

**George Mason University  
College of Education and Human Development  
Advanced Studies in Teaching and Learning (ASTL) Program**

**EDRD 630  
Advanced Literacy Foundations and Instruction, Birth to Middle Childhood  
3 Credits**

**Fall 2010**

Instructor: Shanon D. Hardy, Ph.D.  
Time: 4:30 – 7:10  
Dates: Mondays (August 30 – December 13, 2010)  
Room: Krug Hall, Room 5  
Office Hours: Before or after class and by appointment  
Telephone: (W) 703-993-9717  
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**COURSE DESCRIPTION:** Advanced study of literacy theory, research, and practice as it relates to younger learners. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

A. Prerequisite: Admission to the Literacy specialization or permission of the literacy program coordinator.

B. This course provides a research-based foundation in literacy development for younger learners. Study includes investigation of:

- Cognitive, socio-cultural, linguistic, developmental and motivational influences on literacy and language development; and
- Instructional strategies that facilitate learning for this age range.
- Comprehension development, fluency development, phonemic awareness, word recognition, vocabulary development, writing, spelling, family literacy, emergent literacy, oral communications, and the needs of diverse learners are included.

**NATURE OF COURSE DELIVERY:**

This class will be structured around discussion and small group activities; it is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the text and its relation to your teaching experiences, course assignments, and projects, and to ask questions for clarification, exploration, or to promote discussion. The instructor will use a lecture method periodically for brief periods of time. Students will also be engaged in activities

designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

### **STUDENT OUTCOMES:**

- 1.1 Students will demonstrate knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction
- 1.2 Students will summarize and synthesize in writing their knowledge of reading research and histories of reading
- 1.3 Students will explain (orally and in writing) their knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity, including:
  - a. Reading development (e.g., strategies for comprehension, fluency, word recognition, phonemic awareness, and vocabulary/concept development)
  - b. Writing development (e.g., spelling, writing for a variety of audiences, and writing for personal expression)
  - c. Oral communication development (e.g., speaking, listening, and creative expression)
  - d. The language and literacy development of all learners (e.g., children who are learning English as a second language, children who find literacy learning difficult, and children with diverse special needs)
- 1.4 Students will model reading and writing enthusiastically as valued life-long activities.
- 1.5 Students will continue to pursue the development of professional knowledge and dispositions.
- 1.6 Students will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

### **PROFESSIONAL STANDARDS (Standards for Reading Professionals):**

#### **A. International Reading Association Standards**

##### **Standard 1: Foundational Knowledge**

Element 1:3 - Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

#### **B. Relationship of Course to Program Goals and Professional Organizations:**

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

#### **C. Virginia Department of Education Standards:**

Candidates demonstrate expertise in:

- Developing students' phonological awareness skills
- Promoting creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- Explicit phonics instruction, including an understanding of sound-symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
- Morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- Structure of the English language, including an understanding of syntax, semantics, and vocabulary development.
- Systematic spelling instruction, including awareness and limitations of "invented spelling" and orthographic patterns.

**REQUIRED TEXTS:**

Barone, D. M., & Morrow, L. M. (Eds.). (2003). *Literacy and young children: Research-based practices*. New York: The Guilford Press.

Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write*. Sixth Edition. Boston: Allyn & Bacon.

**ELECTRONIC RESOURCES:**

Articles: Available electronically through GMU Library website (<http://library.gmu.edu/>, click on 'e-reserves' on the column on the right, click on Search electronic reserves,' selected the course (EDRD 630-001) and the instructor's name (Shanon Hardy); enter the Password: *reading*.)

Optional Texts:

American Psychological Association (2001). *Publication Manual of the American Psychological Association (6th Ed.)*. Washington, DC: Author.

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**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

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### **Electronic Requirements:**

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents.

**Blackboard can be accessed by going to <http://gmublackboard.com>.**

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### **General Requirements:**

A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – <http://www.apastyle.org/pubmanual.html>. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

E. According to university policy, all beepers and cell phones should be turned off before class begins.

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### **Specific Course Requirements:**

1. The **completion of all readings** assigned for the course is assumed. In addition, reading in professional journals is required for the research report. Because the class will be structured around discussion and small group activities pertaining to literacy from birth to grade four, it is imperative that you keep up with the readings and participate in class.

2. **Article Summaries:** Each student will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different sections (I, II or III) listed on pages 8 & 9. The summaries will be due on the day the article is discussed in class (as listed on schedule). An example will be provided.

Summary components:

- Include the purpose of the article; main points of the article; critical comments/reflection (strengths, weaknesses) and your own reflection on the article (reflection is based on previous knowledge or experience).
- The summaries must demonstrate graduate level writing (at a minimum this means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Length: one-two pages (avoid exceeding two pages)
- Your article summary needs to include the article reference in APA style.
- Each student will need to discuss the summaries during the regular class discussion of that article (see Discussions below)

**The two summaries are worth 18 points. Each summary is worth 9 points.**

3. **Discussion of selected articles:** Students will lead an informal discussion concerning their selected article summary critiques. All discussions must include at least two questions for the class or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You need to summarize the article, not re-state the article in full.

**The discussion leader activity plus your overall class participation is worth 10 points.**

4. **Read Alouds:** Students will demonstrate read alouds/think alouds of a children's literature book. Criteria for evaluation will include ability to state objectives for read aloud. The read alouds/think alouds will be modeled in class. **This assignment is worth 7 points.**

5. **Group graphic organizer** and class demonstration of specific **phonic instruction** synthesized from class readings. For this assignment a group of three/four students will focus on one type of phonic instruction (synthetic, analytic, word study, spelling, embedded) and demonstrate the implementation of the phonics approach in a classroom context. The group will present the approach through a graphic organizer including main points of the phonic approach. Demonstration can take any form the group selects. Evaluation of this activity will include ability to translate research on phonics to a demonstration.

**The group graphic organizer is worth 10 points.**

6. **Theory Application**: Students will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). An initial representation will be done in the first class. Students may then add other literacy practices, or strategies that are used in instructing students in literacy. The theory application assignment will consist of aligning literacy practices with literacy theories (behaviorism, psycholinguistics, cognitive psychology, sociolinguistics, engagement - from readings and in class discussions). Students will need to be specific about what aspects of the instructional approach reflect the theories learned. Note that instructional implications/examples may draw from more than one theory. Students will briefly explain their theory/practice understanding.

**This assignment is worth 10 points.**

7. **Performance Assessment Assignments: Emergent Literacy Scenario**

This assignment is designed for students to illustrate an emergent literacy scenario. Your scenario could be real or hypothetical but must represent a young child noting how the child's behaviors, observations, and cognitive and language processes, and his/her reactions to home/school environment indicate the main elements of emergent literacy. The scenario will be in a presentation format.

The assignment will be evaluated using the following criteria: accuracy in explaining components of emergent literacy, appropriate citation of research, ability to apply knowledge gained in class and in readings to the scenario.

In this assignment, all aspects of emergent literacy discussed in class and in readings must be present in the presentation, including language development.

**This assignment is worth 15 points.**

**This performance-based assessment (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

8. **Topic Paper:**

Each student will write a 6 to 8 page topic paper (not including references) related to a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from birth to grade four the topic for the paper must address typical literacy learners in this age range.* The paper needs to draw from multiple sources

(including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address the diverse families and children who are present in Northern Virginia. Details about the paper will be provided and discussed in class. We will discuss in class when you will be responsible for having drafts of your writing to share some classmates and provide and receive feedback.

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing). Specific criteria for different sections and aspects of the paper will be discussed in class. Each student will also make a 5 minute informal class presentation on her/his topic to the class on the last class session.

**The paper and presentation are worth 30 points. Final paper is due December 13.**

\*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards**. Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor.**

**All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard and are included in the syllabus.**

**Suggested Literacy Related Journals for Topic Paper**

- College English
- Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Reading Online
- Reading Research and Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Written Communication
- Yearbooks of the National Reading Conference
- Yearbooks of the College Reading Association

**EVALUATION:**

Assignment	Points
Article Summaries [2 summaries]	[9 each] 18
Discussion of Selected Articles and	10

<i>Grading Scale</i>	
A	94 – 100
A-	90 – 93
B+	85 – 89
B	80 – 84
C	70 – 79
F	COURSE REQUIREMENTS NOT MET

Overall Participation in Class	
Group Graphic Organizer on Phonics	10
Read Aloud Activity	7
Theory Application	10
*Performance Assessment Assignment: Emergent literacy scenario/presentation	15
Topic Paper	30
<b>All Course Assignments</b>	100

## **ARTICLES AND ASSIGNED READINGS TO CHOOSE FOR SUMMARY/REFLECTION ASSIGNMENT:**

### I. Language and Emergent Literacy Group:

1. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children*, (pp. 137-150). New York: Macmillan.
2. Teale, W. (2003). Questions about early literacy learning and teaching that need asking – and some that don't. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 23-44). New York: Guilford Press.
3. Gaskins, I. W. (2003). A multidimensional approach to beginning literacy. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 45-60). New York: Guilford Press.

### II. Phonics, Fluency, Balanced Literacy, Whole Language Group, Spelling Group:

1. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
2. Fountas, I.C., & Pinnell, G. S. (1999) What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay*. Portsmouth, NH: Heinemann.
3. Morrow, L. M. (2009). Writing, spelling, and literacy development. In L. M. Morrow (Ed.), *Literacy development in the early years: Helping children read and write*. (pp. 233-282). New York: Pearson.
4. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
5. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.



6. Kuhn, M. (2003). How can I help them pull it all together?: A guide to fluent reading instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 210-225). New York: Guilford.
7. Stahl, S. A. (2003). No more “madfaces”: Motivation and fluency. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 195-209). New York: Guilford.
8. Barone, D. M. (2003). Caution, apply with care: Recommendations for early literacy instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 291-308). New York: Guilford.

### III. Engaged Reading. Digital Literacies

1. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
2. Morrow, L. M. (2005). Chapter 8: Motivating reading and writing. In L. M. Morrow (Ed.) *Literacy development in the early years: Helping children read and write*. New York: Pearson.
3. Karchmer, R. A., Mallette, M. H., & Leu, D. J. (2003). Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 175-194). New York: Guilford.

### Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Readings	Assignments
1. 8/30/10	Orientation and Introductions  Hand out Alexander & Fox	Au (1997) <i>Literacy for all students; Ten steps toward making a difference.</i> (Distribute in class)	Blackboard Explanation/ Demonstration
2. 9/13/10	Historical Perspectives: Language & Literacy	Alexander & Fox (2004) <i>A historical perspective on reading and practice</i>  Anderson (1994). <i>Role of the reader's schema in comprehension, learning, and memory.</i>	Literacy Theories  Schema Theory
3. 9/20/10	Language & Literacy          Hand out Neuman: NAEYC position	Ruddell & Ruddell (1994). <i>Language acquisition and literacy processes.</i>  Snow, Burns, & Griffin (1998). <i>Preventing reading difficulties before Kindergarten.</i>  Morrow: Chapter 4. <i>Language &amp; vocabulary development.</i>	<b>DUE: A list of the two articles you've chosen to critique. Sign-up sheet provided.</b>
4. 9/27/10	Emergent Literacy &	Neuman: NAEYC	<b>Sign up for read-</b>

	Early Literacy	<p>(1998). Learning to read and write: Developmentally appropriate practices for young children.</p> <p>Mason &amp; Sinha (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development.</p> <p>Barone &amp; Morrow: Chapter 2 – Teale: (<i>Questions about early literacy learning and teaching that need asking</i>).</p> <p>Barone &amp; Morrow: Chapter 3 - Gaskins (<i>A multidimensional approach to beginning literacy</i>).</p>	<p><b>alouds/think aloud demonstrations.</b></p> <p><b>Sign-up sheet provided.</b></p>
5. 10/4/10	Theoretical Perspectives in literacy	Theory Presentations	<p><b>DUE: Theory Assignment</b></p> <p><b>Two Groups – Read Alouds (two each)</b></p>
6. 10/18/10	Phonics/Phonemic Awareness	<p>Stahl, S., Duffy-Hester, A., &amp; Stahl, K. (1998). <i>Everything you wanted to know about phonics (but were afraid to ask)</i></p> <p>Morrow: Chapter 5 – <i>Strategies to figure out words: Phonological awareness, phonemic awareness, and phonics.</i></p>	<p><b>Due: Choice of topic for topic paper (tentative)</b></p> <p><b>Two Groups – Read Alouds (two each)</b></p>

		Barone & Morrow: Chapter 8 –Invernizzi <i>(Concepts, Sounds, and the ABCs: A diet for a very young reader.</i>	
7. 10/25/10	Phonics/Phonemic Awareness (Part 2)	Fountas, I. C., & Pinnell, G. S. (1999) <i>What does good first teaching mean?</i>  Dahl, K., L., Scharer, P. L. Lawson, L. L., & Grogan, P. R. (1999). <i>Phonics instruction and student achievement in whole language first- grade classrooms.</i>	<b>Two Groups – Read Alouds (two each)</b>  <b>Research/Library Demonstration</b>
8. 11/1/10	Balanced Literacy (Part 1)	Morrow: Chapter 9 – <i>Organizing and managing the literacy program.</i>  Avalos, Plasencia, Chavez & Rascon (2007). <i>Modified guided reading: gateway to English as a second language and literacy.</i>	<b>Small Group Work – Phonics Demonstrations</b>  <b>Two Groups – Read Alouds (two each)</b>
9. 11/8/10	Balanced Literacy (Part 2)  Phonics Demonstrations	Barone & Morrow: Chapter 16 – Barone <i>(Caution, apply with care: Recommendations for early literacy instruction).</i>	<b>DUE: Group Phonics Demonstrations and Graphic Organizers</b>  <b>Two Groups – Read Alouds (two each)</b>
10. 11/15	Spelling/Fluency And Review of	Templeton, S., & Morris, D. (1999). <i>Questions</i>	<b>Two Groups – Read Alouds (two each)</b>

	Balanced Literacy	<p><i>teachers ask about spelling.</i></p> <p>Barone &amp; Morrow: Chapter 12 - Kuhn (<i>How can I help them pull it all together: A guide to fluent reading instruction</i>).</p> <p>Barone &amp; Morrow: Chapter 11 – Stahl (<i>No more “madfaces” : motivation and fluency development with struggling readers.</i></p>	
11. 11/22/10	<p><b>On-Line Class:</b> Discussion – Writing Theory</p> <p>WIKI Workshop Online</p>	<p>Tompkins, G. E. (2004). <i>Understanding the essential characteristics of the writing workshop.</i></p> <p>Morrow: Chapter 7 <i>Writing, spelling, and literacy development</i></p> <p>Laman &amp; Van Sluys (2008). <i>Being and becoming: Multilingual writers’ practices</i></p>	<b>Complete Online Assignment</b>
12. 11/29/10	Emergent Literacy Scenarios/Individual Conferences for Topic Papers	<p>Presentations: Bring e-copies to class to upload to TaskStream.</p> <p>Individual Conferences</p>	<p><b>DUE: Emergent literacy scenarios</b></p> <p><b><u>UPLOAD AND SUBMIT TO TASKSTREAM TO ENSURE FINAL GRADE</u></b></p>
13. 12/6/10	Technology, Families & Engagement	Baker, L. (1999). <i>Opportunities at home and in the community</i>	

		<p><i>that foster reading engagement.</i></p> <p>Morrow: Chapter 8 – Motivating Reading and Writing.</p> <p>10 - Karchmer, Mallette, Leu (<i>Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies</i>).</p> <p>Taboada, Guthrie, &amp; McRae: <i>Building engaging classrooms</i>.</p>	
14. 12/13/10	Topic Papers Due		<b>Topic Papers/Presentations DUE</b>

### E-Journal Reserves References

1. Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.). *Theoretical models and processes in reading (5th edition)* (pp. 33-68). Newark, DE: International Reading Association.
2. Anderson, D. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell (Ed.) *Theoretical models and processes in reading (4th edition)* (pp. 469-482). Newark, DE: International Reading Association.
3. Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher*, 61, 318-329.
4. Baker, L. (1999). Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaged reading* (pp. 105-133). New York: Teachers College Press.
5. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
6. Fountas, I. C., & Pinnell, G. S. (1999). What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay* (pp. 165-185). Portsmouth, NH: Heinemann.
7. Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts*, 85(4), 265-275.
8. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Eds.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan.
9. National Association for the Education of Young Children (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young children*, 30-46.

10. Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.). *Theoretical models and processes in reading (4<sup>th</sup> edition)* (pp. 83-103). Newark, DE: International Reading Association.
11. Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties before kindergarten. In C. Snow, S. Burns, & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-171). National Research Council.
12. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
13. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
14. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
15. Tompkins, G. E. (2004). Understanding the essential characteristics of the writing workshop. *Teaching writing* (pp. 1-15). Upper River Saddle, NJ: Pearson.



EDRD 630  
Scoring Rubric for Article Summaries

	Exceeds Expectations	Meets Expectations	Below Expectations
APA Reference 1 point		Minimal Errors	Numerous Errors
Purpose 1 point		Clearly stated and reflects the authors stated purpose	Purpose statement is unclear and does not reflect the authors stated purpose
Summary 3 points	Summarizes and synthesizes the key points concisely and accurately	Summarizes the article accurately	Describes different points covered in the article
Critical Comments/ Reflection 3 points	Addresses specific strengths and weaknesses by providing a clear reason for why the points are strengths or weaknesses. Compares and contrasts the points to other readings covered in the course. Reflection summarizes thoughts about the article and includes a rationale for the statements made	Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article	Addresses only strengths. Reflection describes thoughts about the article
Clarity of Writing (Mechanics) 1 point		Minimal grammatical or spelling errors	Multiple errors



**EDRD 630 – Theory Application  
Rubric**

	<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing and substantial evidence)
<b>Literacy Practices</b>	No evidence of literacy practices in assignment (0 points)	Few literacy practices (1 – 2) are described and aligned with theorists (1 point)	Some literacy practices (3-5) are described and aligned with theorists (3 points)	A variety of literacy practices (6-8) are described and aligned with theorists (5 points)
<b>Theory</b>	Description and synthesis is unclear with practices (0 points)	Describes and synthesizes the key points of one theorist accurately and concisely. Link between practice and theorist unclear. (1 point)	Describes and synthesizes the key points of most of the theorists accurately and concisely. Evident link between practice and some of the theorists. (3 points)	Describes and synthesizes the key points of theorists accurately and concisely. Evident link between practice and theorist for all practices (5 points)
<b>Presentation</b>	Does not present key concepts and ideas (0 points)	Concepts or ideas are not focused or developed; the main purpose is not clear. Main points are difficult to identify (1 point)	Concepts or ideas are focused but the main purpose is not clear. Main points are presented in a disjointed manner (2 points)	Thoughtful ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. Main points are clear and organized effectively. (3 points)
<b>Clarity of Writing (Mechanics)</b>	Contains many grammatical errors (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (1 point)	Grammatically and stylistically well written with few errors or error patterns. (2 points)

**EDRD 630: Scoring Rubric for Literacy Topic Papers**

	<b>Distinguished 10 (A+)</b>	<b>Acceptable 8,9 (A) 6,7 (A-)</b>	<b>Developing 4, 5 (B) 1-3 (B-)</b>	<b>Not Present 0 (C)</b>
<p><b>Introduction and Overview</b></p> <ul style="list-style-type: none"> <li>• States purpose/rationale for studying the topic</li> <li>• States definitions related to the topic</li> <li>• Summarizes key points by synthesizing and analyzing what relevant research and theory says</li> <li>• Links key points to related research and theory by using relevant references</li> </ul> <p><b>10 points Possible</b></p>				
<p><b>Literature Review (current trends)</b></p> <ul style="list-style-type: none"> <li>• Describes and summarizes current questions and issues in the literature on the topic</li> <li>• Summarizes key points by synthesizing and analyzing what relevant research and theory says</li> <li>• Links key points to related research and theory by using relevant references</li> </ul> <p><b>10 points Possible</b></p>				
<p><b>Conclusions and Implications (Future Directions)</b></p> <ul style="list-style-type: none"> <li>• Describes and summarizes future directions to include: Potential research on the topic Potential applications of the topic to practice</li> <li>• Summarizes key points by synthesizing and analyzing what relevant research and theory says</li> <li>• Links key points to related research and theory by using relevant references</li> </ul> <p><b>10 points Possible</b></p>				