

**George Mason University**  
**College of Education and Human Development**  
**EDRD 630 6L8**  
**Literacy Foundations and Instructing Diverse Populations, Birth to Middle Childhood**  
**3 Credits**  
**Fall 2014**

Instructor: Thana L. Vance, Ph.D.

Time: 5:00 to 7:30

Dates: Mondays: August 25– December 8, 2014

Room: Woodburn ES Library

Office Hours: Before or after class and by appointment

Email: [tvancero@gmu.edu](mailto:tvancero@gmu.edu)

**COURSE DESCRIPTION:**

**Prerequisite(s):** Admission to the literacy emphasis, or permission of program coordinator.

**University Catalog Course Description:** Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

**Expanded Course Description:** N/A

**LEARNER OBJECTIVES**

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

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

International Reading Association Standards 2010

**Standard 1: Foundational Knowledge.** Students understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Element 1:1** – *Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

**Element 1:2** – *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

**Element 1.3** – *Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

**Standard 4: Diversity.** Students recognize, understand, and value the forms of diversity that exists in society and their importance in learning to read and write.

**Element 4.1** – *Assist teachers in understanding the relationship between first and second language acquisition and literacy development.*

**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 competencies in:

- 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.

#### **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.

#### **REQUIRED TEXTS:**

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

Scanlon, D.M., Anderson, K.L., & Sweeney, J.M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford.

#### Optional Texts:

American Psychological Association (2009). *Publication Manual of the American Psychological Association 6th ed.*. Washington, DC: Author.

#### GMU Policies and Resources for students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## Commitment

The College of Education & 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>] For RHT Syllabi: For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://rht.gmu.edu/>]

### **Electronic Requirements:**

After introductory training, students will also be expected to access Blackboard prior to every class session to download readings and other pertinent course documents. Blackboard can be accessed by going to <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

### **Electronic Requirements:**

After introductory training, students will also be expected to access Blackboard prior to every class session to download readings and other pertinent course documents. Blackboard can be accessed by going to <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

### **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 in person and online, it is critical for you to keep up with readings and to participate in class.

### **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.
- 2a. **Article Critiques:** Each student will choose two (2) articles from the assigned readings to be summarized and critiqued: the two articles should come from two different class topics noted on the schedule. The summaries will be due on the day the article is discussed in class (as listed on schedule). An example will be provided.  
Required 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 and critique the summaries during the regular class discussion of that article (see Discussions below)

**The two summaries are worth a total of 20 points. Each summary is worth 10 points.**

2b. **Discussion of selected articles & overall class participation:** Students will lead an informal discussion & critique concerning their two 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. You are expected to fully participate in all in-person and online activities. This class will involve Blackboard participation and may also involve other online tools for communication in both synchronous and asynchronous formats. The discussion leader activity plus your overall class participation is worth a total 15 points.

3. **Group Analysis** and class demonstration of specific **phonics instruction** synthesized from school setting & class readings. For this assignment a group of three/four students will analyze the type of phonic instruction (synthetic, analytic, embedded) in use in their classrooms/schools and demonstrate implementation. The group will compare their approach (ex: embedded) with another (ex: synthetic) and **present the comparison through a graphic organizer** including main points of the phonic approaches. 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.**

4. **Theory Application Maps:** 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, motivation, engagement – discussed in class). 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.**

5. **Performance-Based Assessment Assignments: Emergent Literacy Scenario (IRA Standard 1 – Foundational Knowledge - 1.1, 1.2, 1.3**

A detailed description and rubric follows. This assignment is worth 35 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.

6. **Annotated Bibliography:**

Each student will research 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 must address typical literacy learners in this age range. The research 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 your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 8-10 related, peer-reviewed research articles and provide annotated bibliographic information for each. You will also write a detailed synthesis statement that explains the overall message in the articles and how they relate and support each other. Details about the project will be provided and discussed in class, and a rubric is provided below. We will also discuss in class when you will be responsible for having drafts of your writing to share with 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 10 points.**

\*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.

**TaskStream Requirements**

Every student registered for any Literacy course with a required performance based assessment is required to submit this assessment, Emergent Literacy Scenario, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester

**Suggested Literacy Related Journals for Annotated Bibliography**

**You must use peer-reviewed (scholarly) work. Best to search the GMU databases**

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

**EVALUATION:**

Assignment	Points
Article Summaries (2)	20 (10 each)
Discussion of Selected Articles and Overall Participation in Class	15
Group Graphic Organizer on Phonics	10
Theory Application Map	10
*Performance Assessment Assignment: Emergent literacy scenario/presentation	35
Annotated Bibliography	10
<b>Total</b>	<b>100</b>

**Grading Scale**

- A 93 – 100
- A- 90 – 92
- B+ 85–89
- B 80–84
- C 75–79

### Tentative Class Schedule

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

Week – Class	Topics	Readings	Due
1. 8/25/14	Orientation and Introductions Historical Perspectives: Language & Literacy	Alexander & Fox (2004) - jigsaw NAEYC/IRA (1998) Joint Position Statement	Choose and sign up for 2 ADL opportunities (articles to critique & lead class discussion)
<b>9/1/14</b>	<b>LABOR DAY NO CLASS</b>		
2. 9/8/14	Theoretical Perspectives of Development, Motivation, and Engagement  Discuss writing a critique	Mason & Sinha (1993) Anderson (1994) Taboada, Guthrie, & McRae (2007) Allington & McGill-Franzen	Discussion graphic organizer for readings
3. 9/15/14	Oral Language Development & Language-focused Interactive read-aloud techniques	Morrow: Ch 4 <i>Ch 12 Scanlon, Anderson, &amp; Sweeney text (Optional – Strategies for oral lang)</i> Ruddell & Ruddell (1994) *Hammet-Price, vanKleeck, & Huberty (2006)	Discussion graphic organizer for readings
4. 9/22/14	Relating classroom talk & instruction with theories	* Snow, Burns, & Griffin (1998) * Johnston (2012) Ch 1 & 13 Scanlon et al.	Discussion graphic organizer for chapters read
5. 9/29/14	Phonological and Phonemic Awareness	Overview with Close Reading Strategy- Ch 4, 5,6,7 Scanlon * Yopp & Yopp (2000) * Ehri (2005) *Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask)	<b>DUE:</b> Theory Map Assignment & Presentations
6. 10/6/14	Concept of Word & early fluency, print awareness	* Flanigan (2006) * Flanigan (2007) * Zucker, Ward, & Justice (2009)	Discussion graphic organizer for chapters Work on Phonics Project
<b>10/13/14</b>	<b>COLUMBUS DAY NO CLASS</b>		
7. 10/20/14	Alphabetics, Phonics, & Word Study (Emergents & beginners) Discuss Group Phonics project	* Mesmer & Griffith (2005) Morrow Ch 5 <i>Ch 8 Scanlon et al. (optional)</i>	<b>Due:</b> Choice of topic for annotated bibliography  Discussion graphic organizer for readings
8. 10/27/14	Phonics & Word Study Discuss Group Phonics project	Ch 9, 10, 11 Scanlon et al.	Small Group Work – Plan Phonics Demonstrations
9. 11/3/14	RTI: Early literacy assessment and instructional	Ch 2, 14, 15 Scanlon et al. *Invernizzi et al. (2010)	
10. 11/10/14	Fluency	* Kuhn (2004) * Kuhn (2006)	Present Phonics project

11. 11/17/14	Writing Theory & Reading-Writing Connections	Morrow: Chapter 7 & 8 Ch 6 McCracken	Bring questions and draft-in-progress for peer review and discussion
12. 11/24/14	Comprehension and vocabulary Emergent Literacy Scenarios/Conferences	* Block & Lacina (2009) * Stahl, K. (2009) Morrow Ch 6 * Beck & McKeown (2007)	Discussion graphic organizer for readings
13. 12/1/14	Literacy Instruction for SPED	*Greenwood, Carta, Atwater, Goldstein, Kaminski and McConnell (2013) *Green, Terry, & Gallagher (2013) *Noe, Spencer, Kruse, & Goldstein (2014)	Discussion graphic organizer for readings
14. 12/8/14	Comprehensive Literacy Instruction & ELLs  Emergent Literacy Scenarios  Review of Comprehensive Early Literacy	Morrow: Chapter 9 *Avalos, Plasencia, Chavez & Rascon (2007). *Laman, & Van Sluys, K (2008) WIDA website: Can do Descriptors <a href="http://www.wida.us/standards/CAN_DOs/">http://www.wida.us/standards/CAN_DOs/</a>	<b>Due:</b> Annotated Bibliographies <b>DUE:</b> ELS Upload and submit to Taskstream to ensure final grade

#### Required Reading References

- 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.
- Allington, R. L., & Mc-Gill-Franzen, A. (2000). Looking back, looking forward: A conversation about reading in the 21st century. *Reading Research Quarterly*, 35, 136-153.
- 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.
- 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.
- Block, C. C. & Lacina, J. (2009). Comprehension instruction in kindergarten through grade three. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 494-509). New York, NY: Routledge.
- 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.
- Flanigan, K. (2007). A concept of word in text. *Journal of Literacy Research*, 39, 37-70.
- Green, K.B., Terry, N.P., & Gallagher, P.A. (2013). Progress in language and literacy skills among children with disabilities in inclusive reading first classrooms. *Topics in Early Childhood Special Education*, 33(4), 249-259.
- Greenwood, C.R., Carta, J.J., Atwater, J., Goldstein, H., Kaminski, R., & McConnell, S. (2013). Is a response to intervention (RTI) approach to preschool language and early literacy instruction needed? *Topics in Early Childhood Special Education*, 33(1), 48-64.
- Hiebert, E. H. (2005). The effects of text difficulty on second graders' fluency development. *Reading Psychology*, 26, 183-209. DOI: 10.1080/02702710590930528
- Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58 (4), 338-344. DOI:10.1598/RT.58.4.3
- Laman, T. T. & Van Sluys, K. (2008). Being and becoming: Multilingual writers/ practices. *Language Arts*, 85(4), 265-275

- 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.
- Mesmer, H.A., & Griffith, P.L. (2005). Everybody's selling it-But just what is explicit, systematic phonics instruction? *The Reading Teacher*, 59, 366-376.
- 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.
- Noe, S., Spencer, T.D., Kruse, L., & Goldstein H. (2014). Effects of a Tier 3 phonological awareness intervention on preschoolers' emergent literacy. *Topics in Early Childhood Education*, 34(1), 27-39.
- 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* (4th edition) (pp. 83-103). Newark, DE: International Reading Association.
- 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.
- Stahl, K.A.D. (2009). Assessing the comprehension of young children. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 428-248). New York, NY: Routledge.
- 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.
- 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.
- Yopp, H.K. & Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130-143.



**EDRD 630**

**Scoring Rubric for Article Summaries- Use this to guide your writing**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
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 4 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 the article	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 Map  
Rubric 10 points**

	<b>No Evidence</b>	<b>Developing (Limited evidence)</b>	<b>Proficient (Clear evidence)</b>	<b>Exemplary (Clear, convincing and substantial evidence)</b>
<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 (2 points)	A variety of literacy practices (6-8) are described and aligned with theorists (3 points)
<b>Theory</b>	Description and synthesis is unclear with practices (0 points)	Describes and synthesizes the key points of one theorist accurately and	Describes and synthesizes the key points of most of the theorists accurately	Describes and synthesizes the key points of theorists accurately and concisely.

		practice and theorist unclear. (1 point)	link between practice and some of the theorists. (3 points)	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 (.5 point)	Concepts or ideas are focused but the main purpose is not clear. Main points are presented in a disjointed manner (1 point)	Thoughtful ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. Main points are clear and organized effectively. (2 points)

**EDRD 630: Scoring Rubric for Annotated Bibliographies – 10 points**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>
<b>Introduction and Thesis Statement</b> <b>3 points Possible</b>	States purpose/rationale for studying the topic States definitions related to the topic Summarizes key points by synthesizing and analyzing relevant research and theory 3 points	States purpose/rationale for studying the topic States definitions related to the topic Does not include any current research pertaining to topic 2 points	Limited purpose/rationale and definitions/key points of research stated 1-0 points
<b>Research Annotations</b> <b>5 points Possible</b>	Describes each research element, as noted in the analysis guide provided, (or notes that it is missing in the research itself) for all studies included. Succinctly states how the study connects to the thesis statement for all studies included. Each statement is clear and theoretically sound. Throughout, writer adheres to proper Academic English conventions & mechanics. 5 points	Describes some to most research elements, as noted in the analysis guide provided, for all studies included. States how the study connects to the thesis statement for all studies included, but SOME lack succinctness/clarity/theoretical validity. Writer generally adheres to proper Academic English conventions & mechanics. Two or fewer errors are present. 4-2 points	Limited analysis of research according to the element reviewed on the guide. Does not tie EVERY study to the thesis w/ a statement and/or MANY connections lack succinctness/clarity/theoretical validity. Writer partially adheres to proper Academic English conventions & mechanics. Three or more errors are present. 1 – 0 points
<b>Peer-Reviewed Articles &amp; APA Citations</b> <b>2 points Possible</b>	All articles/sources are peer-reviewed and all citations are aligned with APA guidelines. 2 points	Most articles/sources are peer-reviewed and most citations are aligned with APA guidelines. 1 point	Fewer than half the articles/sources are peer-reviewed and/or fewer than half of the citations are aligned with APA guidelines. 0 points

George Mason University  
College of Education and Human Development  
NCATE Assessment #2: Content Knowledge

**Early Literacy Project**

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

IRA Standards Addressed: 1 (Foundational Knowledge) and 4 (Diversity)

IRA Elements for Reading Specialists/Literacy Coaches: 1.1, 1.2, 1.3, 4.1

*Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches*

Overview

The purpose of this two-part performance based assessment (PBA) is for the candidate to demonstrate and model his/her understanding of emergent literacy and how it impacts young students' reading and writing development (including the linguistic, motivational, cognitive, and sociocultural factors that influence early literacy) and to share with other educators ways to create an environment to support the emerging literacy development of their diverse classroom populations. Candidates will also critique relevant research and lead discussions with colleagues.

Directions to Candidates

Part I: **Emergent Literacy Scenario (IRA Standard 1 – Foundational Knowledge (1.2., 1.3), Standard 4 - Diversity (4.1) addressed in this assignment (35 Points)**. For this PBA you will create a PowerPoint presentation that should be directed to the audience described in the scenario (below). The presentation first will be shared with your peers in class in order to receive their feedback on how it might be improved (accuracy as well as overall design). You then will be required to make the presentation available electronically, either on your school's website, Googlesites, or other venue so that educators at your school and/or elsewhere can view it as a professional development activity.

**Scenario**

As a literacy coach/reading specialist for a diverse elementary school (50% of the children are identified as English Language Learners) you have been designated to teach the Kindergarten teachers about emergent literacy. From observations, you have seen that some of the instructional practices the teachers are using are consistent with the theory of emergent literacy; however, the teachers have never heard this term and several of their practices are not representative of emergent literacy theory. You decide to create a presentation on the elements of emergent literacy, the relationship of this concept with other major literacy theories, the comparison with reading readiness, and suggestions for how the Kindergarten teachers can incorporate the principles of emergent literacy within their current program to scaffold emerging literacy behaviors in young children, including those who speak English as a first or second language. What would your presentation look like? What points do you need to stress about emergent literacy? What examples would you use to promote practices to improve literacy of second language learners? How would you communicate to the teachers the importance of fair-mindedness and empathy for all their students, particularly the second language learners?

A. **Emergent Literacy Scenario PBA** (35 points) will consist of:

1. The PowerPoint presentation demonstrates your understanding of the essential components of emergent literacy.

Included in the PowerPoint:

Information on the historically shared knowledge on emergent literacy principles and how the principles of emergent literacy contribute to a student's writing and reading process (social, cognitive and physical processes). Explanation of the relationship of emergent literacy with other literacy theories and comparison with reading readiness. Inclusion of practices that focus on strategies to help support classroom teacher's knowledge of implementation of emergent literacy in the classroom, i.e. phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation and writing.

Standard Elements - 1.2

- Communicate to audience the importance of fair-mindedness and empathy for all students, particularly second language learners and the necessity to be responsive to all students' needs. Also give specific examples of ways children can be taught to understand one another and work together in an emergent literacy environment

Standard Elements - 1.3

- Assist teachers in understanding the relationship between first-and second-language acquisition and its importance in a child's emerging literacy. Explanation and examples of how instruction may need to be differentiated for second language learners' emergent literacy (use of first language funds of knowledge in classroom, labeling, etc.) or students with special needs. Standard Elements – 4.1

2. The PowerPoint presentation will be presented to the class and you will gain their feedback. Additionally, you will upload the PowerPoint presentation electronically to your school website, Googlesite, or other venue where other educators can use it as a professional development activity.

Part II: Article Summary/Critique and Discussion Facilitation (IRA Standard 1 – Foundational Knowledge (1.1) addressed in this assignment (total 30 points). This PBA assesses your ability to critically examine literacy studies and implications for the classroom. For this assessment you will write critiques of two articles related to Early Literacy and lead discussions with the class.

Each candidate will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different literacy topics denoted on the syllabus (e.g., language, emergent literacy, phonics, balanced literacy, etc.). Between the two articles, be sure that both reading and writing are discussed. The summaries will be due on the day the article is discussed in class (as listed on class schedule). This assignment will consist of two parts:

1. The first part is the critique and summary of the readings. Summary components:

- Include the purpose of the article; major theory of literacy development, 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).
- You must demonstrate graduate level writing (Words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Length: two – three pages (avoid exceeding three pages)
- Your article summary/critique needs to include the article reference in APA style.
- Each student will need to discuss their summary/critiques during the regular class discussion of their articles (see Discussions below)
- Each summary/critique is worth 10 points (total of 20 points) Standard Element 1.1

2. Discussion facilitation of selected articles: Candidates 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 a total of 10 points (5 points each discussion facilitation). Standard Element 1.1

These performance-based assessments (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.

**PBA: Emergent Literacy Scenario and Article Critique/Discussion Rubric**

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
<p>1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p>*Article Critiques and Discussion Facilitator 20 points available;  10 per article critique and discussion</p>	<p>1.1c Demonstrates an exemplary critical stance toward the scholarship of the profession, including in-depth interpretation, with critiques of two class readings and outstanding discussion facilitation of readings (thoughtful questions, extension of concepts).</p>	<p>Demonstrates a proficient critical stance toward the scholarship of the profession, including some interpretation with critiques of two class readings and adequate facilitation of readings.</p>	<p>Demonstrates a limited critical stance toward the scholarship of the profession OR no discussion facilitation.</p>	<p>Does not demonstrate critical stance toward the scholarship of the profession through class readings.</p>	
<p>1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and</p>	<p>1.2a and b Summarizes (in detail) historically shared knowledge to inform principles of emergent literacy and the importance in all readers'</p>	<p>Summarizes historically shared knowledge to inform educators about the five principles of emergent literacy. Partially delineates</p>	<p>Briefly summarizes to inform educators on some principles of emergent literacy on readers' literacy development. Partially delineates the evolution of</p>	<p>Does not summarize the historically shared knowledge of emergent literacy on all readers' literacy development.</p>	

<p>processes, and components.</p> <p>* Section one of PowerPoint</p>	<p>[Literacy emerges before formal reading instruction (on-going from birth); Literacy encompasses more than just decoding; language processes of R,W,S,L are interconnected; Children are actively involved in the construction of their own literacy; There is a social context for literacy learning; meaningful, language-rich, child-centered literacy experiences]. Also, delineates the evolution of emergent literacy theory by comparing emergent literacy with other literacy theories, particularly reading readiness. Illustrates important practices to support student's emerging literacy.</p>	<p>comparison with other theories. Includes some practices to support students' emerging literacy.</p>	<p>some of the other theories Includes few practices to support students' emerging literacy</p>	<p>emergent literacy in comparison with other theories. Does not include practices to support students' emerging literacy.</p>	
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<p>1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. * Section two of PowerPoint</p>	<p>1.3a Thoroughly communicates and models with presentation the importance of fair-mindedness and empathy necessary for the literacy development of all readers. 1.3b Provides audience with examples as to how to create a responsive classroom for second language learners and all students who may have special needs.</p>	<p>Communicates and models presentation to selected audience the importance of fair-mindedness and empathy that is necessary for the literacy development of all readers. Appropriate for audience. Informs audience as to the purpose of presentation in relation to children's literacy development. Instructional practices relevant to classroom environment.</p>	<p>Limited communication in presentation on the importance of fair-mindedness and empathy for all students.</p>	<p>Does not consider communicate or model the importance of fair-mindedness and empathy for all students.</p>
<p>4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. *Section three of PowerPoint</p>	<p>4.1c Assists teachers in understanding the relationship between first and second language acquisition and literacy development. Provides scholarly references related to the needs of educators to be responsive to diverse populations to assist a student's emergent literacy development. Explains relationship</p>	<p>Assists teachers in understanding the relationship between first and second language acquisition and literacy development. Provides few practices that are responsive to diversity and assist in a student's emergent literacy development.</p>	<p>Provides few practices that are responsive to needs of second language learners. Does not discuss relationship between first and second language acquisition and literacy development.</p>	<p>Does not assist teachers in understanding the relationship between first and second language acquisition and literacy development. No practices included.</p>

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