

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

ECED 512.001 Language and Literacy Assessment and Instruction  
for Diverse Primary Grade Learners  
3 Credits, Spring 2021

01/25/2021 – 05/10/2021, Tuesdays & Thursdays/ 1:30pm – 2:45pm  
Online Synchronous

**Faculty**

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**Prerequisites**

ECED 401 or 501, ECED 402 or ECED 502, and ECED 403 or 503  
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

**University Catalog Course Description**

Examines ways to assess and develop reading, writing, and the language arts in primary grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, socioeconomically, and ability diverse children. Equivalent to ECED 512.

**Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25, 2021.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

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

1. Describe the complex nature of language acquisition as a precursor to literacy and the typical and atypical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction) with a focus on the language development of kindergarten through third-grade learners.
2. Identify and discuss (a) specific language-based conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders; (b) at-risk learning-related issues due to attention deficit disorders; (c) the effects of disabling and at-risk conditions on young children; and (d) intervention methods to promote speech and language development and literacy (reading and writing) development in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
3. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including explicit instruction, differentiated instruction, flexible grouping, and the use of technologies, to promote diverse kindergarten through third-grade learners' development in the following areas:
  - Oral Language for Diverse Learners in the Primary Grades
    - speaking and listening
    - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
    - learning of standard English by speakers of other languages and dialects
    - creative thinking and expression, including storytelling, drama, choral and oral reading,
  - Reading and Literature Appreciation for Diverse Learners in the Primary Grades
    - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
    - concepts of print
    - phonics, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
    - fluency
    - vocabulary and concept development
    - structure of the English language, including an understanding of syntax
    - reading comprehension strategies across content areas, including fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text
    - appreciation of a variety of literature, including fiction and nonfiction texts
    - independent reading, including selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels

- visual literacy, including viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word
  - Writing for Diverse Learners in the Primary Grades
    - composing, including imaginative writing
    - written expression
    - usage and mechanics
    - spelling, including stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling
    - handwriting
    - writing processes, including planning, drafting, revising, editing, and publishing
    - writing cohesively for a variety of purposes and in a variety of modes, including narrative, descriptive, persuasive, and explanative
  - Technology for Diverse Learners in the Primary Grades
    - using technology for process and product work with reading and writing, to communicate, and to learn
- 4. Plan, implement, and reflect on evidence-based, culturally responsive assessment and instruction that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing in diverse learners in the primary grades; (c) integrates literacy across the curriculum; and (d) uses knowledge of how standards provide the core for teaching English to support diverse kindergarten through third-grade learners' achievement of the *Virginia Standards of Learning in English* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
- 5. Explain the importance of play-based learning in diverse primary learners' language and literacy development and describe ways to promote language and literacy development during conversation and play.
- 6. Adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each learner's zone of proximal development.
- 7. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in learners with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
- 8. Identify and discuss formal and informal assessment for diverse primary learners, including screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and (c) writing.
- 9. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
- 10. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
- 11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

**Virginia Professional Studies Competencies**

Language and Literacy

**Virginia Early/Primary Education PreK-3 Endorsement Competencies**

Methods

Knowledge and Skills: English/Reading

**Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York, NY: Teachers College Press.

Tompkins, G. E. (2020). *Literacy in the early grades: A successful start for prek-4 readers and writers*. Boston, MA: Pearson.

**Recommended Texts**

Ray, K. W. (1999). *Wondrous words: Writers and writing in the elementary classroom*. National Council of Teachers of English.

\*Various articles will also be made available through Blackboard as optional readings.

**Course Performance Evaluation**

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

Assignments	Due Dates	Points
<b>Attendance and Participation</b> <ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	Ongoing May 4	<b>25</b>
<b>Pen Pal Portfolio</b> <ul style="list-style-type: none"> <li>Journal Reflection #1: Experiences Engaging in the Writing Process</li> <li>Journal Reflection #2: Reflecting on the Diversity of Student Letters Received</li> <li>Journal Reflection #3: Considering Young Children’s Spelling Patterns</li> </ul>	February 4 March 9 April 8	<b>27</b> 9 9 9

<b>Guided Reading Lesson Plans for Two Reading Groups</b>		<b>10</b>
<ul style="list-style-type: none"> <li>• Early Reader Guided-Reading Lesson Plan</li> <li>• Transitional Reader Guided-Reading Lesson Plan</li> </ul>	March 23 April 1	5 5
<b>Research into Practice Guided Responses</b>		<b>10</b>
<ul style="list-style-type: none"> <li>• First Guided Response</li> <li>• Second Guided Response</li> </ul>	March 18 April 15	5 5
<b>Comprehensive Integrated Literacy Plan</b>		<b>28</b>
<ul style="list-style-type: none"> <li>• Award winning text review</li> <li>• Comprehensive Literacy Plan</li> </ul>	Feb 23 April 27	5 23
<b>TOTAL</b>		<b>100</b>

- **Assignments and Examinations**

**Pen Pal Portfolio (27 points)**

For this assignment, students will complete three reflections over the semester. Reflections will be connected to specific tasks and experiences related to a letter exchange between a primary grade class and students enrolled in this course. Students will use APA 7th edition for citations and references.

**Journal Reflection #1: Experiences Engaging in the Writing Process (9 points)**

Students will address the following points when crafting the first journal reflection:

1. Discuss their personal experiences as a writer both in and out of school contexts.
2. Describe their experiences completing the writing process in this class when composing the first pen pal letter.
3. Describe the intentional decisions made when crafting the first pen pal letter.
4. After publishing your pen pal letter and completing your readings share any questions, ah has, puzzlements, or surprises you had regarding young children’s writing, the writing process, or writing instructional practices.

**Journal Reflection #2: Reflecting on the Diversity of Student Letters Received (9 points)**

Students will address the following points when crafting the second journal reflection:

1. Analyze important aspects regarding the pen pal’s writing using the six plus one traits writing language.
2. Discuss insights regarding the pen pal’s literacy practices. Use the literature to support insights.
3. Share and elaborate on at least one question, ah has, puzzlements, or surprises experienced while analyzing pen pal’s response.
4. Describe at least one strategy to support the child’s writing development. Link the response to research related to best literacy practices,
5. Include a copy of the friendly letter sent back to the pen pal

6. Explain the intentional writing decision utilized to compose the second letter.

**Journal Reflection #3: Considering Young Children’s Spelling Patterns (9 points)**

1. Analyze important aspects regarding the pen pal’s writing using the six plus one traits writing language.
2. Discuss insights regarding the pen pal’s literacy practices. Use the literature to support insights.
3. Share and elaborate on at least one question, ah has, puzzlements, or surprises experienced while analyzing pen pal’s response.
4. Describe at least one strategy to support the child’s writing development. Link the response to research related to best literacy practices,
5. Create a personalized spelling related game for the pen pal based on observations of the child’s writing
6. Include a copy of the friendly letter sent back to the pen pal
7. Explain the intentional writing decision utilized to compose the second letter.

**Guided Reading Lesson Plans for Two Reading Groups (10 points)**

This set of lesson plans for two small reading groups will demonstrate the thoughtful development of literacy experiences to guide students in developing effective reading strategies and skills to enhance independence. This set of lessons will include the following:

**Early Reader Guided-Reading Lesson Plan (5 points)**

- Identify one authentic text identified as suitable for teaching reading strategies to an early reader group (reading levels D-I\*)
- Develop a guided-reading lesson plan **for early readers**, using the early reader lesson plan template provided on Blackboard
- Provide a rationale that discuss how the lesson promoted readers’ vocabulary knowledge, fluency, phonological awareness, and comprehension throughout the guided reading experiences. Rationales will make connections to course readings, specifically those from the guided reading articles and resources folder on Blackboard and/or other relevant texts are recommended.

**Transitional Reader Guided-Reading Lesson Plan (5 points)**

- Identify one authentic text identified as suitable for teaching reading strategies for a transitional reader group (reading levels J-P\*)
- Develop a guided-reading lesson plan for **transitional readers**, using the transitional reader lesson plan template provided on Blackboard.
- Provide a rationale that discuss how the lesson promoted readers’ vocabulary knowledge, fluency, phonological awareness, and comprehension throughout the guided reading experiences. Rationales will make connections to course readings, specifically those from the guided reading articles and resources folder on Blackboard and/or other relevant texts are recommended.
- **The transitional reader guided-reading lesson plan is related to the integrated literacy plan.**

### **Comprehensive Integrated Literacy Plan (28 points)**

This literacy plan will demonstrate the thoughtful development of literacy experiences linked to the *integration of another content area* (math, science, or social studies) into the literacy experience. Students will select a content area topic identified in the *Standards of Learning for Virginia*. The three-day unit will include the following:

- A review of **three** unique children's books that have been *critically recognized* by one awarding organization discussed in class. At least one book must be written by an author of color, and another must represent a different language or culture in the story. **(5 points)**
- A thematic organizer that illustrates a diverse set of literacy experiences designed to support young children's active engagement in reading and writing experiences related to an anchor text grounded in a specific content area. **(5 points)**

The thematic organizer will include the following:

- identify the overall theme for the literacy plan;
- provide a list of related texts (fiction and non-fiction) to support children's learning;
- identify how the related texts could be used;
- identify relevant word wall words for the theme and from the texts;
- articulate a list of relevant literacy-based centers or lessons that support the readers' and writers' vocabulary development, comprehension, and fluency;
- articulate assessment strategies for documenting children's reading and writing performances across the unit; and
- identify at least one writing experience as the culminating project
- a weekly plan detailing the progression of the integrated literacy unit
- One content area lesson plan, using the Mason lesson plan template, based on a content area text identified in the thematic organizer that dually engages young readers and writers in engaging in content area **vocabulary** and conceptual knowledge and promotes literacy development **(5 points)**
- One **literacy center** lesson plan related to the content area concepts and themes detailing an extension experience that supports young readers' and writers' **fluency, phonological awareness, and/or comprehension (5 points)**
- One writing lesson using the Mason lesson plan template, that engages the children fully in the writing process and promotes content area knowledge. This experience serves as the culminating project for the integrated literacy unit plan. **(5 points)**
- Include a **summary of practice** describing essential literacy practices for promoting young children's reading and writing expressions **(3 points)**

**\*\*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.

### **Research into Practice Guided Response (10 points - 5 points each)**

Students will engage in a critical analysis of two contemporary research articles informing educators' work with young children in literacy contexts. A selection of articles to choose from



will be provided on Blackboard. To engage in the analysis of the text, students will download the article and engage in an active reading of the article. Students will use the graphic organizer provided to analyze and react to the research examined.

- **Other Requirements**

**Attendance and Participation (25 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

\* In order to participate in online activities, students will need to have or create a Gmail account (or link your @gmu.edu account to Google Drive) and a Goodreads account.

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

### Deadlines

All assignments are due on the day listed on the syllabus\*. Assignments must be submitted by 11:59 pm of the due date to receive full credit. If, for any reason, you are unable to complete an assignment by the due date, please submit and upload to Blackboard a letter briefly explaining the situation and the date you plan to submit the assignment. Late assignments without explanation may not receive credit for the course.

\*If a change of deadline is made by the instructor, an email will be distributed through Blackboard).

- **Grading**

A+ = 98 – 100    A = 93 – 97    A- = 90 – 92    B+ = 87 – 89    B = 83 – 86    B- = 80 – 82  
 C+ = 77 – 79    C = 70 – 76    D = 60 – 69    F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

### Class Schedule

<b>Date</b>	<b>Topics</b>	<b>Assignments &amp; Readings Due</b>
<b>Class 1</b>  <b>1/26</b>	Becoming an Effective Language and Literacy Teacher in the Primary Grades  Building on <i>Virginia's Foundation Blocks for Early Learning</i>  Examining the <i>Virginia Standards of Learning for English Kindergarten Through Third Grade</i>	Welcome! <i>Virginia's Early Learning Foundation Building Blocks</i>  <i>Virginia English Standards of Learning for Kindergarten Through Third Grade</i>
<b>Class 2</b>  <b>1/28</b>	Examining Literacy Methods and Assessment Practices for Young Children	Tompkins, Chapter 1
<b>Class 3</b>	Reading, Writing, and Talk with Diverse Learners	Souto-Manning & Martell, Chapter 1

2/2		<p><i>Be prepared to share your letter with your authoring circle today.</i></p> <p><i>Be sure to take a picture of your published letter to submit along with your first reflection due 2/4.</i></p>
<p><b>Class 4</b></p> <p>2/4</p>	<p>Understanding the Diversity of Children’s Language and Literacy Practices</p> <ul style="list-style-type: none"> <li>• Specific language-based conditions</li> <li>• Varied abilities</li> <li>• Diversity (cultural, linguistic, ability, and socioeconomic)</li> </ul> <p>Fostering Oral Language through Read Alouds</p>	<p>Souto-Manning &amp; Martell, Chapter 2</p> <p><b>Due to Bb 2/4 –Letter Exchange Journal Reflection #1</b></p>
<p><b>Class 5</b></p> <p>2/9</p>	<p>Assessing Children’s Literacy Development Using Formal and Informal Assessments</p> <p>Using Assessment Data for Instruction and Flexible Skill-Level Groupings</p>	<p>Thompkins Chapter 2</p>
<p><b>Class 6</b></p> <p>2/11</p>	<p>Analyzing and Interpreting Assessment Data</p> <p>Determining Appropriate Reading Levels</p>	<p>Tompkins, Chapter 3</p>
<p><b>Class 7</b></p> <p>2/16</p> <p><b>Asynchronous Class Session</b></p>	<p>Building a Learning Community that Honors Diversity</p>	<p><b>ONLINE CLASS SESSION (Asynchronous learning experiences will be available online).</b></p> <p>Souto-Manning &amp; Martell, Chapter 3</p>
<p><b>Class 8</b></p> <p>2/18</p>	<p>Examining Children’s Oral Language Development</p> <ul style="list-style-type: none"> <li>• Stages of language acquisition</li> <li>• Dual and English learners</li> <li>• Pathways Toward Standardized English</li> <li>• Speaking and listening</li> </ul>	<p>Souto-Manning &amp; Martell, Chapter 4</p>
<p><b>Class 9</b></p> <p>2/23</p>	<p>Assessing and Developing Letter and Word Recognition</p> <ul style="list-style-type: none"> <li>• Phonemic awareness/phonological awareness</li> </ul>	<p>Tompkins: Chapter 4</p> <p><i>Come prepared to share your book selections with the class.</i></p>

	<ul style="list-style-type: none"> <li>• Providing Explicit Phonics Instruction</li> <li>• Concepts of print</li> <li>• Letter recognition</li> <li>• Sound-symbol knowledge</li> <li>• Decoding and word attack skills</li> </ul> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<b>Due to Bb 2/23 – Review of Three Unique Critically Recognized Children’s Books</b>
<b>Class 10 2/25</b>	<p>Reading Words and Worlds</p> <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Read Alouds</li> <li>• Readers’ Workshop</li> </ul>	Souto-Manning & Martell: Chapter 5
<b>Class 11 3/2</b>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Composing</li> <li>• Writing process approach</li> </ul> <p>Writing for a variety of purposes</p> <p>Letter Analysis from Pen Pal (target date)</p>	Tompkins, Chapter 11
<b>Class 12 3/4</b>	<p>Assessing and Scaffolding Children’s Writing Development</p> <ul style="list-style-type: none"> <li>• Writing processes</li> <li>• Writing strategies and skills</li> <li>• Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics)</li> <li>• Handwriting</li> </ul> <p>Use of technology to read, write, and research</p> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Souto-Manning: Chapter 6</p> <p>Visit the 6 + 1 Traits Website <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></p>
<b>Class 13 3/9</b>	<p>Assessing and Facilitating Oral and Silent Comprehension: Reader Factors</p> <ul style="list-style-type: none"> <li>• Selecting and Using Texts at the Appropriate Reading Levels</li> </ul> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins, Chapter 8</p> <p><b>Due to Bb 3/9 – Letter to Pen Pal and Journal Reflection #2</b></p>
<b>Class 14 3/11</b>	<p>Assessing and Facilitating Oral and Silent Comprehension: Text Factors</p> <ul style="list-style-type: none"> <li>• Selecting and Using Texts at the Appropriate Reading Levels</li> </ul>	Tompkins, Chapter 9

	Analyzing and Interpreting Data to Inform Instruction	
<b>Class 15</b> <b>3/16</b>	<p>Implementing Guided Reading</p> <p>Adapting Tasks and Interactions</p> <ul style="list-style-type: none"> <li>• Matching each child’s zone of proximal development</li> </ul> <p>Progress Monitoring Data Using to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	Tompkins: Chapter 10
<b>Class 16</b> <b>3/18</b>	<p>Visual Literacy</p> <ul style="list-style-type: none"> <li>• Viewing,</li> <li>• Interpreting,</li> <li>• Analyzing,</li> </ul> <p>Representing information</p>	<b>Due to Bb 3/18 - Research into Practice Guided Response #1</b>
<b>Class 17</b> <b>3/23</b>	<p>Integrating Literacy and Developing Comprehension Skills Across the Content Areas</p> <ul style="list-style-type: none"> <li>• English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology</li> </ul> <p>Using Fiction and Nonfiction Texts</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Retelling</li> <li>• Summarizing</li> <li>• Making connections</li> </ul> <p>Analyzing and Interpreting Data to Inform Instruction</p>	<p>Tompkins: Chapter 12</p> <p><b>Due to Bb 3/23 – Early Reader Guided-Reading Lesson Plan</b></p>
<b>Class 18</b> <b>3/25</b>	<p>Providing Experiences That Promote Creative Thinking and Expression (e.g., storytelling, drama, choral/oral reading)</p>	
<b>Class 19</b> <b>3/30</b>	<p>Assessing and Developing Systematic Spelling Instruction</p> <ul style="list-style-type: none"> <li>• Purposes and Limitations of Invented Spelling</li> <li>• Stages of Spelling</li> <li>• Orthographic Patterns</li> <li>• Phonetics</li> <li>• Morphology</li> <li>• Phonology</li> </ul>	Tompkins, Chapter 5

	Letter Analysis Pen Pal (Target Date)	
<b>Class 20</b> <b>4/1</b>	Assessing and Building Children's Assessing and Developing Word Knowledge <ul style="list-style-type: none"> <li>• Single word recognition</li> <li>• Decoding</li> <li>• Word attack skills</li> </ul> Word recognition in context	<b>Due to Bb 4/1 – Transitional Reader Guided-Reading Lesson Plan</b>
<b>Class 21</b> <b>4/6</b>	Vocabulary Development <ul style="list-style-type: none"> <li>• Concept development</li> </ul>	Tompkins, Chapter 7
<b>Class 22</b> <b>4/8</b>	Analyzing and Interpreting Data to Inform Vocabulary Instruction	<b>Due to Bb 4/8 – Letter to Pen Pal and Journal Reflection #3</b>
<b>Class 23</b> <b>4/13</b>	Assessing and Developing Fluent Readers and Writers <ul style="list-style-type: none"> <li>• Selecting and Using Texts at the Appropriate Reading Levels</li> <li>• Fluency</li> </ul> Analyzing and Interpreting Data to Inform Instruction	Tompkins Chapter 6
<b>Class 24</b> <b>4/15</b>	Analyzing and Interpreting Fluency Data to Inform Instruction	<b>Due to Bb 4/15 - Research into Practice Guided Response #2</b>
<b>Class 25</b> <b>4/20</b>	Assessing and Scaffolding Children's Reading Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books	Serafini, et al. (2020) Incorporating multimodal literacies into classroom-based reading assessment, <i>The Reading Teacher</i> , 74, 285-296.
<b>Class 26</b> <b>4/22</b>	Developing Fluency Reader's Theatre as a Literacy Practice	
<b>Class 27</b> <b>4/27</b>	Synthesizing Young Children's Literacy Practices	<b>Due to Bb 4/27 – Comprehensive Integrated Literacy Plan</b>  <i>Come prepared to share your Literacy Plans during class today.</i>
<b>Class 28</b> <b>4/29</b>	Conclusion	
<b>May 4</b>	Final Exam Day	<b>Due to Bb 5/4 – Attendance and Participation Self-Evaluation</b>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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://ds.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/VIA should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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