

**George Mason University
College of Education and Human Development
Early Childhood Education**

ECED 512.DL2 Language and Literacy Assessment and Instruction
for Diverse Young Learners

3 Credits, Spring 2017

Saturday/ 9:00 – 11:40 am

NET: January 23 – May 17

Face-to-Face Class Sessions: February 4, February 18, March 4, March 25,

April 8, April 22, May 6

Thompson Hall 2021, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog 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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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 (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:

Not Applicable

Required Texts

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

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy*. Scottsdale, AZ: Holcomb Hathaway.

DeVries, B. A. (2014). *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway.

Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic.

Additional recommended articles listed after the course schedule

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation (See attendance policy above)	Ongoing Attendance Rubric due: May 6	15
Pen Pal Portfolio <i>*Dates are tentative at this time</i>		35 points total
Reflection 1: Evaluating and Responding to Young Children's Writing	Reflection #1 due February 8	(15 points)
Reflection 2: Considering Young Children's Spelling Patterns and More	Reflection #2 due March 25	(20 points)
Integrated Guided Reading and Guided Writing Week Plans <ul style="list-style-type: none"> • Early Readers Guided Reading and Guided Writing Plan 	Early Readers Plan due April 8	50 points total (25 points)

<ul style="list-style-type: none"> • Transitional Readers Guided Reading and Guided Writing Plan • 	Transitional Readers Plan due May 6	(25 points)
TOTAL		100

- **Assignments and/or Examinations**

Pen Pal Portfolio (35 points)

For this assignment, students will complete a series of reflections across the semester.

Reflection 1: *Evaluating and Responding to Young Children’s Writing (15 points)*

The following reflection procedure will support students’ thoughtful analysis of the pen pal letters. Students will do the following:

1. Use the Six-Traits + 1 writing rubrics and information online (6 + 1 Traits website and What Works Clearing House) and in course texts to document important aspects regarding the child’s writing.
 - They will describe insights you regarding their pen pal’s literacy practices and / or writing development,
 2. Share any questions, ah has, puzzlements, or surprises they had regarding their pen pal’s response. They will link responses to research related to best literacy practices and class readings.
 3. Consider how they would support their pen pal’s continued progress if they were this child’s teacher based on their 6 + 1 Traits evaluation. They will describe their next steps be in supporting this child’s writing development and link their responses to research related to best literacy practices and class readings.
 4. Draft a friendly letter back to their pen pal, share their draft with their authoring circle and attach a photo of their published letter to this journal reflection.
 5. Explain how they decided to compose their response letter.
 6. Use APA to fully support their discussion.
 - Approximately 5 full pages.
- *A rubric will be provided.

Reflection 2: *Considering Young Children’s Spelling Patterns and More (20 points)*

The following reflection procedure will support students’ thoughtful analysis of the pen pal letters. Students will do the following:

1. Use the Six-Traits + 1 writing rubrics and information online (6 + 1 Traits website and What Works Clearing House) and in course texts to document important aspects regarding the child’s writing.
2. Describe insights regarding their pen pal’s literacy practices and / or writing development,
3. Share any questions, ah has, puzzlements, or surprises they had regarding their pen pal’s response. They will link responses to research related to best literacy practices and class readings.
4. Consider how they would support their pen pal’s continued progress if they were this child’s teacher based on their 6 + 1 Traits evaluation. They will describe their

next steps be in supporting this child's writing development and link their responses to research related to best literacy practices and class readings.

5. Identify the child's developmental spelling stage and support their analysis with course literature.
 6. Create a personalized spelling game to send back to their young pen pal based on your observations of the child's writing.
 7. Draft a friendly letter back to their pen pal, share their draft with their authoring circle, and attach a photo of their published letter and the spelling game to this journal reflection.
 8. Explain how they decided to compose their response letter and game.
 9. Use APA to fully support their discussion.
 - Approximately 5 full pages. Plus the Spelling Game and Rationale.
- *A rubric will be provided.

Integrated Guided Reading and Guided Writing Week Plans (50 points)

Early Readers Guided Reading and Guided Writing Plan (25 points)

This lesson will demonstrate the thoughtful development of literacy experiences linked to the exploration of topics and ideas emphasized in a critically recognized children's book.

Students will do the following:

- Prepare a set of guided reading lessons that flow over the course of at least two days and include all aspects of the early readers guided reading lesson plan as delineated in the Richardson (2016) text.
- Submit individual lesson plans for each literacy experience designed to engage young children in meaningful and connected reading and writing opportunities planned for the literacy block (i.e., literacy centers, guided writing lessons, read aloud experiences, shared reading, experiences, or other mini-lesson literacy moments). Students should use page 18 in Richardson (2016) as a general planning sequence.
- Develop a writing opportunity that encourages young authors to meaningfully extend their understandings of the topics being explored in the selected children's book.
- Use the lesson plan frame provided by the course instructor to develop each literacy lesson.
- Include all documents intended to guide and capture student engagement in the literacy experiences across the set of literacy experiences.

Please note, "worksheets" are not appropriate tools for promoting children's literacy development. Additionally, for these lessons, students should do the active thinking and development of the literacy opportunities, students should not simply download a lesson from online and use that as the literacy experience.

Transitional Readers Guided Reading and Guided Writing Plan (25 points)

This lesson will demonstrate the thoughtful development of literacy experiences linked to the integration of another content area into the literacy experience. Accordingly, students will select a content area topic identified in the Standards of Learning for Virginia or the

Common Core Standards adopted by the District of Columbia. Students will do the following:

- Prepare a set of guided reading lessons that flow over the course of at least three days and include all aspects of the transitional readers guided reading lesson plan as delineated in the Richardson (2016) text.
- Submit individual lesson plans for each literacy experience designed to engage young children in meaningful and connected reading and writing opportunities planned for the literacy block (i.e., literacy centers, guided writing lessons, read aloud experiences, shared reading, experiences, or other mini-lesson literacy moments). Students should use page 18 in Richardson (2016) as a general planning sequence.
- Include a complementary writing experience that engages children meaningfully in the writing process. The writing experience should be either embedded into the literacy block and/or discussed as a separate writing workshop block.
- Use the lesson plan frame provided by the course instructor to develop each literacy lesson.
- Include all documents intended to guide and capture student engagement in the literacy experiences across the set of literacy experiences.

Please note, “worksheets” are not appropriate tools for promoting children’s literacy development. Additionally, for these lessons, students should do the active thinking and development of the literacy opportunities, students should not simply download a lesson from online and use that as the literacy experience.

- **Other Requirements**

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) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

• **Grading**

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

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.

Professional Dispositions

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

Class Schedule

Class	Topics	Assignments & Readings Due
January 28 Online	Establishing Balanced Literacy Learning Environments The Early Literacy Environment And Examining Personal Histories as a Writer	Before completing the online class session please read: <ul style="list-style-type: none"> • Cecil, Baker, & Lozano (2015) Chapter 1 • Cecil, et al., (2015) Chapter 2 • Richardson (2016) Introduction and Chapter 1
February 4	Initiating the Pen Pal Letter Exchange and Writing Workshop	Before class please read: <ul style="list-style-type: none"> • Cecil et al., (2015) p. 180 – 191 in Chapter 9 • DeVries (2014) p. 285 – 288 & p. 301 – 305 in Chapter 11 • Prichard & Honeycutt (2007). Best Practices in Implementing a Process Approach to Teaching Writing (found on Blackboard)

February 11 Online	Guided Reading: Supporting our Youngest Readers The Pre-A Reader	Before completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 2 Cecil et al., (2015) Chapter 3 DeVries (2014) Chapter 2
February 18	Promoting Phonemic Awareness	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 4 DeVries (2014) Chapter 4 DeVries (2014) Chapter 3 <p><i>First Published Pen Pal Letter Due in Class Today</i></p> <p>Be sure to take a picture of your published letter to submit along with your first reflection.</p>
February 25 Online	Guided Reading: Supporting Emergent Readers Phonics and Sight Vocabulary	Before class completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 2 Cecil et al., (2015) p. 77 – 95 DeVries (2014) p. 100 – 111 + activity lesson examples as desired
March 4	Pen Pal Letters* Analyzing Young Children’s Writing Pen Pal Letters & Exploring Instructional Writing Practices & Assessment	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 13 Cecil et al., (2015) p. 191 – 206 DeVries (2014) p. 306 – 308, p. 311 – 328, and p. 494 – 501 <p>Visit the 6 + 1 Traits Website http://educationnorthwest.org/traits</p>
March 11 Online	Guided Reading: Supporting Early Readers and Word Recognition	Before class completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 3 DeVries (2014) p. 122 – 135 + activity lesson examples as desired
March 18	<i>No Class: Spring Break</i>	
March 25	Expanding Vocabularies	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 7 + activity lesson examples as DeVries (2014) Chapter 7 + activity lesson examples as Tompkins (2011) p. 301 – 319 (on Blackboard). <i>This reading is a supplemental reading, it is not required but it will support your understandings of writing instruction.</i> <p>Second Pen Pal Letter and Pen Pal Reflection #1 due today.</p>

April 1	Guided Reading: Enhancing Comprehension for Every Reader Supporting Young Children's Comprehension of Narrative Text	Before class completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 7 Cecil et al., (2015) Chapter 8 + activity lesson examples as desired DeVries (2014) Chapter 8 + activity lesson examples as desired
April 8	Pen Pal Letters and Spelling Analysis & Large and Small Group Literacy Instruction	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 6 Make sure to think about Practices to avoid on p. 125 ☺ DeVries (2014) p. 331 – 343 in Chapter 12 + activity lesson examples as desired Cecil et al., (2015) Chapter 11 Early Readers Guided Reading and Guided Writing Plan due today.
April 15 Online	Guided Reading: Supporting Transitional Readers, (Pen Pal Letters*) and Spelling	Before class completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 5 Cecil et al., (2015) Chapter 6 Make sure to think about Practices to avoid on p. 125 ☺ DeVries (2014) p. 331 – 343 in Chapter 12 + activity lesson examples as desired
April 22	Supporting Young Children's Comprehension of Informational Text & Technology and Literacy	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 10 + activity lesson examples as desired DeVries (2014) Chapter 9 + activity lesson examples as desired Cecil et al., (2015) Chapter 12 Pen Pal Reflection #2: Considering Young Children's Spelling Patterns and More <i>Bring your letter and your spelling game to class to send to your pen pal.</i>
April 29 Online	Guided Reading: Supporting Fluent Readers And Fluency	Before class completing the online class session please read: <ul style="list-style-type: none"> Richardson (2016) Chapter 6 Cecil et al., (2015) p. 95 – 99 + activity lesson examples as desired DeVries (2014) Chapter 10
May 6	Home as Partners Sharing our Guided Reading and Writing Plans	Before class please read: <ul style="list-style-type: none"> Cecil et al., (2015) Chapter 14 Transitional Readers Guided Reading and Guided Writing Plan Due
May 13	Please hold this Final Exam Date Open	This date should remain open in case we need it as a final online session.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone

at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.