

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

ECED 502.DL1 Foundations of Language and Literacy for Diverse Prekindergarten and  
Kindergarten Learners  
3 Credits, Spring 2021  
01/25/2021 – 05/10/2021, Thursdays 7:20pm – 10:00pm  
Online Synchronous

**Faculty**

Name: Chelseann Christopher, PhD  
Office Hours: By Appointment  
Office Location: Thompson Hall 1200, Fairfax Campus  
Office Phone: 703-993-3844  
Email Address: [cchris12@gmu.edu](mailto:cchris12@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines complexity of language acquisition and literacy development of diverse young learners. Emphasizes language acquisition, reading, and writing in prekindergarten and kindergarten contexts. Focuses on evidence-based assessment and instructional practices that promote prekindergarten and kindergarten children's language and literacy development. Explores social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning. Notes: Field experience required.

**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 diverse prekindergarten and kindergarten learners.
2. Identify and describe (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; and (c) the effects of disabling and at-risk conditions on young children, including on dual language and English learners' language acquisition.
3. Identify and discuss 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.
4. 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 prekindergarten and kindergarten learners' development in the following areas:
  - a. Oral Language for Diverse Prekindergarten and Kindergarten Learners
    - 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
  - b. Reading and Literature Appreciation for Diverse Prekindergarten and Kindergarten Learners
    - 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
    - listening and 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
  - c. Writing for Diverse Prekindergarten and Kindergarten Learners
    - 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 and drawing for a variety of purposes and in a variety of modes, including narrative, descriptive, persuasive, and explanative
  - d. Technology for Diverse Prekindergarten and Kindergarten Learners
    - using technology for process and product work with reading and writing, to communicate, and to learn
- 5. 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 prekindergarten and kindergarten learners; and (c) uses knowledge of how standards provide the core for teaching English to support prekindergarten and kindergarten learners' achievement of the *Virginia Standards of Learning in English* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
- 6. Explain the importance of play-based learning in diverse prekindergarten and kindergarten learners' language and literacy development and describe ways to promote language and literacy development during conversation and play.
- 7. Adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each learner's zone of proximal development.
- 8. 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.
- 9. Identify and discuss formal and informal assessment for diverse prekindergarten and kindergarten learners, including screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, vocabulary, reading levels, and comprehension; and (c) writing.
- 10. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
- 11. Create family-friendly communications about children's linguistic competencies.
- 12. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.

13. 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, Division of Early Childhood (DEC) Professional Preparation Standards, and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies

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

**Virginia Professional Studies Competencies**

Language and Literacy  
Supervised Clinical Experiences

**Virginia Early Childhood Special Education Endorsement Competencies**

Speech and Language Development and Intervention Methods

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

Methods  
Knowledge and Skills in English/Reading

**Required Texts**

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Casbergue, R. M., & Strickland, D. S. (2016). *Reading and writing in preschool: Teaching the essentials*. The Guilford Press.
- Morrow, L. M., Roskos, K. A., & Gambrell, L. B. (2016). *Oral language and comprehension in preschool: Teaching the essentials*. The Guilford Press.
- Paley, V. G. (1990). *The boy who would be a helicopter*. Harvard University Press.

**Additional Readings (on Bb)**

- Auguste, E. (2018). The balancing act of kindergarten writing instruction. *Educational Leadership*, 75(7), 61-64.
- Bates, C. C., Schenck, S. M., & Hoover, H. J. (2019). Anecdotal records: Practical strategies for taking meaningful notes. *Young Children*, 74(3), 14-19.
- Brickman, N. (2010). Getting started with letter links: HighScope's name-learning system gives teachers tools to jumpstart early literacy. *HighScope ReSource*, 29(1), 13-15.
- Brillante, P. (2017, August/September). Every child belongs: Welcoming a child with a disability. *Teaching Young Children*, 10(5). Retrieved from <https://www.naeyc.org/resources/pubs/tyc/sep2017/>
- Donohue, C., & Schomburg, R. (2017). Technology and interactive media in early childhood programs: What we've learned from five years of research, policy, and practice. *Young*

*Children*, 72(4), 72-78.

Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8-15.

### 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
Attendance and Participation <ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	Ongoing May 6	<b>25</b>
Field Experience <ul style="list-style-type: none"> <li>Field Experience Placement Approval Form (prior to start of Field Experience hours)</li> <li>Field Experience Documentation Form (after completion of Field Experience hours)</li> <li>Field Experience Reflection</li> </ul>	February 11  May 6  May 6	<b>15</b> 1 4 10
Family Communication Resource on Developing Linguistic Competence	April 1	<b>10</b>
Interactive Reading and Writing Experiences Plan <ul style="list-style-type: none"> <li>Phase 1: Evaluate 3 potential books for read aloud</li> <li>Phase 2: Read aloud lesson plan</li> <li>Phase 3: Extension activities</li> <li>Phase 4: Support of instructional decisions</li> <li>Phase 5: Assessment plan</li> <li>Phase 6: Lesson plan implementation</li> <li>Phase 7: Reflection on lesson plan implementation</li> </ul>	February 18 March 4 March 18 March 25 April 8 April 22 April 22	<b>45</b> 5 10 5 5 5 10
Dyslexia Module/Training	April 29	<b>5</b>
<b>TOTAL</b>		<b>100</b>

- Assignments and/or Examinations**

#### Field Experience (15 points)

This course requires a minimum of 15 hours of field experience. Students in the Early Childhood Special Education Licensure Concentration will complete their field experience in a preschool special education classroom setting. Students in the Early/Primary Education PreK-3 Licensure Concentration will complete their field experience in a prekindergarten or kindergarten classroom setting. Students with a dual licensure concentration or without a concentration may complete the field experience in a preschool special education classroom setting or in a prekindergarten or kindergarten classroom setting. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

### **Option 1**

- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to a preschool early childhood special education classroom setting or a prekindergarten or kindergarten classroom setting.

### **Option 2**

- Students may request a virtual placement in a preschool special education classroom setting or a prekindergarten or kindergarten general education setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a virtual placement for students in a specific school with a specific teacher.

### **Documenting the Field Experience (5 points)**

- Students will upload the **Field Experience Placement Approval Form**. In this form, they will provide a statement confirming that they have completed the online “Field Experience Request Form.” They also will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, students will provide documentation of their experience (4 points).
  - If students complete the field experience within their own setting, they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the principal or supervisor on site.
  - If students attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

### **Documenting the Field Experience (5 points)**

- Students will upload the **Field Experience Placement Approval Form**. In this form, they will provide a statement confirming that they have completed the online “Field Experience Request Form.” They also will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, students will provide documentation of their experience (4 points).
  - If students complete the field experience within their own setting, they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the principal or supervisor on site.
  - If students attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.



Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

**Field Experience Reflection (10 points).** Students will write a four-page, double-spaced reflection based on their field experience. Using strengths-based language, students will discuss the following:

- Process for selecting developmentally appropriate materials and instructional experiences for culturally and linguistically diverse children in the classroom;
- Accommodations and modifications made to the lesson plans based upon the individual and unique needs of the students in the field placement (e.g., ability, special needs, culture, linguistic, etc.);
- What they learned about developing language and literacy in culturally and linguistically diverse young children through their (a) observations and interactions in the classroom and (b) development and implementation of the reading and writing experience lesson plan; and
- Suggestions to improve language and literacy development in the classroom for culturally and linguistically diverse young children.

**Family Communication Resource on Developing Linguistic Competence (10 points)**

Many parents, now acting as homeschool teachers, are wondering how to best support their children's literacy learning from home (although the pandemic has exacerbated these concerns, this concern is not new). For this project, students will develop a communication (e.g., newsletter, brochure, webpage, blog) focused on developing prekindergarten and kindergarten children's language and literacy engagement and will highlight one area of literacy, such as phonetics, semantics, syntax, morphology, phonology, pragmatics, biliteracy, or culturally relevant literacy practices. Students will include the following:

- Background information, including family-friendly definitions and examples, supported by class readings, handouts, resources, and discussions;
- Three family-friendly, culturally responsive activities families can do at home or in the community that develop linguistic competence in the selected area;
- A description of one resource families can access to support their child's language development; and
- A reference list of the sources formatted in APA style.

The Family Communication Resource will be created in an engaging and family-friendly format and, for this reason, will be no longer than two pages.

**Interactive Reading and Writing Experiences Plan (45 points)**

Students will plan and conduct a reading and writing experience for culturally and linguistically diverse prekindergarten or kindergarten children to be experienced synchronously in a virtual environment. They will include the following parts in the lesson plan:

- **Phase 1 (5 points):** Evaluate three potential books for an early childhood read aloud experience using the evaluation checklist in Morrow et al. (2016, p. 42) to describe each book. Write one paragraph for each book that was evaluated. Select one book to read to a



group of culturally and linguistically diverse prekindergarten or kindergarten children and write a one paragraph rationale for the selection of this book.

- **Phase 2 (10 points):** Write a read aloud lesson plan designed for synchronous online instruction using the lesson plan template provided by the instructor (see Bb).
- **Phase 3 (5 points):** Plan and describe at least two extension activities that extend the read aloud and respond to the cultural and linguistic diversity of the children, including at least one play-based learning activity and one writing experience. These should be activities that children could do at home with support of a parent.
- **Phase 4 (5 points):** Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing class readings, handouts, resources, and discussions and including a reference list of the sources formatted in APA style.
- **Phase 5 (5 points):** Design and describe how learning will be assessed. Include any templates that are designed and describe how they will be utilized during and after the lesson.
- **Phase 6 (5 points):** Implement the lesson with the selected field experience children who are culturally and linguistically diverse. Provide a one-paragraph description of the context and the children who engaged in the lesson.
- **Phase 7 (10 points):** Provide a three-page, double-spaced reflection on the implementation of the above lesson plan. Note how the lesson was designed and implemented and include suggested revisions to improve the lesson for future implementation. Reflect on how this lesson would be received by culturally and linguistically diverse young children.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide for each Part of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

### **Dyslexia Module (5 points)**

Students will complete the Dyslexia Module/Training required by the VDOE (see link below) and will submit the certificate of completion to Blackboard.

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

- **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 are to be used 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.

### **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. 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.

- **Grading**

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

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 B- or better in all 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

Date	Topics	Assignments & Readings Due
<p><b>Week 1</b></p> <p>January 28</p>	<p>Course overview</p> <p>Introduction to Studying Language and Literacy</p> <ul style="list-style-type: none"> <li>• The nature of language acquisition as a precursor to literacy</li> <li>• The reciprocal nature of reading and writing</li> </ul> <p><i>The Virginia Standards of Learning for English for Kindergarten and Virginia's Foundation Blocks for Early Learning</i></p> <p>Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity</p>	<p>Casbergue &amp; Strickland, Chapter 1</p> <p><i>Virginia Standards of Learning for English for Kindergarten</i></p> <p><i>Virginia's Early Learning Foundation Building Blocks</i></p>
<p><b>Week 2</b></p> <p>February 4</p>	<p>Typical and Atypical Speech and Language Development for Culturally and Linguistically Diverse PreK-K Learners</p> <p>Identifying Factors Affecting Language and Literacy Development of Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Social, cultural, affective, cognitive, education</li> </ul> <p>Developing Linguistic Competence in Relationship to Language Acquisition, Reading, and Writing</p> <ul style="list-style-type: none"> <li>• Phonetics, semantics, syntax, morphology, phonology, pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction)</li> </ul>	<p>Morrow et al., Chapter 1</p> <p>Paley, Section 1 "Story Tellers and Story Players" (pp. 1-12)</p>

Date	Topics	Assignments & Readings Due
<p><b>Week 3</b> February 11</p>	<p>Designing Literacy-Rich Classroom Environments for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Promoting interest and engagement in language acquisition, reading, and writing</li> <li>• Evaluating and selecting children’s literature, including fiction and non-fiction texts</li> <li>• Fostering appreciation of children’s literature, including fiction and nonfiction texts</li> <li>• Providing opportunities to develop independent reading practices</li> <li>• Promoting and building upon home language and literacy practices</li> <li>• Promoting language and literacy development during conversation and play</li> </ul>	<p>Casbergue &amp; Strickland, Chapter 2</p> <p>Brickman (2010)</p> <p>Donohue &amp; Schomburg (2017)</p> <p><b>Due to Bb 2/11 – Field Experience Placement Approval Form</b></p>
<p><b>Week 4</b> February 18</p>	<p>Planning and Implementing Literacy Instruction for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Promoting language acquisition, reading, and writing</li> <li>• Matching each learner’s zone of proximal development</li> <li>• Supporting dual language and English language learners</li> <li>• Supporting learners with diverse abilities, including learners with disabilities and language delays</li> </ul> <p>Promoting Oral Language Development</p> <ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming</li> <li>• Learning of standard English by speakers of other languages and dialects</li> <li>• Creative thinking and expression, including storytelling, drama, choral and oral reading</li> </ul>	<p>Morrow et al., Chapter 2</p> <p>Magruder et al. (2013)</p> <p>Paley, Section 2 “Teacher and Theory Maker” (pp. 13-26)</p> <p><b>Due to Bb 2/18 – Phase 1 Evaluate 3 Potential Books</b></p>

Date	Topics	Assignments & Readings Due
<p><b>Week 5</b> February 25</p>	<p>Designing Literacy Centers and Activities for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Promoting language, literacy, and creative thinking and expression (e.g., storytelling, drama, choral/oral reading)</li> <li>• Promoting language, literacy, and creative thinking and expression through conversation and play</li> <li>• Promoting expression through art</li> </ul>	<p>Morrow et al., Chapters 3, 4</p> <p>Paley, Section 3a “Jason’s Story” (pp. 27-88)</p>
<p><b>Week 6</b> March 4</p>	<p>Designing a Comprehensive Literacy Assessment Program for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Using formal and informal assessments to inform instructional decisions (e.g., acceleration, intervention, remediation, differentiation)</li> <li>• Screening, diagnostic, and progress monitoring data methods of assessment for oral language, reading, and writing</li> </ul>	<p>Morrow et al., Chapter 5</p> <p><b>Due to Bb 3/4 – Phase 2 Read Aloud Lesson Plan</b></p>
<p><b>Week 7</b> March 11</p>	<p>Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Other phonological awareness: syllables, rhyming</li> <li>• Connecting oral language to print</li> </ul> <p>Promoting Monolingual and Multilingual Language Acquisition and Literacy Learning for PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Taking a strength-based approach</li> <li>• Promoting and building upon home language and literacy practices</li> </ul>	<p>Casbergue &amp; Strickland, Chapter 3</p> <p>Paley, Section 3b “Jason’s Story” (pp. 89-148)</p>
<p><b>Week 8</b> March 18</p>	<p>Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Alphabetic Knowledge, including letter recognition and sound-symbol knowledge</li> <li>• Phonics</li> <li>• Engaging prekindergarten learners in reading</li> </ul>	<p>Casbergue &amp; Strickland, Chapter 4</p> <p>Brillante (2017)</p> <p><b>Due to Bb 3/18 – Phase 3 Extension Activities</b></p>

Date	Topics	Assignments & Readings Due
<p><b>Week 9</b> March 25</p>	<p>Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Vocabulary and Concept Development</li> <li>• Listening comprehension</li> </ul> <p>Shared Reading</p> <ul style="list-style-type: none"> <li>• At home and school</li> <li>• Adult-child interactions that foster language and literacy development</li> </ul> <p>Technology in Early Literacy Development</p>	<p>Casbergue &amp; Strickland, Chapter 6</p> <p>Bates et al. (2019)</p> <p><b>Due to Bb 3/25 – Phase 4 Support of Instructional Decisions</b></p>
<p><b>Week 10</b> April 1</p>	<p>Promoting Writing, Drawing, and Visual Literacy for PreK-K Learners</p> <ul style="list-style-type: none"> <li>• Composing, including imaginative writing</li> <li>• Written expression</li> <li>• Emergent writing phase and stages</li> <li>• Invented spelling</li> <li>• Handwriting</li> <li>• Writing processes</li> <li>• Visual literacy, analyzing, interpreting, and representing, information visually</li> </ul>	<p>Casbergue &amp; Strickland, Chapters 5, 7</p> <p>Auguste (2018)</p> <p><b>Due to Bb 4/1 – Family Communication</b></p>
<p><b>Week 11</b> April 8</p>	<p>Implementing Guided Reading and Writing with Emergent Readers and Writers</p>	<p><b>Due to Bb 4/8 – Phase 5 Assessment Plans</b></p>
<p><b>Week 12</b> April 15</p>	<p>Developing Listening and Reading Comprehension</p> <ul style="list-style-type: none"> <li>• Predicting, retelling, summarizing, making connections beyond the text</li> <li>• Fiction and non-fiction text</li> </ul> <p>Promoting Independent Reading and Writing</p> <ul style="list-style-type: none"> <li>• Selecting appropriate fiction and non-fiction</li> </ul>	<p>Morrow et al., Chapter 6</p> <p>Paley, Section 4 “New Questions” (pp. 149-170)</p>

Date	Topics	Assignments & Readings Due
<b>Week 13</b>  April 22	Language Disabilities and Specific Language-Based Conditions and Their Effects on Diverse PreK-K Learners <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dysgraphia</li> <li>• Dyscalculia</li> <li>• Auditory processing disorders</li> <li>• Attention deficit disorders</li> </ul> Interventions That Promote Speech and Language Development and Literacy <ul style="list-style-type: none"> <li>• Response to intervention</li> <li>• Special education process and components</li> </ul>	Select two readings from Bb  <b>Due to Bb 4/22 – Phase 6 Lesson Plan Implementation</b>  <b>Due to Bb 4/22 – Phase 7 Reflection on Lesson Plan Implementation</b>
<b>Week 14</b>  April 29	Identifying Principles to Guide Language and Literacy Assessment and Instruction for Diverse Prekindergarten and Kindergarten Learners  Course wrap up and evaluation	Morrow et al., Chapter 7  <b>Due to Bb 4/29 – Dyslexia Module/Training</b>
<b>Week 15</b>  May 6	Exam Period – No Class Meeting	<b>Due to Bb 5/6 – Field Experience Reflection</b>  <b>Due to Bb 5/6 – Field Experience Documentation Form</b>  <b>Due to Bb 5/6 – 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 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>.**