

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

ECED 512.002 Language and Literacy Assessment and Instruction
for Diverse Primary Grade Learners
3 Credits, Fall 2022, In-person
8/22/2022–12/14/2022; Wednesdays/ 7:20-10:00pm
Aquia Building, 213 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. 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 – 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.

*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

*Please do not purchase the e-version of this text.

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

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	Ongoing	25
<ul style="list-style-type: none"> Self-Evaluation 	Dec 7	
Field Experience		55
<ul style="list-style-type: none"> Field Experience Placement Approval Form (prior to start of Field Experience hours) 	Sep 15	1
<ul style="list-style-type: none"> Field Experience Documentation Form (after completion of Field Experience hours) 	Dec 7	4
<ul style="list-style-type: none"> Field Experience Reflection Portfolio <ul style="list-style-type: none"> Part 1 (four completed artifacts) Final Portfolio 	Oct 13 Dec 7	(20) 50
Integrated Literacy Plans		20
<ul style="list-style-type: none"> Two-day Guided Reading Plans for One Reading Group 	Nov 3	10
<ul style="list-style-type: none"> Content Area Integrated Literacy Plan 	Nov 17	10
TOTAL		100

- Assignments and Examinations**

Field Experience (55 points)

This course requires a minimum of 15 hours of field experience. Students in the Early/Primary Education PreK-3 Licensure Concentration will complete their field experience in an elementary grade 1-3 classroom setting. Students with a dual licensure concentration or without a concentration may complete the field experience in an elementary grade 1-3 general classroom setting. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1

- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to an elementary grade 1-3 general education classroom setting.

Option 2

- Students may request a placement in an elementary grade 1-3 general education setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a placement for students in a specific school with a specific teacher.

Field Experience Documentation (5 points)

- Students will upload the **Field Experience Placement Approval Form**. In this form, they will provide a statement confirming that they have completed the online “Field Experience Request Form.” They also will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, students will provide documentation of their experience (4 points).
 - If students complete the field experience within their own setting, they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the principal or supervisor on site.
 - If students attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Reflection Portfolio (50 points). Students will collect artifacts and strategically analyze a variety of literacy components in their field placement. The final portfolio will be comprised of **10** memos, each including artifacts and analysis of the following:

Pre-Observation Self-reflection

1. **Your Literacy History.** Students will reflect in a two-page memo about their experiences learning to read and being taught to read at home and/or school. Interviewing loved ones to collect more detailed information is encouraged. The writing should also make significant connections to course readings or other relevant sources.

Observation and Data Collection

2. **Classroom layout and organization, and curriculum materials inventory.** Students will document through video and written description the overall layout and organization of the host classroom. Students will document through images and a written list the curriculum materials (official and unofficial) used as part of literacy instruction in the host classroom.
3. **Classroom schedule.** Students will document through images and description the host classroom’s daily and weekly schedule.

4. **Field notes of one literacy block.** Using field notes taken during observation, students will write a one- to two-page memo capturing a day in the life of a student throughout one literacy block in the host classroom.
5. **Student writing.** With consultation and approval from the host teacher, students will collect one class set of writing samples. Samples may include journal entries, writing prompt responses, or other writing that students have completed under the teacher's guidance. Students will make a copy (by paper, scan, or image) and promptly return the originals to the teacher.

Enacted Practice

6. **Running record.** With consultation and approval from the host teacher, students will document and analyze the reading behaviors of one student through conducting an informal running record. Book selection and proper documentation are required to complete the running record.
7. **Teaching resource (512 students only).** With consultation and approval from the host teacher, students will create one resource to be used in conjunction with the literacy instruction occurring in the classroom.
8. **Taking on a teaching task.** With consultation and approval from the host teacher, students will complete one literacy-based teaching task, such as small-group reading or writing instruction, or a read-aloud or shared reading, or whole group writing activity. A plan for the activity will be provided to the host teacher in writing prior to its implementation.

Post Observation Reflection

9. **Summary of the field experience and lessons for future practice.** Upon completion of their 15 hours of field experience, students will reflect in a three-page memo on their biggest takeaways from their observations, collected artifacts and actions, and what lessons they offered toward their own future practice.
10. **Independent Inquiry (512 students only).** With prior approval from the instructor, students will develop a topic of inquiry (with a stated research question) related to literacy practices observed in the field, identify a reputable journal article related to the topic, and write a two-page memo summarizing its findings and implications for their teaching practice. The writing should also make connections to course readings or other relevant sources.

Throughout the field experience placement, students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Integrated Literacy Plans for Early Elementary Readers and Writers (20 points)

The Integrated Literacy Plans will consist of the following two assignments:

Two-Day Guided Reading Lesson Plans for One Reading Group (10 points)

This lesson plan for one reading group will demonstrate the thoughtful development of literacy experiences to guide students in developing effective reading strategies and skills to enhance independence. This lesson will include the following:

- One authentic text identified as suitable for teaching reading strategies to an early reader group (reading levels D-I*)
- One 2-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

***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.

Content Area Integrated Literacy Plan (10 points)

This literacy plan will explore the thoughtful development of literacy experiences linked to the integration of another content area (mathematics, science, or social studies) into the literacy experience through an inquiry unit. Students will select a content area topic identified in the *Standards of Learning for Virginia*. The inquiry unit around this topic 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 do the following:

- identify the overall theme for the literacy plan;
- provide an anchor text and a list of related texts (fiction and non-fiction) and in what context they may be used to support children's learning;
- 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 3 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 are to be used 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, (d) supporting the participation and learning of classmates, and (e) and written journal reflections.
- Students show evidence of critical reflective thinking through in-class and online discussions and activities.
- 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 some online activities, students will need to have or create a Gmail account (or link your @gmu.edu account to Google Drive).

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.

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

Note: Readings are due by the beginning of class of each week, while assignments are due by 11:59 pm on the day after class (unless otherwise indicated).

Date	Topics	Assignments & Readings Due
<p>Week 1 Aug 24</p>	<p>Introduction Becoming an Effective Language and Literacy Teacher in the Primary Grades Building on <i>Virginia's Early Learning and Development Standards</i> Examining the <i>Virginia Standards of Learning for English Kindergarten Through Third Grade</i></p>	<p><i>Virginia's Early Learning and Development Standards</i> <i>Virginia English Standards of Learning for Kindergarten Through Third Grade</i> Souto-Manning & Martell: Chapter 1</p>
<p>Week 2 Aug 31</p>	<p>Oral Language, Culture and Diversity – Oral Language Development: 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</p>	<p>Souto-Manning & Martell: Chapter 2 Tompkins: Chapter 1&2</p>

Date	Topics	Assignments & Readings Due
	learning for English, dual language, and multilingual students	
Week 3 Sep 7	Word Studies – Phonology, Orthography and Vocabulary Part 1 - Developing Letter and Word Recognition <ul style="list-style-type: none"> • Phonemic awareness/phonological awareness • Concepts of print • Letter recognition • Sound-symbol knowledge • Decoding and word attack skills • Providing Explicit Phonics Instruction 	Souto-Manning & Martell: Chapter 4 Tompkins: Chapter 4
Week 4 Sep 14	Word Studies – Phonology, Orthography and Vocabulary Part 2 - Systematic Spelling Instruction <ul style="list-style-type: none"> • Purposes and Limitations of Invented Spelling • Stages of Spelling • Orthographic Patterns • Phonetics • Morphology Phonology Vocabulary Development <ul style="list-style-type: none"> • Concept development Assessing and Developing Word Knowledge <ul style="list-style-type: none"> • Single word recognition • Decoding • Word attack skills • Word recognition in context 	Tompkins: Chapter 5 Choose 1 reading from Bb Due to Bb (9/15) – Field Experience Placement Approval Form
Week 5 Sep 21	Writing Development and Instruction Part 1 – Composing, writing for a variety of purposes, writing process approach, writing strategies and skills	Souto-Manning & Martell: Chapter 6 Choose 1 article from Bb
Week 6 Sep 28	Writing Development and Instruction Part 2 –	Tompkins: Chapter 9

Date	Topics	Assignments & Readings Due
	<p>Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics), handwriting</p> <p>Writing and research technologies</p> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Choose 1 article from Bb</p>
<p>Week 7 Oct 5</p>	<p>Reading Comprehension Part 1 Reader Factors</p> <ul style="list-style-type: none"> • Selecting and Using Texts at the Appropriate Reading Levels • Analyzing and Interpreting Data to Inform Instruction 	<p>Souto-Manning & Martell: Chapter 4</p> <p>Tompkins: Chapter 8</p>
<p>Week 8 Oct 12</p>	<p>Reading Comprehension Part 2 – Text Factors</p> <ul style="list-style-type: none"> • Selecting and Using Texts at the Appropriate Reading Levels • Analyzing and Interpreting Data to Inform Instruction 	<p>Tompkins: Chapter 9</p> <p>Choose 1 article on Bb</p> <p>Due to Bb (10/13) – Field Experience Observation Part 1 (four completed artifacts)</p>
<p>Week 9 Oct 19</p>	<p>Literacy Assessment Part 1 – 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>Choose 1 article from Blackboard</p> <p>Due in class: Student Writing Sample (artifact 5)</p>
<p>Week 10 Oct 26</p>	<p>Literacy Assessment Part 2 –</p> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Choose 1 article from Blackboard</p> <p>Due in class: Running Record Sample (artifact 6)</p> <p>(512 students only) Due by email (10/27) – Please send me your inquiry topic</p>

Date	Topics	Assignments & Readings Due
Week 11 Nov 2	Instruction for Reading Independence Part 1 – Adapting Tasks and Interactions <ul style="list-style-type: none"> • Matching each child’s zone of proximal development Progress Monitoring Data Using to inform instruction for acceleration, intervention, remediation, and differentiation.	Tompkins: Chapter 6 Souto-Manning & Martell: Chapter 3 Due to Bb (11/3) – Guided Reading Lesson Plan
Week 12 Nov 9	Content-Area Literacies – English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology Using Fiction and Nonfiction Texts <ul style="list-style-type: none"> • Predicting • Retelling • Summarizing • Making connections Visual Literacy <ul style="list-style-type: none"> • Viewing, • Interpreting, • Analyzing, Representing information	Tompkins: Chapter 12 Due in Class (11/9) – One nonfiction picture book, potentially to be used for content area integrated literacy plan
Week 13 Nov 16	Instruction for Reading Independence Part 2 – Selecting and Using Texts at the Appropriate Reading Levels <ul style="list-style-type: none"> • 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	Tompkins Chapter 10 Due to Bb (11/17) – Content Area Integrated Literacy Plan
	No class Thanksgiving break	
Week 14 Nov 30	Conclusions – Envisioning your Future Literacy Teaching Practice	No readings
Dec 5-6	Reading Days – No class	

Date	Topics	Assignments & Readings Due
Week 15		<p data-bbox="963 237 1401 300">Due to Bb (12/7) – Observation Portfolio: Final Portfolio</p> <p data-bbox="963 342 1401 447">Due to Bb (12/7) – Field Experience Documentation Form</p> <p data-bbox="963 489 1401 594">Due to Bb (12/7) – Attendance and Participation Self-Evaluation</p>
Dec 13	Finals Week – No class	

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>.