ECED 512.001
Language and Literacy Assessment and Instruction for Diverse Young Learners (3:3:0)
Spring 2015
Tuesdays 4:30-7:10 pm
Mason Hall D003

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Course Description

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

Prerequisite

Admission to the Early Childhood Education program or approval of course instructor.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, workshop experiences, student presentations, videos, and whole class sharing to support course content. Accessing Blackboard for group projects and resources may be necessary periodically throughout the semester.

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 course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

Required Text

Cecil, N. L. (2011). *Striking a balance: A comprehensive approach to early literac*y. Scottsdale, AZ: Holcomb Hathaway.

DeVries, B. A. (2015). *Literacy assessment and intervention for classroom teachers.* (4th ed.)*.* Scottsdale, AZ: Holcomb Hathaway.

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC

Recommended Articles

Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher, 58*(3). 230-239. (on Blackboard)

Bus, A., Both-de Vries, A., de Jong, M., Sulzby, E., de Jong, W., & de Jong, E., (2001). *Conceptualizations underlying emergent readers' story writing (*CIERA Report 2-015).

Dickinson, D., & Porche, M. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development, 82*(3), 870-886. doi:10.1111/j.1467-8624.2011.01576.x

Dougherty, K. A., & Barvo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher, 63*(7), 566-578. doi: 10.1598/RT.63.7.4

Dunphy, E. (2010). Assessing early learning through formative assessment: Key issues and considerations. *Irish Educational Studies, 29*(1), 41-56.

Gillanders, C. (2007). An English-speaking prekindergarten teacher for young Latino Children: Implications of the teacher-child relationship on second language learning. *Early Childhood Education Journal, 35*(1), 47-54. doi:1.1007/s10643-007-0173-x

Hagstrom, F. (2006). Formative learning and assessment. *Communication Disorders Quarterly, 28*(1)*,* 24-36.

Hawkins, L., & Razali, A., (2012). A tale of 3 P's – penmanship, product, and process: 100 years of elementary writing instruction. Language Arts, 89(5), 305-315.

Hill, S. (2011). Towards ecologically valid assessment in early literacy. *Early Child Development and Care, 181*(2), 165-180. (On Blackboard)

Jones, S., & Meyer, R. (2004). Living poverty and literacy learning: Sanctioning topics of students' lives. *Language Arts, 81*(6), 461-470.

Kuhn, M., Schwanenflugel, P., & Meisinger, E., (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly, 46*(2). doi:10.1598/RRQ.45.2.4

Pena, E., & Halle, T. (2011). Assessing preschool dual language learners: Traveling a multiforked road. *Child Development Perspectives, 5*(1), 28-32.

Risko, V. J. & Walker-Dalhouse, D. (2010). Making the most of assessments to inform instruction. *The Reading Teacher, 63*(5). 420-422. (On Blackboard)

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 376 – 371). *New York, Macmillan.*

Schulz, M. M. (2009). Effective writing assessment and instruction for young English language learners. *Early Childhood Education Journal 37*, 57-62.

Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly 19*(2), 159-172. (On Blackboard)

**Additional readings (articles, chapters, websites, etc.) will be provided as relevant.

George Mason University Policies and Resources for Students
- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 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 Writing Center (Optional Resource) – 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/].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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

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. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. 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://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

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

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate 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.

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Specific Course Assignments

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Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Pen Pal Portfolio: Learning the Process of Writing *Dates are tentative at this time*	*1st Pen Pal letter: February 3 1st Reflection: February 10 (8 points) 2nd Reflection: March 3rd (8 points) 3rd Reflection: March 24th (8 points)	35

	4th Reflection: April 21st (11 points)	
Group Presentations: Mini-Strategy Share and Workshop Experience	April 14th	15
Comprehensive Literacy Plan Presentation	April 28	10
Comprehensive Literacy Plan Final Plan Due	May 3	25
TOTAL		100

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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

The Pen Pal Portfolio: Learning the Processes of Writing   (35 points)

For this assignment, students will complete **four reflections** across the semester. Completed reflections will include a typed copy of the current draft of the personal letter sent to the third grade pen pal and a copy of the third grader's response. (This requirement will depend upon where students are in the pen pal experience and on what students elect to reflect).

Each reflection will show a thoughtful analysis of the authentic writing experience.

Quality reflections will do the following

-Connect each pen pal session to the course readings and in-class discussions.

-Consider the pen pal sessions from dual perspectives:

- First, as a pre-service teacher candidate learning and reflecting on the writing process and
- Second, as a teacher supporting a third grader's progress along the developmental writing continuum.

Based on pen pal letters, what insights will the students have regarding literacy practices and/or writing development? How will students' insights link to research based literacy practices, class readings, in-class discussions, and / or personal experiences regarding young children's writing?

Finally, reflections should highlight one characteristic of the writing process students believe is an essential aspect of an excellent writing program. Students should explain why this component is a valuable instructional strategy or component and demonstrate an understanding of how to incorporate this characteristic into practice in future classroom environments.

Students will share any questions, 'ah-has!,' puzzlements, or surprises they had regarding their pen pal's response. Students' responses are to be written as if they were a teacher. Students are expected to write thoughts on the next steps in supporting the child's writing development. Students will link their responses to research related to best literacy practices, class readings, and/or class discussion.

*Reflection papers will follow APA style, 6th edition for citations and references.

Pen Pal Letter and Reflection Sequence (**Initial letter due February 3rd**)

1) **February 10th**: *Initial Reflection on the Process:* Considering what writing instruction looks like **(**8 points)
   JOURNAL REFLECTION 1
   Your first journal reflection will address the follow questions:
   1. Discuss your personal experience as a writer both in and out of school contexts.
   2. Describe your experience completing the writing process in this class as you composed your first letter to your pen pal.
   3. After publishing your pen pal letter and completing your readings share any questions, ah ha's, puzzlements, or surprises you had regarding young children's writing, the writing process, or writing instructional practices.

   2) March 3rd: *Initial Reflection on Diversity of Student Letters Received:* Comprehending what a student's writing tells us (8 points)
   JOURNAL REFLECTION 2, and 3, and 4*
   The following reflection procedure will support your thoughtful analysis of your pen pal's letter(s). Please respond to the following questions as you read your pen pal's letter,
   1. In your reflection journal, document important aspects regarding your pen pal's writing.
   2. Based on your pen pal's letter, what insights do you have regarding your pen pal's literacy practices and / or writing development?

3. How do your insights link to research based literacy practices, class readings, in-class discussions, and / or personal experiences regarding young children's writing?
4. Share any questions, ah has, puzzlements, or surprises you had regarding your pen pal's response.
5. If you were this child's teacher what would your next steps be in supporting this child's writing development? Link your response to research related to best literacy practices, class readings, and / or class discussion.
6. Draft a friendly letter back to your pen pal in your journal.
7. Explain how you decided to compose your response.

3) March 24th: *Reflection on the Assessment of Student writing:* Unpacking the value of writing rubrics. (8 points)

4) April 21st: *Final Reflection:* Analyzing and describing the pen pal's growth over time (11 points)

This final reflection should be a synthesis of the pen pal process.

JOURNAL REFLECTION 4

For your *fourth journal reflection,* in addition to the questions you addressed for your 2nd and 3rd reflections above, please also consider question number eight.

8. As a way of synthesizing your experience, describe what you believe the elements of an effective writing program should include.

Comprehensive Literacy Plan (25 points) + Lesson Presentation (10 points) = 35 points

For this assignment, students will develop a comprehensive literacy plan addressing key components of effective literacy instruction. Students will develop components of the Comprehensive Literacy Plan over the course of the semester.

The Comprehensive Literacy Plan includes four primary components:

1. Students will identify the essential components of a balanced literacy program and provide a research-based rationale for each literacy component.
2. Students will need to "set the stage" by providing a description of the class their exemplar lesson is intended to support. Students will include the age/grade level; number of children; the racial or ethnic, cultural, language, and socio-economic backgrounds of the children; varying abilities of the children; and any other information that provides an understanding of the children in the classroom.
3. Students will demonstrate the use of a variety of formative and summative assessment tools that teachers use to guide instructional decisions and enhance the literacy development of young learners.
4. Students will demonstrate the ability to synthesize the components of a balanced literacy program into a meaningful whole by developing an integrated exemplar literacy unit spanning across approximately one week.

In the Comprehensive Literacy Exemplar Literacy Unit, students will do the following:

- Provide an overview of the literacy experiences that will be included over the course of approximately one week. (For conceptualization purposes, students may elect to use the four-block lesson-planning framework).

- Provide a synopsis of how the exemplar literacy unit will unfold over time and address the major literacy components. (Some literacy components may overlap. Students should explain how the components are interrelated—it is about showing intentionality in providing strategic literacy instruction to all learners).

- Develop a synopsis of how each literacy experience will unfold. Produce and include all relevant materials.
    - Guided reading, (Address Before, During, and After Reading Strategies)
    - Independent reading, (Consider engagement—Before, During, and After Reading Strategies)
    - Phonological awareness,
    - Phonics,
    - Fluency,
    - Vocabulary,
    - Comprehension,
    - Guided writing,
    - Independent writing,
    - Read aloud, and
    - Shared reading

- Describe in detail an overall assessment plan. Students will use the Exemplar Literacy Unit to show how each literacy experience will be assessed. Students will then predict possible student responses and explain how the results of the assessments inform future instructional decisions. Students will think about evaluating the children's <u>oral language, reading, and writing development</u>. Assessments may 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.

- Describe at least three meaningful home-school literacy connections. Students will justify the experiences selected and describe the impact their home-school experience may have on students and their families.

- Identify and justify at least two relevant pieces of technology to enhance literacy development.

- Include reference citations (e.g., all titles of children books used and all references used to support their own rationales for the literacy component) and a list of all references cited for each of the activities and literacy components discussed and resources utilized in their exemplar lesson, students will include. The paper will follow APA style, 6th edition for citations and references.

- Identify the **Standards of Learning** related to each lesson plan

- **Lesson Presentation (10 points)** Select either one guided reading or one guided writing lesson from your Comprehensive Literacy Plan to share with your classmates.

Group Presentations: Mini-Strategy Share a Workshop Experience (15 points)

For this assignment, students will work in small groups to select, research, and highlight for the rest of the class a compelling area of early childhood literacy. The students will do the following:

1. Select collaboratively an early childhood literacy topic of interest
2. Gather research articles, instructional resources, informational text, and textbooks on the *approved* literacy topic
3. Identify a successful *researched-based* strategy to support students' literacy development in their area of interest after conducting a general search of the literature on their selected literacy topic
4. Select an article for the rest of the class to read prior to their presentation that provides the class with some background knowledge about the literacy topic the group plans to highlight
5. Apply the *Before, During, After* comprehension strategy in a thoughtful manner
6. Guide participants toward a deeper understanding of the contributive value of the literacy strategy explored in a way that promotes participants' confidence in their ability to apply the strategy purposefully in the future
7. Provide an annotated list of the additional resources (no less than 4) that informed their preparation for the presentation
8. Follow the APA style, 6th edition when citing references

Course Schedule and Topics

Date	Topic	Reading & Assignments Due
1-20-15	Literacy Philosophies & Writing	Before class please read: • DeVries Chapter 1 • DeVries Chapter 2
1-27-15	Writing Crafting, Drafting, and Reflecting on Writing Instruction	Before class please read: • Cecil Chapter 9 • DeVries Chapter 11
2-3-15	Emergent Readers & The Early Literacy Environment	Before class please read: • Cecil Chapter 3 • Cecil Chapter 15 • ***First Pen Pal LETTER due today.***
2-10-15	Promoting Phonemic Awareness	Before class please read: • Cecil Chapter 4 • DeVries Chapter 4 • ***First Pen Pal REFLECTION due.***
2-17-15	Analyzing Young	Before class please read: • DeVries Chapter 3

	Children's Writing Pen Pal Letters Exploring Instructional Writing Practices & Assessment for Learning	• Cecil Chapter 13 Teaching Elementary School Students to be Effective Writers http://ies.ed/gov/ncee/wcc/practiceguide.aspx?sid=17 • Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits
2-24-15	Phonics, Sight Vocabulary, & Fluency	Before class please read: • Cecil Chapter 5 • DeVries Chapter 5 • DeVries Chapter 10
3-3-15	Organizing Literacy Groups	• Cecil Chapter 11 Article(s) on Blackboard (TBA) ***Second Pen Pal LETTER and REFLECTION due.***
3-10-15	Spring break	
3-17-14	Pen Pal Letters Spelling	Before class please read: • Cecil Chapter 6 • DeVries Chapter 6
3-24-14	Expanding Vocabularies & Initiate Group Projects	Before class please read: • Cecil Chapter 7 • DeVries Chapter 7 • DeVries Chapter 10 ***Third Pen Pal LETTER and REFLECTION due.***
3-31-15	Narrative Comprehension & (Guided Reading & Shared Reading Experiences)	Before class please read: • Cecil Chapter 8 • DeVries Chapter 8 *Selected Group Articles for group presentations due to the instructor today for approval—have the articles read and ready to justify selection.*
4-7-15	Informational Texts & Critical Literacy Individual Conferences Regarding Final Comprehensive Literacy Plans	Before class please read: • Cecil Chapter 5 • DeVries Chapter 9 *Selected Group Articles for group presentations on due to the class today.*
	Pen Pal Letters	Before class please read:

4-14-15	**Group Presentations Mini-Strategy Shares: A Workshop Experience** (3or 4 groups)	Novinger (2003) "I want her to know me…: (Posted on Blackboard) Before class please read: Articles assigned by groups presenting today.

4-21-15	Partnering with Families	Before class please read: • Cecil Chapter 14 • DeVries Chapter 14 • ***Final Pen Pal Letter and Reflection due.***
4-28-15	Sharing Comprehensive Literacy Plans Celebration	Come prepared to share either your guided reading or guided writing lesson from your Comprehensive Literacy Exemplar Lesson Plan ***(Comprehensive Literacy Plan due 5-3-15on BB)***
5-5-15	Reading Day	NO in-class meeting

*Pen pal reflection due dates dependent upon responses from second grade pen pals. Assignments may shift accordingly.