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

ECED 412.008 Language and Literacy Assessment and Instruction
for Diverse Primary Grade Learners
3 Credits, Spring 2022
NET 1/24/2022–5/18/2022, In Person/Online Hybrid
In-Person meetings: Tuesdays/ 4:30 pm – 7:10 pm (1/25, 2/8, 2/22, 3/8, 3/29, 4/12, 4/26)
Alternate weeks are for online asynchronous learning.
Thompson Hall L013, Fairfax Campus

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.

Course Delivery Method
This course will be delivered using a hybrid lecture/discussion format and Blackboard (Bb).

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 Early Learning and Development Standards.*

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 – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

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.). Author.
Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2.* Teachers College Press.
*Various articles will also be made available through Blackboard as additional readings.

Optional Texts (you do not need to buy these for this course)

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

Tompkins, G. E., & Rodgers, E. (2020). *Literacy in the early grades: A successful start for prek-4 readers and writers (*5th ed). Pearson. ISBN: 9780134990569

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation • Self-Evaluation	Ongoing May 17	**25**
Observation Portfolio Choose 3 of 6 • Your Literacy History • Library Literacy Dig • Children's Writing • Curriculum Materials • Classroom Observation • Independent Inquiry	First memo: March 3 Second memo (in class): April 12 Final Portfolio: May 5	**45**
Integrated Literacy Lesson Plans		**30**
• Early Readers and Writers Integrated Literacy Plan	March 24 *Note: 3 critically recognized texts are due in class 2/22*	10
• Guided Reading Plans for Early and Transitional Readers	April 21	10
• Content Area Integrated Literacy Plan	May 17 *Note: 1 nonfiction picture due in class 4/26*	10
TOTAL		**100**

- **Assignments and Examinations**

Observation Portfolio (45 points)

For this assignment, students will complete three reflections, typically started through an in-class activity, over the semester. Reflections will be connected to specific observations or activities that involve real world or personal experience related to literacy and teaching.

> **Option 1: Your Literacy History**
> Students will reflect in a two- to three-page memo about their experiences learning to read and being taught to read at home and/or school. The writing should also make connections to course readings.

Option 2: Library Literacy Dig
After examining a home, classroom, school or public library, students will reflect in a two- to three-page memo about the selection: its diversity of genre, topics, and representation with regard to authors and characters. The writing should also make connections to course readings.

Option 3: Children's Writing
Using course lenses, such as a strengths-based approach, students will describe and analyze a piece of children's writing in a two- to three-page memo. The writing should also make connections to course readings on writing development and the writing process.

Option 4: Curriculum Materials
Students will examine curriculum materials available in a classroom, or in the university library, and reflect in a two- to three-page memo on the affordances and constraints on literacy teaching and learning within their design. The writing should also make connections to course readings.

Option 5: Classroom Observation
Students will observe literacy teaching practices (in-person or virtually) and reflect on those practices in a two- to three-page memo. The writing should also make connections to course readings.

Option 6: Student Choice Inquiry
With prior approval from the instructor, students will develop a topic of inquiry (with a stated research question) related to literacy, and write a two- to three-page memo on their findings. The writing should also make connections to course readings or other relevant sources.

Integrated Literacy Plans for Early and Transitional Readers and Writers (30 points)
The Integrated Literacy Plans will consist of the following three assignments:

Two-day Early Readers and Writers Integrated Literacy Plan (10 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 (due on BB on designated date prior on provided template prior to lesson plan).
- o _One lesson plan_, using an abbreviated 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
- o _One two-day **writing lesson**_, using an abbreviated Mason lesson plan template, that engages children fully in the writing process (planning, drafting, revising, editing, publishing).

**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 One Reading Group (*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:
- One authentic text identified as suitable for teaching reading strategies to an early reader group (reading levels D-I*)
- One two-day **early reader guided-reading** lesson plan, using the early 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 authentic text. This means, students **may not** use *Reading A-Z* or mini-readers specifically crafted as part of a leveled reading set.

Three-day Integrated Literacy Plan (10 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 be described in 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.

**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
Note: Readings are due by the beginning of the first class of each week, while assignments are due by 11:59pm on the date listed.

Date	Topics	Assignments & Readings Due
Week 1 **Jan 25** **(in-person)**	**Introduction -** Becoming an Effective Language and Literacy Teacher in the Primary Grades Examining the *Virginia's Early Learning and Development Standards and the Virginia Standards of Learning for English Kindergarten Through Third Grade*	Welcome! *Virginia's Early Learning and Development Standards* *Virginia English Standards of Learning for Kindergarten Through Third Grade* Souto-Manning & Martell: Chapter 1
Week 2 **Feb 1**	**Oral Language, Culture and Diversity –** Oral Language Development:	Souto-Manning & Martell: Chapter 2 and 4

(online asynchronous)	Speaking and listening, language acquisition, pathways towards standardized English, phonological skills (phonemes, rhymes), specific language based conditions, varied abilities Language Diversity: Cultural, linguistic, ability and socioeconomic differences in language learning for English, dual language, and multilingual students	
Week 3 **Feb 8** **(in-person)**	**Writing Development and Instruction Part 1 –** Composing, writing for a variety of purposes, writing process approach, writing strategies and skills	Souto-Manning: Chapter 6 Choose 1 article from Blackboard
Week 4 **Feb 15** **(online asynchronous)**	**Writing Development and Instruction Part 2 –** Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics), handwriting Writing and research technologies Analyzing and Interpreting Data to Inform Instruction	Choose 2 articles from Blackboard
Week 5 **Feb 22** **(in-person)**	**Reading Comprehension Part 1** Text Factors • Selecting and Using Texts at the Appropriate Reading Levels Analyzing and Interpreting Data to Inform Instruction	Souto-Manning & Martell, Chapter 5 Choose 1 article from Blackboard **Due in Class (2/22) - Three Unique Critically Recognized Children's Books** *Come to class prepared to share the texts with a small group*
Week 6 **Mar 1** **(online asynchronous)**	**Reading Comprehension Part 2 –** Reader Factors • Selecting and Using Texts at the Appropriate Reading Levels	Choose 2 articles from Blackboard **Due to Bb (3/3) – Observation Portfolio: Memo 1**
Week 7 **Mar 8**	**Word Studies – Phonology, Orthography and Vocabulary Part 1 -** Developing Letter and Word Recognition	Souto-Manning & Martell: Chapter 3 Choose 1 article from Blackboard

(in-person)	• Phonemic awareness/phonological awareness • Concepts of print • Letter recognition • Sound-symbol knowledge • Decoding and word attack skills Providing Explicit Phonics Instruction	
Mar 15	Spring Recess – No class	
Class 8 **Mar 22** **(online asynchronous)**	**Word Studies – Phonology, Orthography and Vocabulary Part 2 -** Systematic Spelling Instruction • Purposes and Limitations of Invented Spelling • Stages of Spelling • Orthographic Patterns • Phonetics • Morphology Phonology Vocabulary Development • Concept development Assessing and Developing Word Knowledge • Single word recognition • Decoding • Word attack skills • Word recognition in context	Choose 2 articles from Blackboard **Due to Bb (3/24) – Early Readers and Writers Integrated Literacy Plan**
Week 9 **Mar 29** **(in-person)**	**Literacy Assessment Part 1 –** Using Formal and Informal Assessments Analyzing and Interpreting Assessment Data Determining Appropriate Reading Levels Using Assessment Data for Instruction and Flexible Skill-Level Groupings	Choose 2 articles from Blackboard
Week 10 **Apr 5** **(online asynchronous)**	**Literacy Assessment Part 2 –** Analyzing and Interpreting Data to Inform Instruction	Choose 1 article from Blackboard

Week 11 Apr 12 (in-person)	**Instruction for Reading Independence Part 1 –** 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 1 article from Blackboard **Due in Class (4/12) - Observation Portfolio: Memo 2**
Week 12 Apr 19 (online asynchronous)	**Instruction for Reading Independence Part 2 –** 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 – Reader's Theater Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books	Choose 1 article from Blackboard **Due to Bb (4/21) - Guided Reading Lesson Plan**
Week 13 Apr 26 (in-person)	**Content-Area Literacies Part 1 –** English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology Using Fiction and Nonfiction Texts • Predicting • Retelling • Summarizing • Making connections	Choose 1 article from Blackboard **Due in Class (4/26) - One nonfiction picture book, potentially to be used for content area integrated literacy plan.**
Week 14 May 3 (online asynchronous)	**Content Area Literacies Part 2** Visual Literacy • Viewing, • Interpreting, • Analyzing, • Representing information	No readings this week **Due to Bb (5/5) – Observation Portfolio: Final Portfolio**
May 9-10	Reading Days – No class	
Class 15 May 17	Finals Week – No class	**Due to Bb (5/17) – Content Area Integrated Literacy Plan** **Due to Bb (5/17) – 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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.