

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

ECED 512.004 Language and Literacy Assessment and Instruction
for Diverse Primary Grade Learners
3 Credits, Fall 2020
10/20/2020 – 12/15/2020, Tuesdays/ 4:30pm – 7:10 pm
Online Hybrid

Faculty

Name: Leslie La Croix, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1203, Fairfax Campus
Office Phone: 703-993-5488
Email Address: llacroix@gmu.edu

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 412.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on October 20, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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. Use research to support instructional decision-making.
- 11. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
- 12. 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.

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

Recommended Text

Ray, K. W. (1999). *Wondrous Words: Writers and writing in the elementary classroom*. National Council of Teachers of English

*Various articles will also be made available through Blackboard to complete the research in to practice article review.

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none"> Self-Evaluation 	Ongoing December 15	25
Virtual Literacy Exchange Portfolio <ul style="list-style-type: none"> Reflection Part 1: What is the Writing Process? and Responsive Pedagogy for Young Writers Reflection Part 2: Conducting Powerful Read Alouds 	November 10 <i>Virtual Letter due October 27</i> November 24 <i>Virtual Read Aloud due November 2</i>	55 10 10

<ul style="list-style-type: none"> • Reflection Part 3: Examining Guided Reading Practices for Early Readers and Writers 	December 1 <i>Virtual Guide Reading Plan due November 17</i>	15
<ul style="list-style-type: none"> • Reflection Part 4: Evaluating Young Children’s Reading & Writing and Supporting Children’s Orthographic Knowledge 	December 8 <i>Completed in Class</i>	10
Research into Practice Guided Journal	First Reflection due November 10 Second Reflection due December 1	10
Integrated Literacy Lesson Plans		20
<ul style="list-style-type: none"> • Transitional Readers and Writers Integrated Plan 	December 8	
TOTAL		100

- **Assignments and Examinations**

Virtual Literacy Exchange Portfolio (55 points)

For this assignment, students will complete four reflections over the semester. Reflections will be connected to specific tasks and experiences related to a virtual literacy exchange between a primary-grade class and students enrolled in this course. Due to Covid-19, letters and literacy products will be shared virtually with children using Flip Grid. Therefore, they will share their letter orally and visually. Their first-grade pen pals will respond using the Flip Grid platform as well.

Virtual Literacy Exchange and 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. Engage in the writing process to create a virtual letter using Flip Grid for their pen pal. (This process will be guided in class.)
2. Respond to the virtual letter using the Six-Traits + 1 writing rubrics, personal course experiences, course texts, and articles to discuss the writing process;
3. 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 and
 - 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;
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 the journal reflection;

5. Explain how they decided to compose their response letter;
6. Provide links to all virtual products, and
7. Use APA style to fully support their discussion.

This reflection will be at least two full pages, not including the image of your response letter/link to your virtual product. A rubric will be provided.

Virtual Literacy Exchange and Reflection 2: Conducting Powerful Read Alouds (15 points)

Students will do the following:

1. Create a read aloud lesson plan with one of the texts provided by the course instructor.
2. Enact the read aloud experience for their first-grade literacy partner using Flip Grid (and other virtual platforms as needed).
3. Identify in their reflection the specific read aloud strategies they used to engage learners. Explain why they used these strategies. Describe how they framed their extension to encourage students' motivations to respond to your virtual literacy exchange.
4. Evaluate their student's literacy response using 6+1 traits and connections to readings thus far regarding children's literacy development.
5. Provide links to all virtual products.
6. Use APA style to fully support their discussion.

Reflection Part 3: Examining Guided Reading Practices for Early Readers and Writers (15 points)

1. Create a guided reading lesson plan with one of the texts provided by the course instructor.
2. Enact the guided reading experience for their first-grade literacy partner using Flip Grid (and other virtual platforms as needed).
3. Identify in their reflection the specific guided reading strategies they used to engage their learner. Explain why they used these strategies. Describe how they framed their extension to encourage students' motivations to respond to their virtual literacy exchange.
4. Evaluate their student's literacy response using 6+1 traits and connections to the components related to guided readings practices that reveal a learner's literacy development.
5. Provide links to all virtual products.
6. Use APA style to fully support their discussion.

Reflection 4: Evaluating Young Children's Writing, Literacy Expressions, and Considering Children's Orthographic Knowledge (10 points)

The following reflection procedure will build off of students' experiences engaging in literacy instructional practices across the virtual literacy exchange. Students will do the following:

1. Describe insights regarding their virtual literacy partner's literacy practices and development by
 - identifying and discussing any questions, revelations, puzzlements, or surprises regarding their pen pal's authoring process and practices and
 - attending to what they can discern about the child's orthographic knowledge based on observable spelling patterns evidenced in their virtual literacy products.
3. Describe the most important values for their future instructional practices as a literacy teacher.
4. Create a personalized virtual gift (word game, poem, drawing, origami) to send back to their young pen pal based on their observations of the child's writing. (This might be a readers' theater performed by their authoring circle for all of the virtual literacy partners.)
8. Draft a friendly letter back to their pen pal share their draft with their authoring circle and attach a photo of their published letter/links to virtual products to the journal reflection.
5. Explain how they decided to compose their response letter and gift.
6. 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 (20 points)

Three-day Transitional Readers and Writers Integrated Literacy Plan

This 3-day literacy plan will demonstrate the thoughtful development of literacy experiences linked to the *integration of another content area* (mathematics, science, or social studies) into the literacy experience. Students will select a content area topic identified in the *Standards of Learning for Virginia*. The 3-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.
- 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 (these texts may span across reading levels);
 - 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;
 - identify at least one culminating project;
 - include at least one text related to the theme appropriate for transitional reader group (reading levels J-P*); and
 - include one 2-day **transitional reader** guided-reading lesson plan, using the transitional reader lesson plan template provided on Blackboard.
- 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.
 - 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 3-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.

Research into Practice Guided Journal (10 points - 5 points each)

Students will engage in a critical analysis of **two** contemporary research articles informing educators’ work with young children in literacy contexts. A selection of articles to choose from will be provided on Blackboard. To engage in the analysis of the text, students will download the article and engage in an active reading of the article. Students will use the graphic organizer provided to analyze and react to the research examined.

• 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 their @gmu.edu account to Google Drive) and a Goodreads account.

Written Assignments

All formal written assignments will be evaluated for content and 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, students are unable to complete an assignment by the due date, they will 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 = 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 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 graduate 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
<p>Class 1</p> <p>October 20</p>	<p>Becoming an Effective Language and Literacy Teacher in the Primary Grades</p> <p>Building on <i>Virginia's Foundation Blocks for Early Learning</i></p> <p>Examining the <i>Virginia Standards of Learning for English Kindergarten Through Third Grade</i></p>	<p>Souto-Manning & Martell, Chapter 1</p> <p><i>Virginia's Early Learning Foundation Building Blocks</i></p> <p><i>Virginia English Standards of Learning for Kindergarten Through Third Grade</i></p>
<p>Class 2</p> <p>October 20-27</p>	<p>Examining Children's Oral Language Development</p> <ul style="list-style-type: none"> • 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) <p>Fostering Oral Language through Read Alouds</p>	<p>Tompkins, Chapter 1</p>
<p>Class 3</p> <p>October 27</p>	<p>Comprehension and the Power of Reading Aloud</p> <p>Writing</p> <ul style="list-style-type: none"> • Composing • Writing for a variety of purposes 	<p>Souto-Manning, Chapter 6</p> <p>Thompkins, Chapter 11</p> <p>Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits</p>

	<ul style="list-style-type: none"> • Writing process approach <p>Analyzing and Interpreting Data to Inform Instruction</p>	Due to Bb – First Virtual Letter due today <u>October 27</u> before class.
Class 4 October 27- November 2	<p>Writing (Continued)</p> <ul style="list-style-type: none"> • Composing • Writing for a variety of purposes • Writing process approach <p>Analyzing and Interpreting Data to Inform Instruction</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Viewing, • Interpreting, • Analyzing, • Representing information 	<p>Souto-Manning & Martell, Chapter 2</p> <p>Thompkins, Chapter 2</p> <p>Due to Bb – Virtual Read Aloud <u>November 2</u></p>
NOVEMBER 3 ELECTION DAY STUDENT HOLIDAY		
Class 5 November 4- 10	<p>Assessing and Facilitating Oral and Silent Comprehension: Reader Factors</p> <ul style="list-style-type: none"> • Selecting and Using Texts at the Appropriate Reading Levels <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins, Chapter 4</p> <p>Souto-Manning & Martell, Chapter 4</p> <p>Due to Bb – Review of Three Unique Critically Recognized Children’s Books <i>You will share your texts with your authoring circle friends online via Blackboard.</i></p>
Class 6 November 10	<p>Assessing Children’s Literacy Development Using Formal and Informal Assessments</p> <p>Analyzing and Interpreting Assessment Data</p> <p>Determining Appropriate Reading Levels</p> <p>Using Assessment Data for Instruction and Flexible Skill-Level Groupings</p>	<p>Tompkins, Chapter 3</p> <p>Due to Bb – Virtual Literacy Exchange Reflection #1</p> <p>Due to Bb – Second Research into Practice Journal Reflection due</p>
Class 7	Implementing Guided Reading	Tompkins: Chapter 10

<p>November 10-17</p>	<p>Adapting Tasks and Interactions</p> <ul style="list-style-type: none"> • Matching each child’s zone of proximal development <p>Progress Monitoring Data Using to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<p>Choose 3 articles from the “Guided Reading Resources” folder on Bb</p>
<p>Class 8 November 17</p>	<p>Assessing and Developing Letter and Word Recognition</p> <ul style="list-style-type: none"> • Phonemic awareness/phonological awareness • Concepts of print • Letter recognition • Sound-symbol knowledge • Decoding and word attack skills <p>Providing Explicit Phonics Instruction</p> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins: Chapter 8</p> <p>Souto-Manning & Martell, Chapter 5</p> <p>Due to Bb – Virtual Guided Reading Plan</p>
<p>Class 9 November 17-24</p>	<p>Integrating Literacy and Developing Comprehension Skills Across the Content Areas</p> <ul style="list-style-type: none"> • English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology <p>Using Fiction and Nonfiction Texts</p> <ul style="list-style-type: none"> • Predicting • Retelling • Summarizing • Making connections <p>Visual Literacy</p> <ul style="list-style-type: none"> • Viewing, • Interpreting, • Analyzing, • Representing information <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins: Chapter 12</p> <p>Sign up to Meet with Dr. La Croix about your transitional literacy plan. Check the google sign-up sheet on Blackboard.</p>

<p>Class 10 November 24</p>	<p>Assessing and Developing Systematic Spelling Instruction</p> <ul style="list-style-type: none"> • Purposes and Limitations of Invented Spelling • Stages of Spelling • Orthographic Patterns • Phonetics • Morphology • Phonology <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Concept development <p>Assessing and Building Children’s Assessing and Developing Word Knowledge</p> <ul style="list-style-type: none"> • Single word recognition • Decoding • Word attack skills • Word recognition in context <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins, Chapter 7</p> <p>Due to Bb – Virtual Literacy Reflection #2 Read Aloud</p>
<p>Class 11 November 24-December 1</p>	<p>Assessing and Scaffolding Children’s Writing Development</p> <ul style="list-style-type: none"> • Writing processes • Writing strategies and skills • Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics) • Handwriting <p>Use of technology to read, write, and research</p> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins, Chapter 9</p>
<p>Class 12 December 1</p>	<p>Assessing and Developing Fluent Readers and Writers</p> <ul style="list-style-type: none"> • Selecting and Using Texts at the Appropriate Reading Levels • Providing Experiences That Promote Creative Thinking and Expression 	<p>Tompkins Chapter 5</p> <p>Due to Bb – Virtual Reflection #3 Guided Reading Reflection</p> <p>Due to Bb – Second Research into Practice Journal Reflection due</p>

	(e.g., storytelling, drama, choral/oral reading) <ul style="list-style-type: none"> • Fluency Analyzing and Interpreting Data to Inform Instruction	
Class 13 December 1-8	Assessing and Scaffolding Children’s Reading Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books Developing Fluency <ul style="list-style-type: none"> • Reader’s Theater 	Souto-Manning & Martell, Chapter 3
Class 14 December 8	Celebrations!	Due to Bb – Transitional Readers and Writers Integrated Plan Virtual Literacy Reflection #4 Started in Class Today
Final Exam December 15	Exam Period – No Class	Due to Bb – Virtual Literacy Reflection #4 Due to Bb – Attendance and Participation Self-Evaluation

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/VIA 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>.