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

ECED 412.DL2 Language and Literacy Assessment and Instruction
for Diverse Primary Grade Learners
3 Credits, Fall 2024, Online Synchronous
8/26/2024-12/18/2024; Tuesdays/ 7:20 pm-10:00 pm

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.

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 @gmu.edu) and email password. The course site will be available on August 26, 2024.

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
  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

- 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 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/

Expectations
- Course Week: Our week will start on Monday and finish on Sunday.
- 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 two 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:
   o 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,
   o 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
   o 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 Early Learning and Development Standards.*

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
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, and 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

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.). Author. ISBN: 9781433832178
Leu, D. J., & Kinzer, C. K. (2016). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Pearson. ISBN: 9780134169781
Parsons, S.A. & Vaughn, M.A. (2021). *Principles of effective literacy instruction, grades K-5*. Guilford Press. ISBN: 9781462546046
Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2.* Teachers College Press. ISBN: 9780807757574

*Please do not purchase the e-version of this text.
**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, VIA, hard copy).

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	**25**
• Self-Evaluation	December 6	
Field Experience		**45**
• Field Experience Placement Approval Form (prior to start of Field Experience hours)	September 24	1
• Field Experience Documentation Form (after completion of Field Experience hours)	December 11	4
• Field Experience Reflection Portfolio		
o Part 1	September 20	10
o Part 2	October 11	15
o Part 3	November 1	10
o Part 4	December 11	5
Integrated Literacy Plans		**30**
• Phonics, Phonemic Awareness and Word Analysis Self-Assessment	November 22	10
• Content Area Literacy Plan		

	November 26	20
TOTAL		**100**

- **Assignments and Examinations**

Field Experience (45 points)
This course requires a minimum of 15 hours of field experience. Students will complete their field experience in an elementary grade 1-3 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 an elementary grade 1-3 general education classroom setting.

Option 2
- Students may request a placement in an elementary grade 1-3 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.

Field Experience Documentation (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.

Field Experience Reflection Portfolio (40 points). Students will collect artifacts and strategically analyze a variety of literacy components in their field placement. The final portfolio will be comprised of *eight* memos, each including artifacts and analysis of the following:

Part I: Pre-Observation Self-reflection
(both are required)

1. ***Your Literacy History.*** Students will record in a two-page memo their experiences learning to read and being taught to read at home and/or school. Interviewing loved ones to collect more detailed information is encouraged. The writing should also make significant connections to course readings or other relevant sources.
2. ***Your Literacy Teaching Vision.*** After examining your own literacy history, students will reflect in a two-page memo their vision, as they imagine it right now, for future literacy teaching practice. This reflection should include hopes, plans, and or goals for themselves, their students, and their school/site for learning.

Part II: Observation and Data Collection in your Field Placement Site
(all three required)
3. ***Classroom layout and organization, and curriculum materials inventory.*** Students will document through video, image, and/or field notes the overall layout and organization of the host classroom. Students will document through images and a written list the curriculum materials (official and unofficial) used as part of literacy instruction in the host classroom.
4. ***Classroom schedule and field notes of one literacy block.*** Students will document through images and notes the host classroom's daily and weekly schedule. Then, using field notes taken during observation, students will write a two-page memo capturing the methods, materials, and activities within the literacy block.

5. ***A case study of literacy engagement of one student.*** Through detailed field notes, students will depict a day in the life of a student in the host classroom (for as long as one can observe). Additionally, with consultation and approval from the host teacher, students will record and/or take detailed notes of a) a child reading a book, and/or b) a child's writing sample. This student's literacy strengths, engagements, and provided instruction will be reflected on in a 2-page memo.

Part III: Enacted Practice
(Please complete the first, and then one of the remaining two)
6. ***Assessment Interview.*** Conduct a semi-structured interview with your host teacher about the assessment protocols they use for literacy in the classroom. If possible, observe a reading assessment taking place.
7. ***Taking on a teaching task.*** With consultation and approval from the host teacher, students will complete one literacy-based teaching task, such as small-group reading or writing instruction, a read-aloud or shared reading, or whole group writing activity. In a 1-page memo, the student will briefly describe and reflect on the purpose and outcome of the activity.
8. ***Teaching resource.*** With consultation and approval from the host teacher, students will create one resource to be used in conjunction with the literacy instruction occurring in the classroom. In a 1-page memo, students will document the purpose of the resource.

Part IV: Post Observation Reflection
(Please choose one of two)
9. ***Lessons learned for future practice.*** Upon completion of their 15 hours of field experience, students will reflect in a three-page memo on their biggest takeaways from

their observations, collected artifacts and actions, the lingering questions they still have, and what lessons the experience offers toward their own future practice.

10. *Independent Inquiry.* With prior approval from the instructor, students will develop a topic of inquiry (with a stated research question) related to literacy practices or issues observed in the field, identify a reputable journal article related to the topic, and write a two-page memo summarizing its findings and implications for their teaching practice. The writing should also make connections to course readings or other relevant sources.

Throughout the field experience placement, 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.

Integrated Literacy Plans *(30 points)*
Phonics, Phonemic Awareness and Word Analysis Self-Assessment (10 points)
Throughout the course, students are required to read and complete the self-assessments in our *Phonics, Phonemic Awareness and Word Analysis for Teachers* textbook. After completing all ten chapters, students will be asked to complete an open-book online self-evaluation of 20 questions. The evaluation will be available on Blackboard on the 13th week of classes, and may be taken as many times as the student wishes until the desirable grade is achieved.

Content Area Literacy Plan (20 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. The plan will be completed in two phases:

1. In Phase 1, students will be placed into small groups. Collectively, each group will outline a potential inquiry exploration that integrates literacy and other content areas. For this outline the group must include:
   - An overall theme for the literacy plan;
   - A diverse set of texts and other resources designed to support young children's active engagement in reading and writing experiences related to the topic of choice (one text will be chosen as an anchor text for the inquiry); and
   - A list of relevant vocabulary words for the theme and from the texts.
2. In Phase 2, students will contribute plans of two instructional activities (small or whole-group lessons, centers, projects, etc.) that connect the group's inquiry theme to a) a specific literacy principle from course readings, and b) knowledge and/or skills from another content area. These plans must include the following:
   - A performance objective that clearly indicates the literacy principle or content area skill/knowledge addressed;
   - A list of relevant standards taken from the *Standards of Learning for Virginia*;
   - A list of materials needed for the activity;
   - An outline of instructions and/or guidance provided by the teacher; and
   - A description of student outputs, and/or culminating projects connected to the performance objectives.

Groups will combine products from Phase 1 and 2 into a slides presentation (or another format of the group's choosing) and share this presentation in the final class of the semester.

- **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. <u>For undergraduate students:</u> 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. <u>For graduate students:</u> 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.

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.

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
Note: Readings are due by the beginning of class of each week, while assignments are due by 11:59 pm on the day after class (unless otherwise indicated).

Date	Topics	Assignments & Readings Due
Week 1 **Aug 27**	**Introduction** Becoming an Effective Language and Literacy Teacher in the Primary Grades – An Overview of Concepts, Development and Instruction Building on *Virginia's Early Learning and Development Standards*	*Virginia's Early Learning and Development Standards* *Virginia English Standards of Learning for* *Kindergarten Through Third Grade* Parsons & Vaughn: Forward and Preface, ix-xv

Date	Topics	Assignments & Readings Due
	Examining the *Virginia Standards of Learning for English Kindergarten Through Third Grade*	
Week 2 Sept 3	**Setting the Stage: Environmental Principles for Literacy Development and Instruction** Home and School Literacy Connections • Classroom Environments • Literacy Blocks and Instructional Schedules • Language and Literacy Diversity: Cultural, linguistic, ability and socioeconomic differences in language learning for English, dual language, and multilingual students	Parsons & Vaughn: Chapter 1 (Optional: Chapter 2) Souto-Manning & Martell: Chapter 1 Leu & Kinzer: Chapter 1 (complete the self-check on your own)
Week 3 Sept 10	**Speaking and Listening: Oral Language Development** Speaking and listening, language acquisition, pathways towards standardized English, phonological skills (phonemes, rhymes), specific language-based conditions, varied abilities	Parsons & Vaughn: Chapter 3 Souto-Manning & Martell: Chapter 4 Leu & Kinzer: Chapter 2 (complete the self-check on your own)
Week 4 Sept 17	**Word Studies: Phonology and Orthography Development** Developing Letter and Word Recognition • Phonemic awareness/phonological awareness • Concepts of print • Letter recognition • Sound-symbol knowledge • Decoding and word attack skills • Providing Explicit Phonics Instruction	Parsons & Vaughn: Chapter 4, Souto-Manning & Martell: Chapter 5 (first section, p. 81-85) Leu & Kinzer: Chapter 3 (complete the self-check on your own) **Due to Bb (9/20): Field Experience Observation Part 1**
Week 5 Sept 24	**Reading Comprehension and Vocabulary Development** Reader Factors	Parsons & Vaughn: Chapter 6 Souto-Manning & Martell: Chapter 2

Date	Topics	Assignments & Readings Due
	• Selecting and Using Texts at the Appropriate Reading Levels • Strategies that support comprehension Text Factors • Text features that support comprehension (i.e. context clues) Vocabulary Development • Concept development Analyzing and Interpreting Data to Inform Instruction	Leu & Kinzer: Chapter 5 (complete the self-check on your own) **Due to Bb (9/24): Field Experience Placement Approval Form**
Week 6 Oct 1	**Writing Development and Instruction Part 1** Composing, writing for a variety of purposes, writing process approach, writing strategies and skills Analyzing and Interpreting Data to Inform Instruction	Parsons & Vaughn: Chapter 12 Souto-Manning & Martell: Chapter 6 Leu & Kinzer: Chapter 4 (complete the self-check on your own)
Week 7 Oct 8	**Literacy Assessment Part 1** Using Formal and Informal Assessments Assessing and Developing Word Knowledge • Single word recognition • Decoding • Word attack skills • Word recognition in context Analyzing and Interpreting Assessment Data Using Assessment Data for Instruction and Flexible Skill-Level Groupings	Parsons & Vaughn: Chapter 7 Souto-Manning & Martell: Chapter 5 (p. 85-93) Leu & Kinzer: Chapter 6 (complete the self-check on your own) **Due to Bb (10/11): Field Experience Observation Part 2**
Week 8 Oct 15	**Literacy Assessment Part 2** Identifying Areas for Reading Intervention	Parsons & Vaughn: Chapter 8

Date	Topics	Assignments & Readings Due
	Determining Appropriate Texts and Reading Strategy Approaches Analyzing and Interpreting Data to Inform Instruction	Leu & Kinzer: Chapter 7 (complete the self-check on your own)
Week 9 Oct 22	**Instruction for Reading Independence Part 1: Small Group Instruction** Explicit Instruction and Differentiation in for reading skills and strategies Selecting and Using Texts at the Appropriate Reading Levels	Parsons & Vaughn: Chapters 9-10 Leu & Kinzer: Chapter 8 (complete the self-check on your own)
Week 10 Oct 29	**Instruction for Reading Independence Part 1: Whole Group Instruction** Adapting Tasks and Interactions • Matching each child's zone of proximal development • Explicit Instruction and Differentiation Using data to inform instruction for acceleration, intervention, remediation, and differentiation	Souto-Manning & Martell: Chapter 5 (p. 93-110) Parsons & Vaughn: Chapter 11 (Optional) Choose 1 article from Bb **Due to Bb (11/1): Field Experience Observation Part 3**
Nov 5	**No class, Election Day**	
Week 11 Nov 12	**Content-Area Literacies** English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology Using Fiction and Nonfiction Texts • Predicting • Retelling • Summarizing • Making connections Visual Literacy • Viewing, • Interpreting, • Analyzing, • Representing information	Parsons & Vaughn: Chapter 13 (Optional: Parsons & Vaughn: Chapter 15) Souto-Manning & Martell: Chapter 3 Leu & Kinzer: Chapter 9 (complete the self-check on your own)

Date	Topics	Assignments & Readings Due
Week 12 **Nov 19**	**Instruction for Writing Independence** Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics), handwriting Systematic Spelling Instruction · Purposes and Limitations of Invented Spelling · Stages of Spelling · Orthographic Patterns · Phonetics · Morphology Teaching the writing process (drafting, revising, editing, reviewing and publishing) Writing and research technologies Analyzing and Interpreting Data to Inform Instruction	Parsons & Vaughn: Chapter 16 & 17 (Optional) Choose 1 article from Bb Leu & Kinzer: Chapter 10 (complete the self-check and posttest 1 on your own) **Due to Bb (11/22): Phonics, PA, and Word Analysis Self-Assessment**
Week 13 **Nov 26**	**Instruction for Reading Independence Part 2: Independent Activities** Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books Providing Experiences That Promote Creative Thinking and Expression (e.g., storytelling, drama, choral/oral reading) • Fluency – Reader's Theater	Parsons & Vaughn: Chapter 5 (Optional: Parsons & Vaughn: Chapter 14) **Due to Bb (11/26): Content Area Literacy Plan**
Week 14 **Dec 3**	**On Being a Reflective Literacy Teacher** Envisioning your Future Literacy Teaching Practice	Parsons & Vaughn: Chapter 20 (Optional: Chapter 21) Souto-Manning & Martell: Conclusion, p. 141-143

Date	Topics	Assignments & Readings Due
		Due to Bb (12/6): Attendance and Participation Self-Evaluation
Reading Day Dec 10	No class	
May 1-8 Dec 11-18	Finals Week ECE Program Curriculum Share and Final Celebration (Location TBD)	**Due to Bb (12/11): Observation Portfolio: Part 4 + any final revisions** **Due to Bb (12/11): Field Experience Documentation Form**

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 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.

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