**Reading Mentoring Service Learning Course**

Eagle Academy

2013-2014

Syllabus

INSTRUCTORS

Mrs. Hunt, Title 1 Teacher and Reading Mentoring Coordinator, Eagle Academy Elementary

Ms. Dunberger and Mr. Hunt, Eagle Academy Secondary

Additional Elementary Title 1 Staff: Ms. Bolander, Miss Mary Jo, Miss Sheila, Miss Christine

COURSE DESCRIPTION

At Eagle Academy, reading mentoring is an integral part of our Response to Intervention program, providing elementary students who are struggling with reading the one-to-one support they need to make progress. High school student mentors work with elementary students on key reading skills, including alphabet, high frequency words, fluency, and comprehension.

This course is designed to help you explore your own knowledge, skills, values, and talents as you begin to develop lifelong goals and dreams and prepare for your future. Helping a younger student learn to read will teach you many things about yourself and your abilities. This course will offer you a diverse array of skills and opportunities to help you become more effective at creating change or solving problems. You will work on critical thinking, writing, presenting, leadership, decision-making, and interpersonal skills—the skills most identified by employers and practicing professionals as “critical” skills for success in the workplace. This experience will help you develop these skills so that you can be successful in whatever future career you choose.

COURSE OUTCOMES

Students who successfully complete this course will be able to say:

* I am able to take on challenges and find effective solutions.
* I know how to interact and work effectively with other people.
* I am an active, self-directed learner.
* I can meet professional writing standards.
* I can explain and model a variety of reading strategies.
* I have gained real-world experience in the field of education.
* I have been challenged to think, work, and live in different ways.
* I have made a difference in the life of a child and a positive impact on my community.

COURSE EXPECTATIONS

* Attendance
	+ You will develop a positive relationship with your mentee. Your mentee will look forward to seeing you each day. Please be here every day—your mentee needs you!
	+ Absences will affect the quality of reading intervention your mentee receives. He/she will make slower progress if you are frequently absent.
* Behavior
	+ You will be a role model to your mentee and to all the students at Eagle Elementary. Hold yourself to the highest standards of behavior. Be respectful. Be responsible. Be safe.
	+ There are many rewards to mentoring, both intrinsic (feeling good about yourself and the work you do) and extrinsic (treats, hugs from your mentee, field trips). Please do not take those away from yourself by engaging in inappropriate behavior.
	+ Mentoring at the elementary is like going to a job each day. Practice the types of behavior you would display in the workplace.
* Use of Electronic Devices
	+ Cell phones, iPads, iPods, and other devices **must** be switched off AND KEPT IN YOUR POCKET OR BAG while working with a mentee.
	+ Elementary staff reserves the right to confiscate electronic devices after one verbal warning. Confiscated devices will be turned in to Secondary staff at the end of the day.

COURSE GRADES

* Attendance: 20%
	+ Students will sign in each day and sign/date each lesson completed.
* Participation (work with mentee): 40%
	+ Students will work with mentees every day, completing assigned lesson plans as instructed, and maintain a positive relationship with their mentees.
* Journal: 30%
	+ Students will complete one journal entry per week, following the assigned format. Journal entries will require the student to reflect on reading strategies, mentee’s progress, problem-solving, and other topics related to mentoring work and the wider context of improving literacy within the community. Writing must demonstrate grade-level appropriate spelling, grammar, and structure, with clearly stated ideas. Neat handwriting is expected. Journals are due each Friday.
* Mentee’s Progress: 10%
	+ Both Mrs. Hunt and the student will track the mentee’s progress weekly. Mentees must show gains over time on assessments. Staff will assist mentors to ensure that progress is being made.

COURSE OUTLINE

The reading mentoring course is offered to students in grades 9-11 each quarter. Students may take the course more than once throughout the school year. This course will take place during second hour. Students will be transported to and from Eagle Elementary each day. Bus arrival at the Elementary will be around 9:40, and students must be loaded on the bus by 10:50 to return to the Secondary in time for the next class period. Students will work with two mentees five days per week, with one from 9:45-10:15 a.m. and one from 10:15-10:45 a.m.

Training will take place the first week of each quarter. Students will be introduced to the course and taught the basic reading skills that they will be teaching to their mentees. Students will be trained in each specific lesson type, including how to use the lesson plan grid, how to use the materials, and how to complete assessments. Students who return to mentor for a second quarter will work with their mentees during training weeks.

Training:

First Quarter-August 26-29

Second Quarter-October 28-31

Third Quarter-January 21-24

Fourth Quarter-March 31-April 3

Journal entries will be turned in each Friday (or Thursday on weeks with no school on Friday). Please see the attached guide for journal entries. Each journal entry will be worth 15 points.

COURSE ALIGNMENT TO COMMON CORE AND OHIO REVISED STANDARDS

**Speaking and Listening: Reading Mentors will communicate daily with their mentees, peers, and staff, using a range of skills including active listening, persuasion, collaboration, and reasoning.**

Standards Grades 9-10

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.9-10.1d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Standards Grades 11-12

[CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.11-12.1d](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3  for specific expectations.)

**Writing: Reading Mentors will write clear and specific comments daily on mentees’ progress. Mentors will write weekly journal entries that include self-reflection and problem-solving.**

Standards Grades 9-10

[CCSS.ELA-Literacy.WHST.9-10.4](http://www.corestandards.org/ELA-Literacy/WHST/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.9-10.7](http://www.corestandards.org/ELA-Literacy/WHST/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.WHST.9-10.10](http://www.corestandards.org/ELA-Literacy/WHST/9-10/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards Grades 11-12

[CCSS.ELA-Literacy.WHST.11-12.4](http://www.corestandards.org/ELA-Literacy/WHST/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.WHST.11-12.10](http://www.corestandards.org/ELA-Literacy/WHST/11-12/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Social Studies: Reading Mentors will learn to communicate effectively with children in a teaching-learning context. Mentors will continually reflect on mentees’ progress, plan ways to increase mentees’ success, and adjust actions accordingly. Mentors will reflect on the impact mentoring has on the wider context of community literacy.**

High School Social Studies Standards (Grades 9-12)

Topic: Civic Participation and Skills

Individuals and groups have the capacity to engage with others to impact global issues.

Content Statements:

4. Individuals can assess how effective communicators address diverse audiences.

6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.

7. Individuals can participate through non-governmental organizations to help address humanitarian needs.

JOURNAL ENTRY GUIDE

Each week, please write at least one paragraph for EACH section.

1. Summarize your successes with your mentees this week. What went well? Why do you think it went so well? (5 points)
2. Summarize your challenges with your mentees this week. What did not go so well? Why do you think it did not go so well? What might you try differently next time? (5 points)
3. Please select ONE of the following to answer. Choose a different topic each week: (5 points)
	1. Learning to read requires the mastery of many skills. Identify two skills that are necessary to become a good reader, and explain how you have helped your mentor improve those skills.
	2. Mentoring requires good leadership skills. Identify two qualities you have that make you a good leader, and give examples of how you have used those skills while mentoring.
	3. Mark Twain once said, “The man who does not read has no advantage over the man who cannot read.” What do you think he meant by that?
	4. Kofi Annan once said, “Literacy is a bridge from misery to hope.” How does learning to read provide hope?
	5. Kanya West once said, "I fervently believe that, as someone has said before, ‘When you change the way you look at things, the things you look at change.’ I want to help change the way young people look at school, and hence, the way they look at their futures."  In what ways are you helping change the way your mentees look at their futures?
	6. Analyze your mentees’ weekly scores. What trends do you see? Describe why you think they are/are not making progress, using evidence from your work with them.
	7. Reading Mentoring is a Service Learning course. What skills are you learning by mentoring that you might not learn in a typical class? What benefits are you and your mentee gaining from this experience that you would not get in a typical class?
	8. Communication is a key skill required for mentoring. Describe how your communication with your mentees (words, tone, subject matter, etc.) is different from your communication with your friends.
	9. Describe your future goals (college, career, etc.). In what ways is this course preparing you for your future?
	10. Name a book that you have read that made an impact on you, and tell how old you were when you read it. Explain why/how it affected you.