



School of Education
College of Human Sciences and Education

Reading in Today's Elementary School
EDCI 7105.001 – 3 Hours/Credits

Summer 2014

Course Information:

Dates/Time: MTWRF 8:30 – 11:55
LSU Location: 218 Peabody Hall
Community Partner: Carver Public Library
720 Terrace Avenue Baton Rouge, LA 70802
Phone: 225-389-7440

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Course materials and information can also be found on Moodle2

Course Description:

This three-hour graduate level course provides pre-service teachers the opportunity to apply what they have learned in their undergraduate level reading courses. Pre-service teachers will be given the professional freedom to design two-weeks of reading instruction based on assessment data they collect and offer continuous professional development in the field of literacy through a service-learning partnership.

Conceptual Framework:

LSU's conceptual framework, the knowledge-based foundation which describes the unit's intellectual philosophy, reflects a shared vision throughout all programs preparing P-12 educational professionals. LSU's professional education and content-area faculty, both university faculty and P-12 partners, view frameworks as fluid documents to be continuously modified. The current conceptual framework is the result of such modifications.

The shared vision is brought into being by developing practitioners who have a strong set of core beliefs and who are themselves effective professionals, reflective practitioners, and inquiring pedagogues. All programs at LSU which prepare P-12 educational professionals are committed to producing graduates who are reflective in practice, actively engaged in the rich research tradition of the university, and are highly skilled in using sophisticated approaches for educating a diverse population in a complex and interdependent world. Preparing for a complex world that has become ever more interconnected and interdependent, largely through advancements in technology, the acquisition of skills in technology and

social cooperation are increasingly important features and therefore integral strands in the embodiment of the conceptual framework.

Every graduate is expected to be not only a professional, but also an effective change agent: one who is steeped in the history and sociology of schooling, knowledgeable about current legal issues and governmental policies, and open to diversity. The unit's primary purpose---guided by its beliefs in providing all people an opportunity to learn, in active participation in a democratic society, and in commitment to life-long learning---is the preparation of highly qualified, competent, caring teachers, administrators, counselors, and human service professionals for elementary and secondary schools. The ideal P-12 school professional is one engaged in praxis, that is, one who is grounded in content knowledge and pedagogical knowledge; who uses these understandings as a basis for action; and who recursively draws from experience to enhance this multi-faceted knowledge base. The three guiding concepts are:



1. Inquiring Pedagogues...draw from knowledge of content; use various strategies to meet the needs of all learners; respect the needs of diverse learners; and demonstrate openness to change, creativity, and innovation.
2. Effective Professionals...collaborate, utilize appropriate technology, believe that all students can learn, create democratic communities, and view themselves as learners
3. Reflective Practitioners...draw on the past to understand the present, interconnect continuously to their theory, research, and practice; content an pedagogy; action and reflection (rev. 1-14-11)

Rationale:

EDCI 7105 is designed to provide participants with a rich framework of theory and practice in effective literacy learning and teaching, focusing on best practice derived from research. The notion of a dual curriculum as it relates to language arts will be explored in a gender-fair, multicultural environment. This course is a service-learning course which according to Bringle & Hatcher (2003), allows for a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (p. 83).

Collaboration with our community partner provides opportunities to deepen existing knowledge regarding reading methods, approaches, and instruction, the reciprocal processes of reading and writing, and policies that impact the teaching of reading and writing with an emphasis on social justice. Course experiences are intentionally planned to provide opportunity for inquiry, questioning, reflecting, creating, exploring, and seeking instructional solutions within child-centered approaches. Becoming reflective practitioners is also the focus of this course. Learning comes from not only reflecting on our theoretical concepts of teaching and how we approach reading instruction, but it also comes from looking back at the act of teaching—in this case the service-learning experience.

For more information about service-learning, visit CCELL at www.lsu.edu/ccell

The Partnership:

As a service-learning course, each pre-service teacher (PST) will participate in ten mentoring session for the Carver Cubs Book Club at Carver Public Library during the duration of the course. Through collaboration with Carver Library, an interdependent agenda has been established. Our responsibility is to assist the library by providing enrichment to their youngest patrons. Carver Library's responsibility to us as educators is to demonstrate how many of their resources can be used to improve our instructional practices and classroom environment.

Community Partner Contact Information:

In case of an emergency, please contact me via email or cell phone. However, if you are not able to contact me immediately, please contact Carver Library. Contact information for CCELL is also provided in case an issue arises that needs additional support.

Carver Cubs Book Club at Carver Library

Brandon Reilly, Branch Manager
(225) 389-7480
breilly@ebrpl.com

Melissa Bellow, Children's Librarian
(225) 389-7480
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CCELL

Marybeth Lima, Director
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EDCO Diversity Statement:

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. [Flagship: 2020](#) will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation's pre-eminent scholars, brightest students, and leading higher education professionals.

Through it's [Commitment to Community](#); LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence– the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.

Course Goals & Objectives:

1. The student will *analyze* the Common Core Standards for English Language Arts and Reading adopted by the Louisiana State Board of Education and *applies* them based on student-specific data to *create* sound instructional plans. [Lesson Planning, Running Records, IRIs]
2. The student will *apply* knowledge of the interrelated components of reading across all development stages of oral and written language and use his/her expertise in reading instruction to *evaluate* their roles at the levels of first through grade five. [Lesson Planning, Text Selection]
3. The student will *apply* expertise in implementing, modeling and providing integrated literacy assessment and instruction by *evaluating* appropriate methods and resources to address the varied learning needs of all students. [Assessment, Lesson Planning & Instruction]
4. The student will *apply* how the differing needs of individual students influence their literacy development and *evaluate* them to *create* custom learning goals for each student. [Lesson Planning]
5. The student will *apply* knowledge of primary and secondary acquisition and *create* literacy-based opportunities to promote literacy. [Lesson Planning & Instruction]
6. The student will *apply* knowledge of reading difficulties and dyslexia to *evaluate* the needs of the student and *create* accommodations and modifications to support successful reading achievement. [Lesson Planning & Instruction]
7. The student will *apply* knowledge of how to promote literacy by *evaluating* needs and *creating* materials and events that can be disseminated or engage the individual and the larger community setting—classroom, school, neighborhood. [Lesson Planning & Instruction, Literacy Stations/Pamphlets]
8. The student will *apply* knowledge of the theoretical foundations of literacy as they *evaluate* assessment data and *create* solutions to identified needs. [Lesson Planning & Instruction, Reflections, Literacy Stations/Pamphlets, Inquiry Circles, PD Workshop]
9. The student will *apply* knowledge of lesson planning and *create* developmentally appropriate, research-based reading/literacy curriculum for all students. [Lesson Planning]
10. The student will *apply* knowledge of collaborating and communicating with educational stakeholders and participates and takes a leadership role in *creating*, implementing, and *evaluating* professional development. [Lesson Planning, Parent/Student Conferences, Instructional Binder, Needs Assessment of Library]

Course Topics:

1. Theoretical Models and Processes of Reading
2. Common Core State Standards for Reading, Writing, and Foundations
3. Understanding and Helping Readers Develop Fluency and Comprehension
4. Assessing Comprehension and Fluency
5. Importance of Texts—variety, high-quality, thinking across texts, matching texts to readers, demands of fiction, poetry, and nonfiction texts
6. Teaching of Comprehension and Fluency – engagement, creating literature culture, planning, using guided reading,
7. Writing
8. The role of rigor in reading instruction, close readings, and the role of discussion.

Course Requirements:

In addition to your course syllabus, a tentative course schedule which provides due dates for all assignments will be provided as a hard copy and on Moodle2. The course schedule also provides specific details about class meeting locations and special events. Please refer to your course schedule daily.

Given the dynamic nature of the field base experience, assignments listed in this section are subject to change at the discretion of the professor (with input from students). Any proposed changes will be discussed in class before any official changes will be made. In the event that there are changes to the course requirements, an updated syllabus and course schedule will be provided, and Moodle2 will also reflect those changes.

Safety & Risk Management

CCELL is dedicated to protecting the safety and dignity of its students, faculty, community partners, and anyone who has contact with the program. The LSU and CCELL risk management policy requires that every student participating in a service-learning class has field trip insurance secured for every off-campus visit they make to a community partner site (to read LSU's full policy see [PM-4](#)).

Policy effective Spring 2012:

LSU Student Government has generously agreed to fund ALL student trip travel insurance for service-learning students.

Students

Faculty must inform students at the beginning of the semester that they are required to submit the Service-Learning Student Trip Travel Insurance on-line form prior to each trip. The form can be completed on-line or via any mobile smart phone. Up to 15 travel dates can be entered at once, if the student will be traveling to the same location(s). Faculty are encouraged to post these links on Moodle. A PowerPoint slide is also available for instructional use.

If students are not signed up prior to a trip they will not be able to be covered in the event of an accident.

Risk Management will now track all service-learning trips by class and section number and will provide data to CCELL at the end of each semester, or upon request by faculty/instructors.

Go to: <https://sites01.lsu.edu/wp/riskmgt/triptravelorganization>

The image shows a screenshot of a web form titled "Student Trip Travel (Organization/Department)". The form is for submitting trip information and includes fields for: Organization/Department, Title, Date, Time, Location, Number of Students, Date of Trip, Date of Return, Total Number of Days (Including Traveling), Student's Phone Number, Name, Email, and a checkbox for "I am a student from the organization/department". There is also a "Comments" field at the bottom. The LSU logo is visible in the top left corner.

Class Assignments

1. Class Preparation and Participation

The instructor expects each pre-service teacher to come to class prepared to participate in class discussions, presentations, writing, and all other group activities. Therefore, **attendance is mandatory. Absences will jeopardize your opportunity for optimal learning and will, ultimately, affect your grade in this class. You must arrive on time, actively participate, and remain for the entire class period to receive your point(s) for the day. It is impossible to make-up a class day. If you miss one day of class without a doctor's note, you cannot earn an A. Missing more than one day without a doctor's recommendation may require retaking the course. Cell phones/talking and texting will NOT be tolerated during inappropriate times. (50 points)**

You must dress professionally for the service-learning experience. That means no jeans, no tank tops, no low cut blouses or sweaters, and no short skirts. Cover any tattoos. If you are in doubt, wear something else.

2. Inquiry Circles

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.2; CCR: R1-3, 4-6, 7, W1-3, 4-6, 7-9, 10, SL: 1, 2, 4, 6, and Foundational Skills; PII: A1-9, B1-6, C1-4; CTE: 1a, 1c, 1d, 1e, 3c, 3d; TSL: 1, 2, 3, 6]

Pre-service teachers will participate in Inquiry Circles (Harvey & Daniels, 2009) to facilitate discussions on assigned sections/chapters in *Teaching for Comprehending and Fluency* by Fountas & Pinnell (2006) that address issues related to literacy instruction. PSTs will begin by (1) evaluating their current knowledge of the topic, (2) exploring the topic and recording new learning, (3) expand their knowledge by researching further, (4) collaborating to synthesize, and (5) teaching and sharing. See the Inquiry Circle Assignment Sheet for more details. **(150 points)**

3. Professional Learning Community

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.2; CCR: R1-3, 4-6, 7, W1-3, 4-6, 7-9, 10, SL: 1, 2, 4, 6, and Foundational Skills; PII: A1-9, B1-6, C1-4; CTE: 1a, 1c, 1d, 1e, 3c, 3d; TSL: 1, 2, 3, 6]

Pre-service teachers will form small groups of learning communities, or “intellectual communities” as they read, understand, discuss, and reflect on *Notice and Note: Strategies for Close Reading* by Beers and Probst (2013). Each group will select their method for navigating through the assigned readings and formulating their discussions. See the Professional Learning Community Assignment Sheet for more details. **(100 points)**

Service to Community Partner

4. Reading Mentor for the Carver Cubs Book Club

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.1-5.2; CCR: R1-10, W1-10, SL1-6, all Common Core State Standards; PII: A1-9, B1-6, C1-4; CTE: 1a, 1b, 1c, 1d, 1e, 3b, 3c, 3d, 4a, 4b; TSL: 1, 2, 3, 4, 5, 6]

The purpose of these ten instructional sessions is to provide child patrons of the library with the opportunity to maintain and/or improve their reading strengths. Additionally, the purpose of the service-learning experience is to provide additional access to texts during the out-of-school time. This service-learning assignment will require two hours of preparation per session. Each session will last for at least one hour, for a total of 30 hours of service. Scheduled dates for these sessions are from Thursday, July 10 through Friday, July 25.

Each of the ten mentoring sessions will be planned and designed using lesson plans. These plans need to account for at least one hour of instruction. During these sessions, the mentor will provide students opportunities to self-select texts of high interest to be used during read alouds, guided reading, independent reading, and writing about reading. For those students identified with additional needs, activities that assist in developing phonics and phonemic awareness will also be provided. Each lesson plan must be submitted prior to the instruction for review. Please see the lesson plan template and samples for further information. **(10 lesson plans at 10 points each, 10 instructional sessions at 20 points each, 300 total points)**

5. Reading Strategy/Comprehension Workshop or Pamphlets/Packets for Patrons

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.1-5.2; CCR: RI-10, WI-10, SLI-6, all Common Core State Standards; PII: A1-9, B1-6, CI-4; CTE: 1a, 1b, 1c, 1d, 1e, 3b, 3c, 3d, 4a, 4b; TSL: 1, 2, 3, 4, 5, 6]

Each pre-service teacher will select a comprehension strategy to research and present on to the patrons of Carver Library during a *Reading is Strategic* workshop. The presentation will address the importance of the strategy, identify different activities and/or graphic organizers to be used by the reader, and create a pamphlet with the information for the patron to keep and use independently as they read. **(100 points)**

Assessment

6. Instructional Binder – Observing, Documenting, and Monitoring

[ACEI: 1.0, 2.1, 4.0, 5.1, 5.2; CTE: 4a, 4b; TSL: 1, 2, 6]

Part of your responsibility as a mentor for the Carver Cubs Book Club is to observe the reading behaviors your child will demonstrate. Those should be documented as well as other items that will help drive your instruction during the two weeks. Required items are: CCSS Log, Reading Log, Lesson Plans, assessment data, interest inventories, etc...

Each pre-service teacher will maintain a binder with sections for the major areas of reading instruction that will be covered in the course. To receive full credit, the Instructional Binder must meet all criteria. See the Instructional Binder Assignment Sheet for more details. **(50 points)**

7. Social-Media Reflection Posts

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.1-5.2; CCR: RI-10, WI-10, SLI-6, all Common Core State Standards; PII: A1-9, B1-6, CI-4; CTE: 1a, 1b, 1c, 1d, 1e, 3b, 3c, 3d, 4a, 4b; TSL: 1, 2, 3, 4, 5, 6]

As you are aware by now, reflection is an integral component of the Teacher Education Program at Louisiana State University and is critical to you becoming and being a professional teacher. It is important that you develop your ability to take objective, critical, and detailed examination of your self, your teaching, and your student(s). For the purpose of this course, reflections will include Facebook posts that share/recommend texts and activities used during the mentoring sessions. Please include photos with your posts. **(10 posted reflections at 10 points each, 100 total points)**

8. Final Reflections

[ACEI: 1.0, 2.1, 3.1-3.5, 4.0, 5.1-5.2; CCR: RI-10, WI-10, SL1-6, all Common Core State Standards; PII: A1-9, B1-6, C1-4; CTE: 1a, 1b, 1c, 1d, 1e, 3b, 3c, 3d, 4a, 4b; TSL: 1, 2, 3, 4, 5, 6]

Two reflections for the service-learning experience will be completed at the end of the reading camp. **(2 reflections at 50 points each, 100 total points)**

- Reflection A will address:
 - (1) instructional theories and methods used to address the identified needs of the student,
 - (2) using self-selected texts in your instruction, and
 - (3) overall success of the delivery of each session.
- Reflection B will address:
 - (1) how did the service-learning experience provide opportunities to connect class content to service activity and how did that impact your knowledge of the topics covered in this class,
 - (2) how did engaging in service-learning improve your leadership skills and how will that transfer to becoming a classroom teacher,
 - (3) did participating in this service-learning partnership encourage you to become more active in other community activities/events.

Alignment Coding for Standards

ACEI-Association for Childhood Education International; CCR-College and Career Readiness (Common Core Anchors for ELA):

R-Reading, W-Writing, SL-Speaking and Listening; PI-Praxis II Teacher Certification Exam: A-Foundations of Reading, B-

Language/Writing, C-Communication; CTE-Compass Teacher Evaluation; TSL-Taxonomy of Significant Learning

Submitting Assignments & Grading:

Electronic Submission of Assignments

Hard copies of assignments are preferred. However, there are instances when electronic submission of an assignment may be required—change in class schedule, unexcused absence, technical difficulties, etc....

In the event that an assignment is being submitted electronically, please use the following filename format: COURSE_LASTNAME_ASSIGNMENT (EDCI7105_BARRERA_FINALREFLECTIONA).

Late Assignments

All assignments are due on the specified due date (see course schedule and/or Moodle) and will not be accepted after the end of the class period. Students not able to attend class are strongly encouraged to submit assignments through the use of another classmate or electronically. If an assignment is late due to an excused absence, then the student may submit the work to be graded without any penalty.

Academic Integrity

All students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their academic careers at LSU. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. For further information, see the LSU Code of Student Conduct, posted on the LSU website.

Summary of Assignments and Points Earned

Assignment	Maximum Points	Points Earned
Class Prep & Participation	50 points	
Inquiry Circles	100 points	
Instructional Binder	100 points	
Professional Learning Com.	150 points	
Social-Media Posts	100 points	
Workshop/Pamphlet	100 points	
Reading Mentorship	300 points	
Final Reflections	100 points	
Total Points	1000 points	

Grading Scale (Percentages)

93 – 100 = A
 87 – 92 = B
 77 – 86 = C
 68 – 76 = D
 Below = F

Grading Scale (Using 1000 Points)

930 – 1000 = A
 870 – 929 = B
 770 – 869 = C
 680 – 769 = D
 Below 680 = F

Required Texts:

- Beers, K. & Probst, R. E. (2013). *Notice and note: Strategies for close reading*. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.
- Owocki, G. (2012). *The Common Core lesson book K-5: Working with increasingly complex literature, informational text, and foundational reading skills*. Portsmouth, NH: Heinemann.

Referenced Texts:

- Bingle, R. G., & Hatcher, J. (2003). Reflection in service learning: Making meaning of experience. In *Introduction to service-learning toolkit: Readings and resources for faculty* (2nd ed.), Boston, MA: Campus Compact.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Josey-Bass.
- Frank, C. B., Grossi, J. M., & Stanfield, D. J. (2006). *Applications of reading strategies within the classroom: Explanations, models, and teacher templates for the content areas in grades 3-12*. New York, NY: Allyn and Bacon.
- Harvey, S., & Daniels, H. (2009). *Comprehension & collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.