

**George Mason University  
College of Education & Human Development  
Early Childhood Education Program**

**EDUT 613  
Language and Literacy Assessment and Instruction for Diverse Young Learners (3:3:0)  
Spring 2010  
Wednesdays, 9:00 – 4:00, 1/20, 1/27, 2/3, 2/24, 3/24, 4/28, 5/12  
Robinson A 349**

**Professor:** Dr. Ana Taboada

**Office phone:** 703-993-9182

**Office location:** Robinson A 320

**Office hours:** By appointment

**Email address:** [ataboad1@gmu.edu](mailto:ataboad1@gmu.edu) \*

\*Note: Preferred and easiest mode of communication

### **Course Description**

*Admission to the Early Childhood Education program or permission of the instructor*

Examines ways to assess and develop reading, writing, listening, and speaking in preschool – third-grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, and ability diverse children. *Field Experience Required.*

### **Nature of Course Delivery**

The class will have lecture, discussion, group work formats and will require active participation of all students.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. Describe research-based teaching and assessment strategies and approaches that (a) promote reading, writing, and oral language development using a balanced phonics and literacy approach; (b) include a focus on motivation, writing, spelling, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary and concept development, and comprehension; and (c) are appropriate to instructional purposes and prek-3 students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).
2. Apply knowledge of language and literacy development when planning and implementing language and literacy assessment and instruction that identifies and meets the specific needs of individual prek-3 students, including children with varying abilities, languages, and cultural backgrounds.
3. Describe ways to create a literacy-rich environment and develop instructional experiences that promote prek-3 students' interest and engagement in independent reading and writing

and foster an appreciation of a variety of literature, including fiction and nonfiction children's literature and technology resources.

4. Describe ways to promote comprehension strategies, including predicting, retelling, summarizing, and making connections beyond the text, in all content areas and when reading fiction and nonfiction.
5. Model writing strategies prek-3 students can use throughout the writing process to plan, draft, revise, edit, and publish.

### **Professional Standards**

This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the National Association for the Education of Young Children. The course content has been designed to address the following performance-based assessment standards of these organizations.

#### ***National Association for Early Childhood Education (NAEYC)***

- Observing, Documenting, and Assessing to Support Young Children and Families

#### ***Virginia Early Childhood Education Endorsement Competencies***

- Reading
- Reading/English
- Skills in the teaching of reading to include the five areas of reading instruction

#### ***Virginia Professional Standards***

- Reading (meets 3 of 6 credits)

### **Required Texts**

Schulman, M. B., & Payne, C. D. (2000). *Guided reading: Making it work (Grades K – 3)*. New York: Scholastic.

Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2008). *All children read: Teaching for literacy in today's diverse classroom* (2<sup>nd</sup> ed.). New York: Allyn & Bacon.

### **Recommended Text**

Giorgis, C., & Glazer, J. (2009). *Literature for young children: Supporting emergent literature, ages 0 – 8* (6<sup>th</sup> ed.). New York: Allyn & Bacon.

### **CEHD Syllabus Statements of Expectations**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

## Course Requirements

### General Requirements

1. 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 imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. 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 graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

### Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

### Written Assignments

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. (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. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>.

Students will

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.

### Grading Criteria

A = 95 – 100      A- = 90 – 94      B+ = 87 – 89      B = 83 – 86  
 B- = 80 – 82      C = 70 – 79      F = < 70

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

### Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the catalog: <http://catalog.gmu.edu/content.php?catoid=5&navoid=104>. Those students enrolled in a CEHD licensure program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

## Specific Course Assignments

### OVERVIEW OF COURSE ASSIGNMENTS

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Personal Experience Narrative & Reflection	<b>February 24</b>	10
Comprehension Instruction & Children's Literature Project	<b>March 24</b>	35
Language and Literacy Assessment and Instruction Project	<b>May 12</b>	40
<b>TOTAL</b>		<b>100</b>

### Grading Scale

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course

### Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is 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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

### Personal Experience Narrative and Reflection (10 points)

Using planning, drafting, revising, editing, and publishing strategies, students will write a narrative about a personal experience they would like to share with their classmates. After completing the narrative, they will write a reflection about the experience. Students will keep all papers related to this project in the pockets of a *two-pocket folder*. The folder will include the following:

1. A planning sheet that includes the audience, purpose, and topic
2. A brainstormed list of possible topics or ideas for writing
3. A detailed brainstormed list of ideas related to the selected topic
4. A mapping (or web) including the topic, appropriate main ideas, and sufficient details
5. A double-spaced draft written on one side of the paper with evidence of revising and editing
6. A final copy that is word processed (single or double spaced), written in a clear and professional manner, shows evidence of careful editing, and is ready to be shared
7. A written reflection that includes thoughts about themselves as writers as well as teachers of writing

In addition to submitting the written products, students will participate in several in-class activities, including whole class modeling, small-group/peer conferences, and an oral sharing of the final story.

### **Comprehension Instruction & Children's Literature Project (35 points)**

Students will write a paper that describes ways to promote comprehension instruction in a content area in a small group setting (e.g., guided reading). This description will also include ways to foster an appreciation of children's literature, including fiction and nonfiction, and technology-based resources. The paper should include descriptions of the following:

- Comprehension instruction in a small group setting, such as guided reading. This should include texts to be used, background on whole class instruction goals, guided reading goals for small group (e.g., strategy/strategies to be used, scaffolding, independent use), guided reading instruction (i.e., how it will evolve, time allotted, number and type of students in the group etc.)
- An approach or an activity to promote independent reading and writing for small group(s) when teacher is not available for guided reading. The description of independent writing should include the development of creative thinking and expression and imaginative writing
- An approach to promote comprehension strategies in the content areas, that includes predicting, retelling, summarizing, and making connections beyond the text

For each of the activities discussed (e.g., whole group instruction, guided reading and independent reading and writing), students will provide examples of children's literature, including fiction and nonfiction, and technology-based resources they could use in the activities described. Students will include reference citations for all resources used (e.g., all titles of children books used and all cites used to support their own writing) and a list of all references cited. The paper will follow APA style, 6<sup>th</sup> edition for cites and references.

Paper length will be between 5-7 pages, double-spaced, font Times New Roman, size 12.

### **Language and Literacy Assessment and Instruction Project (40 points)**

#### **(Program PBA #5: Effect on Student Learning)**

*This is the NCATE 5 Effect on Student Learning Performance-Based Assessment that shows evidence of meeting NAEYC Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families.*

In this paper students will describe assessment results and assessment-driven literacy instruction for a focus child.

Students will select a focus child from their field experience or internship classroom. They will use existing data, informal assessments, and information gathered from families and other professionals to assess and evaluate the child's oral language, reading, and writing development.

Assessments will include oral language proficiency, concepts of print, phonological awareness (including phonemic awareness), letter recognition, sound-symbol knowledge, single word recognition, spelling, decoding, word attack skills, word recognition in context, reading fluency, vocabulary and concept development, and oral and silent reading comprehension.

Assessment information will be used to plan for oral language, reading, and writing instruction that helps the child acquire and use listening, speaking, reading, and writing for social and academic purposes. The amount of instruction should not exceed three to four lessons.

Students will implement at least three literacy lessons and will evaluate the effectiveness of the instruction. They will support their instructional decisions with references to theories and research on language acquisition and literacy development. The final report will include the following:

**Background Information** Any pertinent existing information about the child related to oral language, reading, and writing development, including information about the child's cultural identities and home language and literacy use and practices

**Assessments and Summary of Result** A summary of the results of the assessments used to assess oral language, reading, and writing development, including (a) a description of the assessment or a copy of the assessment and (b) the results of the assessment

**Assessment Partnerships** A description of the ways families and other professionals may have been involved in the assessment process

**Evaluation** A summary of the child's strengths, abilities, and needs based on the data collected from assessments.

**Instructional Experiences** A description of the activities or experience planned to match the needs and strengths identified in the assessments of language, reading, and writing. Instructional experiences or activities should include (a) an explanation of the ways in which assessment was used to inform the instructional decisions and (b) reference citations that support the instructional decisions made

**Effect on Student Learning** A summary of what the child learned as a result of the instruction based on ongoing assessment and evaluation of student learning.

Paper length should be approximately 10 pages (references and appendices excluded), double-spaced, font Times New Roman, size 12.

### Course Schedule and Topics

Week	Topic	Readings & Assignments Due
January 20	Course Overview K-3 Language and Literacy Overview Balanced approach to teaching and assessing reading, writing, and oral language processes for children with diverse language and cultural backgrounds Writing Process: Modeling and Scaffolding it for young learners	Temple et al.: Chapter 1
January 27	Reading, Writing, and Language Processes Language Basis for Literacy Emergent Literacy <ul style="list-style-type: none"> <li>✚ Phonological &amp; Phonemic Awareness</li> <li>✚ Concepts About Print</li> <li>✚ Alphabet Knowledge</li> <li>✚ Spelling (Invented) and Writing Development</li> </ul> Teaching & assessments strategies for each component <b>Start draft of Personal Narrative</b>	Temple et al.: Chapters 2, 3, & 9  Temple et al.: Chapter 4
February 3	Word Knowledge <ul style="list-style-type: none"> <li>✚ Explicit Phonics Instruction: sound-</li> </ul>	Temple et al.: Chapters 5 & 6

	<p>symbol relationships, syllables, phonemes, morphemes</p> <ul style="list-style-type: none"> <li>✚ Sight Word Recognition; Word recognition in context</li> <li>✚ Fluency</li> <li>✚ Vocabulary &amp; Concept Development</li> </ul> <p>Teaching &amp; assessments strategies for each component</p> <p>Supporting Emergent Literacy through instruction</p>	<p>Giorgis, &amp; Glazer selected chapters</p> <p><b>DUE (to peers): Draft of Personal Narrative</b></p>
<b>February 24</b>	<p>Reading Comprehension: Instruction</p> <ul style="list-style-type: none"> <li>✚ Narrative &amp; Expository Texts in Content Areas</li> </ul> <p>Strategy Instruction (i.e., predicting retelling, summarizing, making connections beyond the text etc.)</p> <p>Guided Reading: Organizing for Instruction</p> <p>Strategies for children appreciation of a variety of literature (fiction and nonfiction) and promoting independent reading through using texts at appropriate reading levels</p>	<p>Temple et al.: Chapters 7 &amp; 8</p> <p>Schulman &amp; Payne: <u>All</u></p> <p><b>DUE: Personal Narrative &amp; Reflection</b></p>
<b>March 24</b>	<p>Organizing for assessment and instruction (Part 1): Selecting and using print, non-print, and writing materials, and technology to make informed instructional decisions</p> <p>Organizing for assessment and instruction (Part 2): Assessing writing and comprehension in content areas including predicting retelling, summarizing, and making connections beyond the text</p>	<p><b>DUE: Comprehension Instruction &amp; Children's Literature Project</b></p> <p>Temple et al.: Chapter 12</p> <p>Temple et al.: Chapters 10 &amp; 11</p>
<b>April 28</b>	<p>Language Development and Instruction for English-Language Learners</p> <p>Using assessment data to inform whole class and small group instruction and decisions</p>	<p>Temple et al.: Chapter 14</p> <p>Selected Articles</p> <p>Selected chapters from Temple's and Payne's books.</p>
<b>May 12</b>	<p>Balanced Literacy: Assessment &amp; Instruction for diverse learners (i.e., children with varying abilities, languages, and cultural/language backgrounds)</p>	<p>Selected readings/articles</p> <p><b>DUE: Language and Literacy Assessment and Instruction Project (PBA #5)</b></p>

**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).