online activities, students will need to have or create a Gmail account (or link your @gmu.edu account to Google Drive) and a Goodreads account.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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.

Deadlines
All assignments are due on the day listed on the syllabus*. Assignments must be submitted by 11:59 pm of the due date to receive full credit. If, for any reason, you are unable to complete an assignment by the due date, please submit and upload to Blackboard a letter briefly explaining the situation and the date you plan to submit the assignment. Late assignments without explanation may not receive credit for the course.

*If a change of deadline is made by the instructor, an email will be distributed through Blackboard).

- **Grading**

A+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
C+ = 77 –79   C = 70 – 76   D = 60 – 69   F = < 60
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 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 C or better in all undergraduate 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

Date	Topics	Assignments & Readings Due
Class 1 **1/21**	Becoming an Effective Language and Literacy Teacher in the Primary Grades Building on *Virginia's Foundation Blocks for Early Learning* Examining the *Virginia Standards of Learning for English Kindergarten Through Third Grade*	Welcome! *Virginia's Early Learning Foundation Building Blocks* *Virginia English Standards of Learning for Kindergarten Through Third Grade*
Class 2 **1/28**	Examining Children's Oral Language Development • Stages of language acquisition • Dual and English learners • Pathways Toward Standardized English • Speaking and listening • Phonemic and other phonological awareness skills – phonemes and rhymes • Specific language-based conditions • Varied abilities • Diversity (cultural, linguistic, ability, and socioeconomic) Fostering Oral Language through Read Alouds	Souto-Manning & Martell, Chapter 1 & 4 Tompkins, Chapter 1 & 2 ***First Pen Pal Letter to be Written in Class Today*** *Be sure to take a picture of your published letter to submit along with your first reflection.*
Class 3 **2/4**	Writing • Composing • Writing for a variety of purposes • Writing process approach Analyzing and Interpreting Data to Inform Instruction	Souto-Manning: Chapter 6 Wood-Ray: Chapters 1 & 4 Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits
Class 4 **2/11**	Assessing and Facilitating Oral and Silent Comprehension: Text Factors • Selecting and Using Texts at the Appropriate Reading Levels Analyzing and Interpreting Data to Inform Instruction	Tompkins, Chapter 9 Wood Ray, Chapter 2 **Due – Review of Three Unique Critically Recognized Children's Books**

		Come to class prepared to share the texts with a small group
Class 5 2/18	Assessing and Facilitating Oral and Silent Comprehension: Reader Factors • Selecting and Using Texts at the Appropriate Reading Levels Analyzing and Interpreting Data to Inform Instruction	Tompkins, Chapter 8 Souto-Manning & Martell: Chapter 5 **Due to Bb – Early Readers and Writers Integrated Literacy Plan**
Class 6 2/25	Assessing Children's Literacy Development Using Formal and Informal Assessments Analyzing and Interpreting Assessment Data Determining Appropriate Reading Levels Using Assessment Data for Instruction and Flexible Skill-Level Groupings	Souto-Manning & Martell, Chapter 2 Tompkins, Chapter 3
Class 7 3/3	Implementing Guided Reading Adapting Tasks and Interactions • Matching each child's zone of proximal development Progress Monitoring Data Using to inform instruction for acceleration, intervention, remediation, and differentiation.	Choose 3 articles from the "Guided Reading Resources" folder on Bb Tompkins: Chapter 10 **In Class – Second Pen Pal Letter** **Due to Bb – Pen Pal Portfolio Reflection 1**
3/10	SPRING BREAK – NO CLASSES	
Class 8 3/17	Assessing and Developing Letter and Word Recognition • Phonemic awareness/phonological awareness • Concepts of print • Letter recognition • Sound-symbol knowledge • Decoding and word attack skills Providing Explicit Phonics Instruction Analyzing and Interpreting Data to Inform Instruction	Tompkins: Chapter 4 Souto-Manning & Martell, Chapter 5 (Optional) Choose 1 article posted on Bb

| Class 9

3/24	Integrating Literacy and Developing Comprehension Skills Across the Content Areas • English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology Using Fiction and Nonfiction Texts • Predicting • Retelling • Summarizing • Making connections Visual Literacy • Viewing, • Interpreting, • Analyzing, • Representing information Analyzing and Interpreting Data to Inform Instruction	Tompkins: Chapter 12 **Wood Ray: Chapter 5** (Optional) Choose 1 article posted on Bb **Due to Blackboard - Guided Reading Lessons**
Class 10

3/31 | Assessing and Developing Systematic Spelling Instruction
• Purposes and Limitations of Invented Spelling
• Stages of Spelling
• Orthographic Patterns
• Phonetics
• Morphology
• Phonology

Vocabulary Development
• Concept development

Assessing and Building Children's Assessing and Developing Word Knowledge
• Single word recognition
• Decoding
• Word attack skills
• Word recognition in context

Analyzing and Interpreting Data to Inform Instruction | Tompkins, Chapter 5 & 7

(Optional) Choose 1 article posted on Bb |

Class 11 4/7	Assessing and Scaffolding Children's Writing Development • Writing processes • Writing strategies and skills • Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics) • Handwriting Use of technology to read, write, and research Analyzing and Interpreting Data to Inform Instruction	Tompkins, Chapter 11 Wood Ray, Chapter 11 (Optional) Choose 1 article posted on Bb **Due in Class – Initial Content Area Text Set for the 3-Day Transitional Readers and Writers Literacy Plan**
Class 12 4/14	Assessing and Developing Fluent Readers and Writers • Selecting and Using Texts at the Appropriate Reading Levels • Providing Experiences That Promote Creative Thinking and Expression (e.g., storytelling, drama, choral/oral reading) • Fluency Analyzing and Interpreting Data to Inform Instruction	Tompkins Chapter 6 (Optional) Choose 1 article from Bb ***Final Pen Pal Letter to be Written in Class Today*** *Be sure to take a picture of your published letter to submit along with your final reflection.*
Class 13 4/21	Assessing and Scaffolding Children's Reading Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books Developing Fluency • Reader's Theater	(Optional) Choose 1 article posted on Bb **Due to Bb – Transitional Readers and Writers Integrated Plan**
Class 14 4/28	Conclusion	**Due to Bb – Pen Pal Portfolio Reflection 2**
May 5	Reading Day – No class meeting	
Class 15	Exam Period – No Class	**Due to Bb – Attendance and Participation Self-Evaluation (Due 5/7)**

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 https://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://ds.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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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