



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 512.DL1 and 600
Language and Literacy Assessment and Instruction for Diverse Young Learners (3:3:0)
Fall 2015

Wednesday 5:30 pm -8:10 pm

ARLF 121

Face to Face Sessions: 10/21, 10/28, 11/4, 11/11, 11/18, 12/2, 12/9

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Office hours: By appointment

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. (2015). *Striking a balance: A comprehensive approach to early literacy*. (5th ed.) Scottsdale, AZ: Holcomb Hathaway.

DeVries, B. A. (2011). *Literacy assessment and intervention for classroom teachers*. (5th 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 and 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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation Please Note: Responses to Discussion Board Forums are an aspect of this assignment.	Ongoing	15
Literacy Strategy Reflection Portfolio This Portfolio represents your thinking and lesson plan creation over the course of the	Ongoing submission dates. Please see the attached schedule for submission of	45

<p>semester as you work to intentionally develop and incorporate a variety of strategic literacy experiences into the daily fabric of your instructional routines.</p> <p>There are two types of reflections.</p> <ol style="list-style-type: none"> 1. Lesson plan reflections. 2. Personal reflections related to your current or future practice. 	individual reflection due date guidelines.	
Guided Reading Lesson	December 2	10
Guided Writing Lesson	December 2	10
Group Presentations: Mini-Strategy Share and Workshop Experience	December 9	15
Targeted Journal Reflections (after in class sessions)	10/21, 10/28, 11/4, 11/11, 11/18	5

Literacy Strategy Reflection Portfolio

Reflection	Assignment (3 points each)	Due Date
1) 10/21	Personal Literacy Philosophy and a Classroom Environmental Plan	10/28
2) 10/28	Phonemic Awareness with complementary Assessment(s)	11/4
3) 10/31	Phonics with complementary Assessment(s)	11/11
4) 10/31	Fluency with complementary Assessment(s)	11/11
5) 11/4	Vocabulary Focus with complementary Assessment	11/11
6) 11/4	Reflecting on Structuring Independent Reading and Writing Opportunities	11/11
7) 11/7	Spelling with complementary Assessment(s)	11/18
8) 11/11	Narrative Text Reading Comprehension with complementary Assessment	11/18
9) 11/11	Informative Text Reading Comprehension with complementary Assessment	11/18
10) 11/14	Case Study Analyses and Informal Reading Assessments	11/25
11) 11/14	Reflection on Personal History as a Writer and a Reader both in school and out of school. Consider implications for your practice as a literacy teacher.	11/25
12) 11/18	Reflections on engaging in a guided writing experience / shared writing experience.	11/25
13) 11/21	Considering technology as an aspect of your literacy practices (Present at least 3 relevant, practical, and engaging technology strategies that promote students literacy progression –not generic websites).	12/2

14) 12/5	Building Families into your literacy practices (Present at least 3 relevant, practical, and engaging practices to build families into your literacy practice to promote students literacy progression).	12/9
15) 12/12	Revisiting Your Personal Literacy Philosophy	12/12
Total 15 assignments @ 3 points each = 45 points		

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.

Literacy Strategy Reflection Portfolio (45 points)

Strategy reflections demonstrate your thinking over the course of the semester as you work to intentionally develop and incorporate a variety of strategic literacy experiences into the daily fabric of your instructional routines.

There are two types of reflections.

1. Lesson plan reflections.
2. Personal reflections related to your current or future practice.

Each *strategy reflection* should:

1. Detail a strategy that targets the specific literacy component being explored.
2. Detail specific assessment strategies you will use to monitor and capture students' proficiencies related to the specific literacy component being explored. The assessment strategy should help you project your next instructional steps.
3. Provide a reflective (and literature linked) justification / rationale for engaging students in the specific literacy component being examined.

Final submission of the *strategy reflection* should occur *after* completing the course readings related to the specific literacy component and *after* completing either the complementary face-to-face course session or the complementary online course session.

Each *personal reflection* should:

1. Thoughtfully consider your own personal experience engaging in the specific aspect of teaching practice being examined (e.g. conducting a running record or engaging in a shared writing experience).
2. Provide a reflective (and literature linked) consideration / analysis / justification / or rationale for the specific literacy related experience being examined.

Guided Reading Plan (10 points)

This lesson will demonstrate the thoughtful integration of another content area into the literacy experience. The Guided Reading Lesson will flow over the course of one week and will complement the guided writing lesson you create. You will address Before, During, and After Reading Strategies and draw on strategies related to the literacy skills examined in the course. The Guided Reading Plan should be guided by your incorporation of rich children's literature.

Guided Writing Plan (10 points)

This lesson will demonstrate the thoughtful integration of another content area into the literacy experience. The Guided Writing Lesson will flow over the course of one week and will complement the guided reading lesson you create. You will address each element of the writing process. The Guided Writing Plan should be guided by your incorporation of rich children's literature.

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

Target Journal Reflection Response (5 points)

A synthesizing journal reflection will be composed online following the 10/21, 10/28, 11/4, 11/11, and 11/18 class sessions. The reflection will be related to the in-class experiences and encourage you to reflect on a specific aspect of literacy instructional practices. Please come prepared to respond online.

Course Schedule and Topics
Assigned Readings and Task Assignment Schedule

Class Session	Assigned Reading Schedule	Complementary Task Assignment Schedule
10/21	Cecil: Chapter 1 – A Child Learns to Read: Process and Product Cecil: Chapter 2 A Quest for Balance: Moving Forward DeVries: Chapter 1 Forming a Personal Philosophy About Literacy Assessment and Intervention	First Literacy Portfolio Reflection Articulating a Personal Literacy Philosophy (3 points) After completing the readings for 10/21 and 10/24 compose a journal reflection that includes the following: <ol style="list-style-type: none"> 1. A map of your ideal classroom. (You may draw it and then embed a picture of it as part of your personal reflection. 2. Craft a reflective statement about your personal literacy philosophy related to how you envision engaging young children in reading and writing experiences and how you will monitor students' progress to promote young children's literacy lives. 3. Make connections to our readings as appropriate. <p style="text-align: center;">DUE OCTOBER 28</p>
10/24 Online	Cecil: Chapter 3 Emergent Literacy: From Birth to Conventional Literacy Cecil: Chapter 15 The Early Literacy Classroom: Orchestrating a Comprehensive Program DeVries: Chapter 2 The Literacy Event	<ol style="list-style-type: none"> 4. Detail a strategy to promote students' phonemic awareness. 5. Detail specific assessment strategies you will use to monitor and capture students' phonemic awareness proficiencies. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 6. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 4</p>
10/28	Cecil: Chapter 13 Informing Instruction: Assessment of Early Literacy Development Cecil: Chapter 4 Phonemic Awareness: The Sounds of Our Language DeVries: Chapter 3 Assessment DeVries: Chapter 4 Phonemic Awareness	The Phonemic Awareness strategy reflection should: <ol style="list-style-type: none"> 1. Detail a strategy to promote students' understanding of phonics. 2. Detail specific assessment strategies you will use to monitor and capture students' proficiencies thinking phonetically. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 11</p>
10/31 Online	Cecil: Chapter 5 Phonics, Sight Vocabulary, and Fluency: Why and How DeVries: Chapter 5 Phonics DeVries: Chapter 10 Fluency	The Phonics strategy reflection should: <ol style="list-style-type: none"> 1. Detail a strategy to promote students' understanding of phonics. 2. Detail specific assessment strategies you will use to monitor and capture students' proficiencies thinking phonetically. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 11</p>

		<p>The Fluency strategy reflection should:</p> <ol style="list-style-type: none"> 1. Detail a strategy to promote students' fluency. 2. Detail specific assessment strategies you will use to monitor and capture students' fluency. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 11</p>
11/4	<p>Cecil: Chapter 7 Acquiring Word Meanings: The Building Blocks of Literacy</p> <p>Cecil: Chapter 11 Large and Small Group Reading Strategies: Creating a Literate Community</p> <p>DeVries: Chapter 7 Vocabulary Building</p>	<p>The Vocabulary strategy reflection should:</p> <ol style="list-style-type: none"> 1. Detail a strategy to promote students' vocabulary knowledge. 2. Detail specific assessment strategies you will use to monitor and capture students' vocabulary development. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 11</p> <p>Think about the role of independent reading and writing blocks for young children.</p> <ol style="list-style-type: none"> 1. Consider how you embed opportunities for independent reading and writing times into the children's daily literacy routines. 2. Identifies ways to monitor the quality of students' experience during these times. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 11</p>
11/7 Online	<p>Cecil: Chapter 6 Spelling: Developing Letter–Sound Correspondence</p> <p>DeVries: Chapter 6 Word Recognition</p> <p>DeVries: Chapter 12 Spelling</p>	<p>The Spelling strategy reflection should:</p> <ol style="list-style-type: none"> 1. Detail a strategic lesson to promote students' spelling knowledge. 2. Detail specific assessment strategies you will use to monitor and capture students spelling proficiency. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included).

		DUE NOVEMBER 18
11/11	<p>Cecil: Chapter 8 Reading Comprehension: Making Sense of Print</p> <p>Cecil: Chapter 10 Informational Text in the Classroom: Reading and Writing to Learn</p> <p>DeVries: Chapter 8 Comprehension of Narrative Text</p> <p>DeVries: Chapter 9 Comprehension of Informational Text</p> <p>(Guided Reading Discussion in class)</p>	<p>The Narrative Text strategy reflection should:</p> <ol style="list-style-type: none"> 1. Detail a strategy to promote students' comprehension skills with narrative text. 2. Detail specific assessment strategies you will use to monitor and capture students' understanding of narrative text. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 18</p> <p>The Informational Text strategy reflection should:</p> <ol style="list-style-type: none"> 1. Detail a strategy to promote students' comprehension skills with informational text. 2. Detail specific assessment strategies you will use to monitor and capture students' understanding of informational text. Provide an explanation of how the assessment strategy will help you project your next instructional steps. 3. Provide a reflective (literature linked) justification / rationale for engaging students in the specific literacy component being examined. (APA citation included). <p style="text-align: center;">DUE NOVEMBER 18</p>
11/14 Online	<p><i>Practicing Running Records. Lean in and Listen to young children read. Two Case Studies to Consider.</i></p> <p>Cecil: Chapter 9 Writing–Reading Connections: Reciprocal Paths to Literacy</p> <p>DeVries: Chapter 11 Writing</p> <p>(Guided Writing Discussion)</p>	<p>Your personal reflection of Case Study 1 and Case Study 2 should:</p> <ol style="list-style-type: none"> 3. Thoughtfully consider your own personal experience exploring the elements of the case study as it is presented. 4. Provide a reflective (literature linked) connection related to YOUR CHOICE of a specific literacy related aspect you found particularly interesting and attended to during your analysis. <p style="text-align: center;">DUE NOVEMBER 25</p> <p>Your personal reflection on your personal writing history as a writer should:</p> <ol style="list-style-type: none"> 1. Describe your personal experiences writing in school and out of school. 2. Consider possible implications for your practice as a literacy teacher. <p style="text-align: center;">DUE NOVEMBER 25</p>
11/18	Pritchard & Honeycutt (2007) “Best Practices in Implementing a Process	Your personal reflection should:

	<p>Approach to Writing” (on Blackboard)</p> <p>Tompkins Chapter (on Blackboard)</p> <p>Review the Primary Recommendations for: Teaching Elementary School Students to be Effective Writers http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=17</p> <p>Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits</p>	<ol style="list-style-type: none"> 1. Thoughtfully consider your own personal experience engaging in the in class guided writing experience. 2. Provide a reflective (literature linked) consideration / analysis / justification / or rationale for the specific literacy related experience being examined. <p style="text-align: center;">DUE NOVEMBER 25</p>
11/21 Online	<p>Cecil: Chapter 12 Literacy and Technology in a Balanced Classroom: Exploring Today’s Resources</p> <p>Blackboard Collaborate Opportunity for Conferencing with me about your Guided Reading and Guided Writing Lessons.</p>	<p>*Modified <i>lesson plan reflection</i> should:</p> <ol style="list-style-type: none"> 1. Identify at least 3 practical, relevant, and engaging technology strategies that promote students literacy progression – not generic websites. 2. Describe how will you monitor students’ savvy using the technology. <p style="text-align: center;">DUE DECEMBER 2</p>
12/2 At Your discretion (Online)	<p>DeVries: Chapter 13 Identifying and Working with Students with Diverse Needs.</p> <p>WORKDAY on your own to PREPARE for your Group PRESENTATION (20 minutes each). Be sure to link the strategy you present to how it supports students with diverse needs literacy goals.</p> <p style="text-align: center;"><i>Guided Writing and Guided Reading Lessons due today</i> Wednesday, DECEMBER 2.</p>	<p><i>Group Presentation Strategy Share Checklist</i></p> <ol style="list-style-type: none"> 1. Identify a literacy skill you would like to investigate further. 2. Conduct a search of practitioner journals (e.g. <i>Young Children, The Reading Teacher</i>) for strategies teachers recommend for supporting young children’s understandings of the literacy skill you are investigating. 3. Provide a brief PowerPoint or Prezi highlighting the rationale. 4. Engage us in the experience. <p style="text-align: center;">To Be Presented December 9</p>
12/5 Online	<p>Cecil: Chapter 14 Home as Partner: The Shared Connection</p> <p>Finalize Group Presentations</p>	<p>Modified <i>lesson plan reflection</i> should:</p> <ol style="list-style-type: none"> 1. Identify at least 3 practical, relevant, and engaging practices to build families into your literacy practice to promote students’ literacy progression. (Should be completed as soon as you view the online session). <p style="text-align: center;">DUE DECEMBER 9</p>
12/9	<p>Group strategy PRESENTATIONS (5 groups)</p> <p>Celebrate and Share either your Guided Reading or Guided Writing Lesson!</p>	DUE DECEMBER 9
12/12	Final Reflection Revising Personal	Final Reflection: After completing our course,

	Literacy Philosophy	<p>compose a journal reflection that reconsiders the initial reflective statement you drafted describing your personal literacy philosophy. Please add to your original literacy philosophy using “track changes.” Go ahead and add to or revise as need. Teaching is truly an evolving craft!</p> <p>DUE DECEMBER 12 (OR EARLIER)</p> <p>Thank you! Congratulations!</p>
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