

RED 311 – Ethnographers of Language in Elementary Classrooms [Part B] – Austin Campus @ Sumner Elementary School

Essential Question: Why might a multi-faceted literacy approach positively impact the development of language & literacy attitudes and skills in learners?

Instructor: David Wolff, M. Ed., Ed. S.

Education Background: Bachelors of Science in Elementary Education - Licensed K-6 Elementary Education
Masters of Education
Specialist in Educational Leadership - Licensed K-12 Principal
Certificate in Gifted and Talented Instruction - Certified in Gifted and Talented Instruction

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Instructor Offices: AHS Room - Room 163 [Central Office's Educational Services]
Woodson K Center – Yellow Wolf Room

Texts: *Guided Readers and Writers* by Fountas and Pinnell [GRW]
Words Their Way by Bear, Invernizzi, Templeton, Johnson [WTW]
Home of the Brave, by Katherine Applegate *[optional if you want to follow along]*

Guest Speakers: Guest speakers will be invited to present in class in regards to how they support learners in developing their literacy skills. It is expected to come prepared with questions to ask our guests and to be actively engaged in their presentations and participate in dialogue.

Date	Guest Speaker
March 17, 2016	Karla Carroll, PI Academy Teacher, Southgate Elementary School, APS
March 31, 2016	Kyle Bendson, 5 th Grade Teacher, IJ Holton Intermediate School
April 5, 2016	Stacy Edland, Coordinator of Adult Basic Education, CLC, APS
April 7, 2016	Cori McRae, 6 th Grade Teacher, IJ Holton Intermediate School
April 14, 2016	Tracy Garry, Reading Interventionist, Neveln Elementary School, APS
April 21, 2016	Kaia Kossman, Instructional Coach, Rochester Public Schools

Grading:

Final grades will be determined based on your performance and participation, according to the rubrics and expectations outlined here and/or considered in class. All major assignments will carry points and be graded according to the corresponding rubrics. Participation also will carry points and those points will be calculated into your final grade.

The following grading scale will be used to determine your final grade for the course:

A – 92% B – 82% C – 72% D – 62% F – below 62%

Assignments & Point Distribution:

Title	Description	Point Value
“Looking at Yourself as a Reader and a Writer” Self-Assessment <i>Out of Class Assignment Discussed In-Class</i>	The student will reflect and record their answers describing themselves as a reader and writer.	10 pts.
Thinking Maps Assignment <i>In-Class Assignment</i>	The student will write three questions in which each would require a different Thinking Map to answer them using either a Scholastic News magazine or an article from www.Newsela.com	10 pts.
Words Their Way Jigsaw Chapter Presentation <i>Prepared Out of Class Presented In-Class</i>	The student will present to a small group of peers about the student learning needs and teacher instructional strategies on one stage of the five stages of Words Their Way.	12 pts.
Literature Circles Assignment #1 <i>Out of Class Assignment Discussed In-Class</i>	The student will write a literature circle lesson plan using the WSU Lesson Plan Template using either a non-fiction picture book or a culturally diverse picture book. <i>Titles will be provided by Mr. Wolff for students to choose from.</i>	25 pts.
3-2-1 Literature Circle Reflection Log <i>Out of Class Assignment Discussed In-Class</i>	The student will write three reflections based on his/her field experience in the fourth-grade classroom at Sumner Elementary School implementing his/her literature circle lesson plan. <i>The Reflection Log template will be provided by Mr. Wolff prior to April 5th.</i>	15 pts. 5 pts./ session
4th Grade Literature Circle Lesson Plan <i>First</i> Draft	The student will write a literature circle lesson plan using the WSU Lesson Plan Template using a title form the Sumner	25 pts.

<i>Out of Class Assignment Discussed In-Class</i>	Guided Reading Library. This phase of the lesson plan will be completed in pairs or trios.	
4th Grade Literature Circle Lesson Plan <i>Final Draft</i> <i>Out of Class Assignment</i>	The student will revise the initial literature circle lesson plan using the WSU Lesson Plan Template using a title form the Sumner Guided Reading Library; including their reflections and research to support their observation and data. This phase of the lesson plane will be completed individually.	50 pts.
What Great Teachers Do Differently Presentation <i>Prepared In-Class Presented In-Class</i>	The student will lead a fish bowl discussion based on one chapter from the book, <i>What Great Teachers Do Differently</i> , using literature circle jobs in pairs or trios.	24 pts.
Final Ethnographers Presentation <i>Prepared Out of Class Presented In-Class</i>	The student will create one visual representation to illustrate what they have learned about language development in elementary classrooms that answers the course essential question; and give an oral presentation of what the visual represents and what they learned.	52 pts.
Participation*	The student will arrive to class prepared to participate in all discussions and activities.	42 pts. 3 pts./ session

*As with Dr. Brouse, in addition to the major assignments noted above, you will be required to consistently attend class arriving on time, prepare for (this will often mean reading) and participate fully in the in-class activities and discussions, and follow through on your commitments to be in the 1st and 4th grade classrooms to deliver your prepared lessons and activities, as assigned.

Tentative Schedule of Topics and Assignments Due

Class Date and Time	Tentative List of Topics	Assignments Due Today
Week 1		
Tuesday, March 15, 2016 3:30-7:00pm	Course Overview <ul style="list-style-type: none"> • Introductions • Norms • Overview of Assignments [Ch. 1-6] • Introduction to "Home of the Brave" 	<input type="checkbox"/> Read GRW Ch. 1-6 <input type="checkbox"/> Complete GRW pg. 12: "Looking at Yourself as a Reader and a Writer" Self-Assessment prior to class
Thursday, March 17, 2016 3:30-7:00pm	In what ways does Words Their Way impact student learning? <ul style="list-style-type: none"> • MN Reading Standards • Words Their Way Overview – Guest Speaker: Karla Carroll, PI Academy Teacher, APS • Words Their Way Assignment • "Home of the Brave" – read aloud 	<input type="checkbox"/> Read WTW Ch. 1-3 <input type="checkbox"/> Read GRW Ch. 22 <input type="checkbox"/> Have access to MN Reading Standards via electronic or paper; find them at http://education.state.mn.us/MDE
Week 2		
Tuesday, March 22, 2016 3:30-7:00pm @ Neveln Elementary's LAUNCH Pad	How does a Literature Study approach impact student learning? <ul style="list-style-type: none"> • Academic Vocabulary • Words Their Way Jigsaw Presentations • Learning to Write Content and Language Objectives • WSU Lesson Plan Template • "Home of the Brave" – read aloud 	<input type="checkbox"/> Read GRW Ch. 15-17 <input type="checkbox"/> Words Their Way Chapter Presentation [Ch. 4-8]
Thursday, March 24, 2016 3:30-7:00pm @ Neveln Elementary's LAUNCH Pad	How does a Literature Study approach impact student learning? <ul style="list-style-type: none"> • Literature Circle Assignment #1 • Literature Circle Jobs • "Home of the Brave" – read aloud 	<input type="checkbox"/> Read GRW Ch. 15-17

Week 3		
Tuesday, March 29, 2016 3:30-7:00pm	<p>In what ways does comprehension & word analysis strategies impact student learning?</p> <ul style="list-style-type: none"> • Depth & Complexity with higher-order thinking and questioning • “Home of the Brave” – read aloud 	<input type="checkbox"/> Read GRW Ch. 18-21 <input type="checkbox"/> Literature Circle Assignment #1 Due
Thursday, March 31, 2016 3:30-7:00pm	<p>In what ways does comprehension & word analysis strategies impact student learning?</p> <ul style="list-style-type: none"> • Kyle Bendson, 5th Grade Teacher, APS • Dialogue about the SIOP Overview with Mrs. Henry • Preparation for RED 411 Lit. Circles Experience [RED 411 Starts next week] • “Home of the Brave” – read aloud 	<input type="checkbox"/> Read GRW Ch. 18-21 <input type="checkbox"/> 4 th Grade Literature Circle Lesson Plan <i>First Draft</i> Due <input type="checkbox"/> Interview questions for Guest Speaker
Week 4		
Tuesday, April 5, 2016 3:30-7:00pm	<p>How does a Guided Reading approach impact student learning?</p> <ul style="list-style-type: none"> • Stacy Edland, Coordinator of ABE, APS • “Home of the Brave” – read aloud • Introduce the 3-2-1 Lit. Circle Reflection Log 	<input type="checkbox"/> Read GRW Ch. 11-14
Thursday, April 7, 2016 3:30-7:00pm	<p>How does a Guided Reading approach impact student learning?</p> <ul style="list-style-type: none"> • Cori McRae, 6th Grade Teacher, APS • Power Reading • “Home of the Brave” – read aloud 	<input type="checkbox"/> Read GRW Ch. 11-14 <input type="checkbox"/> Interview questions for Guest Speaker
Week 5		
Tuesday, April 12, 2016 3:30-7:00pm	<p>How does an Independent Reading approach impact</p>	<input type="checkbox"/> Read GRW Ch. 7-10 <input type="checkbox"/> 3-2-1 Lit. Circles Reflection

	student learning? <ul style="list-style-type: none"> • Sharing 3-2-1 Reflections • “Home of the Brave” – read aloud • Student Engagement 	Log
Thursday, April 14, 2016 3:30-7:00pm	How does an Independent Reading approach impact student learning? <ul style="list-style-type: none"> • Guest Speaker: Tracy Garry, Reading Interventionist, APS • “Home of the Brave” – read aloud 	<input type="checkbox"/> Read GRW Ch. 7-10 <input type="checkbox"/> Interview questions for Guest Speaker
Week 6		
Tuesday, April 19, 2016 3:30-7:00pm	In what ways does making reading & writing connections impact student learning? <ul style="list-style-type: none"> • Sharing 3-2-1 Reflections • Thinking Maps Overview & Assignment • “Home of the Brave” – read aloud 	<input type="checkbox"/> Read GRW Ch. 23-28 <input type="checkbox"/> 3-2-1 Lit. Circles Reflection Log <input type="checkbox"/> Thinking Maps Assignment
Thursday, April 21, 2016 3:30-7:00pm	In what ways does making reading & writing connections impact student learning? <ul style="list-style-type: none"> • What Great Teachers Do Differently Activity • FINISH “Home of the Brave” – read aloud • 6:00-7:00pm Guest Speaker: Kaia Kossman, Instructional Coach, RPS 	<input type="checkbox"/> Read GRW Ch. 23-28 <input type="checkbox"/> Interview questions for Guest Speaker
Week 7		
Tuesday, April 26, 2016 3:30-7:00pm	<ul style="list-style-type: none"> • Sharing 3-2-1 Reflections • Final Presentations 	<input type="checkbox"/> 3-2-1 Lit. Circles Reflection Log
Thursday, April 28, 2016 3:30-7:00pm	<ul style="list-style-type: none"> • Final Presentations • Instructor Evaluation 	<input type="checkbox"/> 4 th Grade Literature Circle Lesson Plan <i>Final</i> Draft Due
Extra		
Wednesday, May 4, 2016 4:00-7:00pm	Senior Showcase	<i>Attendance is mandatory and you must be in professional attire</i>

Friday, May 6, 2016

Graduation

Commitment to Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources

- [Winona] Student Support Services, Krueger Library 219, 457-5465 www.winona.edu/studentsupportservices/
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 www.winona.edu/inclusion-diversity/
- Access Services, Maxwell 314, 457-5878 www.winona.edu/accessservices/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 www.winona.edu/counselingcenter/
- [Rochester] RCTC Counseling Center, UCR Room SS 133, 285-7260, www.rctc.edu/counseling_career_center
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Advising Services, Maxwell 314, 457-5878 www.winona.edu/advising/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Winona] Tutoring Services, Krueger Library 220, 457-5680 <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505 www.winona.edu/writingcenter/
- [Winona] Math Achievement Center, Tau 313, 457-5370 <http://www.winona.edu/mathematics/mac/>

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact *Access Services* as soon as possible.
- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The *GLBTA Advocate* can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library (220) or go on-line and use TutorTrac to schedule a session.
 - For help specifically with writing and the development of papers, the English department has a

Writing Center that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.

- For help specifically with understanding math concepts and solving math problems, the *Math Achievement Center (MAC)* is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Tau 313 and provides free tutoring for all students in math, statistics, or math education courses. The center is open Mon-Fri, and Sunday evening.