

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

ECED 502.001 Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5  
3 Credits, Fall 2024, In-person  
8/26/2024-12/18/2024, Tuesdays/ 1:30-4:10 pm  
Peterson Hall 1113, Fairfax Campus

**Faculty**

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**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 using a lecture and/or hybrid format.

**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 Early Learning and Development Standards*.

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. 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.
12. 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**

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 Endorsement Competencies

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

### **Virginia Professional Studies Endorsement 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. ISBN: 9781433832178

Schull, C. P., La Croix, L., Miller, S., Austin, K. S., & Kidd, J. K., (2021). *Early childhood literacy: Engaging and empowering emergent readers and writers, birth – age 5*. The Virtual Library of Virginia. <https://viva.pressbooks.pub/earlychildhoodliteracy/>  
(Note: this book is only available as a free e-version at this website)

Paley, V. G. (1990). *The boy who would be a helicopter*. Harvard University Press. ISBN: 978-0674080317

**Note: All readings are available in e-texts on Blackboard through the Leganto library app.**

### Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	Ongoing Dec 12	<b>25</b>
Field Experience <ul style="list-style-type: none"> <li>Field Experience Placement Approval Form</li> <li>Field Experience Dispositions Form</li> <li>Host Teacher Acknowledgement Form</li> <li>Field Experience Documentation &amp; Host Teacher Documentation Form(s)</li> <li>Field Experience Reflection Portfolio</li> </ul>	Sept 3 Sept 3 1 <sup>st</sup> Day Placement Dec 3 Dec 17	<b>30</b> 1 1 1 2 25
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: Assessment plan</li> <li>Phase 5: Support of instructional decisions</li> <li>Phase 6: Lesson plan implementation</li> <li>Phase 7: Reflection on lesson plan implementation</li> </ul>	Sept 3 Sept 24 Oct 15 Oct 22 Nov 19 Dec 2 Dec 3	<b>30</b> 5 5 5 5 5 1 4
Emergent Literacy Research Inquiry	Nov 12	<b>10</b>
Dyslexia Module/Training	Oct 7	<b>5</b>
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

### **Field Experience (30 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 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 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*).
- Students will upload the ***Field Experience Dispositions Form***. In this form, they will acknowledge they understand and will follow the ideals and principles of the NAEYC Code of Ethical conduct and the DEC’s Position Statement of Ethical Practice. This form will be completed prior to the start of the field experience (*1 point*).
- Students will upload the ***Host Teacher Acknowledgement Form***. On the first day of the field placement, the student will provide the Host Teacher information regarding the purpose of the field experience as well as the contact information for the course instructor. The student will provide the Host Teacher 2 copies of this form; 1 to be signed and uploaded and 1 to be maintained by the Host Teacher (*1 point*).
- Upon completion of their field experience hours, students will complete the ***Field Experience Documentation Form***. The student will complete the log of hours and provide to the Host Teacher. The Host Teacher will approve the log of hours and complete the ***Host Teacher Documentation***. The log of hours must be uploaded to

Blackboard by the student. The Host Teacher documentation form may be uploaded by the student or returned directly to the course instructor (2 points).

**Field Experience Reflection Portfolio (25 points).** Students will use the *Early Language & Literacy Classroom Observation Pre-K/K Tool (ELLCO)* to strategically analyze a variety of literacy components in their field placement. To support their analysis, students will do the following:

- Collect artifacts related to **each** of the ELLCO rubrics (19 total) to demonstrate how children are engaging in a variety of literacy experiences that promote children’s language, reading, and writing development. Artifacts may include clear photographs of children’s work samples, photographs of children engaged in literacy experiences, photographs of the learning environment, flip grid recordings of children engaged in literacy experiences, or detailed field notes from observation.
- In a 1-2 page narrative per section (there are five sections, so approximately 5-7 pages total):
  - Evaluate children’s literacy opportunities for each ELLCO rubric used.
  - Make thoughtful and strengths-based recommendations for enhancing children’s literacy experiences.
  - Reference course texts and materials to justify their recommendations using APA format.
  - Include all artifacts collected in an appendix to this document.

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.

### **Interactive Reading and Writing Experiences Plan (30 points)**

Students will plan and conduct a reading and writing experience for culturally and linguistically diverse prekindergarten or kindergarten children. 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 resources provided in class 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 (5 points):** Write a read aloud lesson plan designed for in-person instruction using the lesson plan template provided by the instructor (see Bb).
- **Phase 3 (5 points):** Plan, describe and create an “Extension Box” that contains materials and prompts for explorations that build off the read aloud in Phase 2, that respond to the cultural and linguistic diversity of the children, and that engage children in at least one play-based and one writing-based activity.
- **Phase 4 (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 5 (5 points):** Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing multiple class readings,

handouts, resources, and discussions and including a reference list of the sources formatted in APA style.

- **Phase 6 (1 point):** 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 (4 points):** Provide a three-page, double-spaced reflection on the implementation of the above lesson plan, plus share pictures of any artifacts from the lesson. Students will use rubrics from the *Early Language & Literacy Classroom Observation Pre-K/K Tool* to support their reflective analysis. Students will note how the lesson was designed and implemented and provide suggested revisions to improve the lesson for future implementation. Students will reflect on how this lesson would be received by culturally and linguistically diverse young children. On an additional page, include diverse artifacts documenting children's literacy enactments as they engaged in the planned interactive reading and writing experiences.

When prompted, 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 phase of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

### **Emergent Literacy Research Inquiry (10 points)**

As an additional 500-level course requirement, students will take one emergent literacy principle from course readings or class discussions and:

- Identify one scholarly article from one of the recommended journals provided by the instructor that shares further research on that emergent literacy principle;
- Create two presentation slides that summarize the context, research design, and findings from the article;
- Create one additional slide that provides a list of implications for early childhood educators; and
- Share these three slides with the rest of the class as a resource.

### **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>.

### **Attendance and Participation (25 points)**

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:



- a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
  - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.
5. Inclusive ECE program participation policy:
  - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.



If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

### **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.

- **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 enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate 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.

### **Field Accommodations**

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

## Use of Generative AI

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

## 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
<b>Week 1</b> <b>Aug 27</b>	<b>Introduction to the course</b> <ul style="list-style-type: none"><li>• Course overview</li><li>• Navigating Blackboard</li><li>• Field Experience Placement</li></ul> Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity <b>Introduction + Environments for Language and Literacy Development</b> Introduction to Studying Language and Literacy <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>	Schull et al., Chapter 1  Submit your Field Experience Placement Form ASAP
<b>Week 2</b> <b>Sept 3</b>	Designing Literacy-Rich Classroom Environments for Diverse PreK-K Learners <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>	Schull et al., Chapter 4  <b>Due to Bb:</b> <b>Field Experience Approval Form (9/3)</b>  <b>Field Experience Dispositions Form (9/3)</b>

Date	Topics	Assignments & Readings Due
<b>Week 3</b> <b>Sept 10</b>	<b>Oral Language Development and Instruction</b> Promoting Oral Language Development <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>	Schull et al., Chapter 2  <b>Due to Bb (9/10):  Interactive Reading and Writing Experiences  Plan Phase 1: Read Aloud Book Recommendations</b>
<b>Week 4</b> <b>Sept 17</b>	Promoting Monolingual and Multilingual Language Acquisition and Literacy Learning for PreK-K Learners <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> Adult-child interactions that foster language and literacy development	Schull et al., Chapter 3
<b>Week 5</b> <b>Sept 24</b>	<b>Early Writing Development and Instruction</b> Promoting Writing, Drawing, and Visual Literacy for PreK-K Learners <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> </ul> Visual literacy, analyzing, interpreting, and representing information visually	Schull et al., Chapters 5, 9  Katie Wood Ray (2000)  <b>Due to Bb (9/24):  Interactive Reading and Writing Experiences  Plan Phase 2: Read Aloud Lesson Plan</b>

Date	Topics	Assignments & Readings Due
<b>Week 6</b> <b>Oct 1</b>	Designing Literacy Centers and Activities for Diverse PreK-K Learners <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>	Schull et al., Chapter 9  <b>Due to Bb (10/7):            Dyslexia            Module/Training</b>
<b>Week 7</b> <b>Oct 8</b>	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>	ILA Dyslexia Research Brief
<b>Week 8</b> <b>Oct 15</b>	<b>Early Reading Assessment</b>  Designing a Comprehensive Literacy Assessment Program for Diverse PreK-K Learners <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>	Schull et al., Chapter 6  <b>Due to Bb (10/15):            Interactive Reading and            Writing Experiences Plan            Phase 3: Extension            Activities</b>

Date	Topics	Assignments & Readings Due
<b>Week 9</b> <b>Oct 22</b>	Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <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> </ul> Engaging prekindergarten learners in reading	Schull et al., Chapter 7  <b>Due to Bb (10/22):            Interactive Reading and Writing Experiences Plan Phase 4: Assessment</b>
<b>Week 10</b> <b>Oct 29</b>	Planning and Implementing Literacy Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> <li>• Promoting language acquisition, reading, and writing</li> <li>• Matching each learner’s zone of proximal development (ZPD)</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>	Paley, Section 1 “Story Tellers and Story Players” and “Teacher and Theory Maker” (pp. 1-26)
<b>Nov 5</b>	NO CLASS – ELECTION DAY	
<b>Week 11</b> <b>Nov 12</b>	<b>Early Reading Instruction - Fostering Word Reading</b>  Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Other phonological awareness: syllables, rhyming</li> </ul> Connecting oral language to print	Schull et al., Chapter 8  <b>Due In Class AND to Bb:            Emergent Literacy Research Inquiry</b>

Date	Topics	Assignments & Readings Due
<b>Week 12</b> <b>Nov 19</b>	<b>Early Reading Instruction - Fostering Comprehension</b>  Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> <li>• Vocabulary and Concept Development</li> <li>• Listening comprehension</li> <li>• Shared Reading</li> <li>• At home and school</li> </ul> Developing Listening and Reading Comprehension <ul style="list-style-type: none"> <li>• Predicting, retelling, summarizing, making connections beyond the text</li> <li>• Fiction and non-fiction text</li> </ul>	Schull et al., Chapter 8 continued  Paley, Section 3a “Jason’s Story” (pp. 27- 88)  <b>Due to Bb (11/19):            Interactive Reading and Writing Experiences            Plan Phase 5: Support of Instructional Decisions</b>
<b>Week 13</b> <b>Nov 26</b>	Promoting Independent Reading and Writing Selecting appropriate fiction and non-fiction  Implementing Small Group Instruction with Emergent Readers and Writers  Technology in Early Literacy Development	Paley, Section 3b “Jason’s Story” (pp. 89- 148)  <b>Due to Bb (12/2):            Interactive Reading and Writing Experiences            Plan Phase 6: Lesson Plan Implementation</b>
<b>Week 14</b> <b>Dec 3</b>	<b>Reflecting on our Practice</b>  Identifying Principles to Guide Language and Literacy Assessment and Instruction for Diverse Prekindergarten and Kindergarten Learners  Course wrap up and evaluation	<b>Due to Bb (12/3):            Interactive Reading and Writing Experiences            Plan Phase 7: Lesson Plan Reflection</b>  <b>Due to Bb (12/3): Field Experience Documentation Form</b>
<b>Dec 10</b>	NO CLASS - READING DAY	

Date	Topics	Assignments & Readings Due
<b>Exams Dec 11-18</b>	NO CLASS	<b>Due to Bb (Dec 12): Attendance and Participation Self- Evaluation</b>  <b>Due to Bb (Dec 17): Field Experience Reflection Portfolio</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 Mason's Academic Standards (see <https://academicstandards.gmu.edu/>)
- 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.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>)

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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>.**