Good morning,

Rather than completely rewriting the course module which is lengthy for this course I have summarized it below and made the changes that I think will benefit our course goals. You will use this document **and** the course module (attached) to guide you through the course. We will discuss this and make changes to both documents as needed to make sure you get what you need and want from this course. This document provides information about what you should do to prepare for each learning topic, the work submissions, and fieldwork. If you have any other questions or need further clarification please do not hesitate to call or email. My cell is 720-732-9880 and my email is [ncrise@regis.edu](mailto:ncrise@regis.edu) and [nkcrise@msn.com](mailto:nkcrise@msn.com) as a backup. I check them often each weekday and as often as possible on the weekends. Normally, if I don’t get back to you the same day it is because I am trying to find out some information before I contact you-if more than 24 hours has passed please feel free to contact me again! ☺

**Rather than emails these will be posts to the Wiki.**

For the Weeks of **Topic #1** You will respond to these three areas in two emails. Please complete the reading assignment from the module.

1) In the first email-Please review the National Reading Panel "Put Reading First" Report.  Please send your response to this document, from the first bullet in the course module, as an email attachment and use the "Reply All" feature to this email.  Rename the subject as Put Reading First-(your last name).  In using "Reply All" you will receive a copy of the work from the other learners in this GIS course.  Please read and respond to at least one of your peers work after you have reviewed their response.

2)  The second email will contain items 2 & 3-Please use reply all and rename your email: Reflection and Two Column Notes-Your Last Name. The second bullet refers to the toolkit you will be building during this course.  As you build your toolkit please send me a bi-weekly (every other week) update on the materials you have in your kit (if they are electronic you can send them if they are not you can describe them).  Along with an update on your toolkit please send a brief reflection on your field work-how is it going? What have you been able to practice? What questions do you have? etc.  **This will be a recurring assignment every two weeks!**

3)  The third bullet refers to The Voice of Evidence in Reading Research.  Please email your two column notes as an attachment to the second email. Again, please read and respond to one peer.

\*\*By reading and responding to at least one peer you will be exposed to a variety of ideas and thoughts.  The responses take the place of conversations in the classroom.  Please feel free to continue a conversation with your peer and if appropriate and please copy the rest of us in on the discussion.  This will be similar to a forum discussion in an online course.  When there is only one student in a GIS course there is much more formal writing that is required but since there are 3 learners in this course we can have some discussions instead.  I hope this format is agreeable to you but if it is not please let me know and we can come up with something that is!

For the Weeks of **Learning Topic #2** please complete your reading assignment from the module. We will again have two emails.

1. In the first please use reply all and rename the email Bi-Weekly Update-Your last name please include a brief reflective summary of your reading to share and discuss your toolkit and fieldwork.
2. In the second email please use reply all and rename the email Learning Topic 2-Your last name please discuss your participation in administering a reading assessment, review and the websites from the module and prepare a brief summary to share, and from the last bullet in the module rather than writing a letter as discussed in the module begin a discussion of same

For the Weeks of **Learning Topic #3** read the chapters from the course module. Again we will have two emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. In the second email please use reply all and rename it Learning Topic 3. Please prepare a brief review of the websites from the module, please begin a discussion of samples (and attach if possible)from your cooperating teacher of a phonological and/or phonemic awareness assessment and teaching materials to share with your peers and to include in your toolkit (if you are working with older children and your teacher does not directly assess or instruct his/her students in the area of phonics and phonemic awareness-ask your cooperating teacher how phonics and phonemic awareness are addressed at your grade level when necessary and share your notes and samples, if applicable, of this). Also observe a reading assessment(s)and share your experiences and observations with the administration of the Reading Assessment(s). With your cooperating teacher please review phonological awareness skills, scope and sequence, progression, and classroom applications.  Include this information in the above email discussion.
3. As an attachment to the above email please create and send a newsletter or brochure (or other) you might use in your future practice to discuss how to present the above information to parents and ways for parents to support their children at home. (This is not a discussion-just your presentation of the information and shared with your peers.)

For the Weeks of **Learning Topic #4** read the chapters from the course module. Again we will have 2 emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. In the second email please use reply all and rename it Learning Topic 4-Your last name please prepare a brief review of the websites from the module including the CORE assessment website, discuss concepts of print, phonemic awareness, scope and sequence, phonics instruction, the role of syllable structures, encoding, decoding, and spelling inventories, discuss your observations and work with your cooperating teacher regarding spelling and phonics instruction in your classroom and share any information or samples of phonics surveys or diagnostic spelling inventories you have used or seen in practice with your cooperating teacher.
3. As an attachment to the above email please send a list of decodable books and instructional explanation, (include information such as high frequency words, word decoding skills, how you would use these books to teach specific phonics rules and word decoding skills, including introducing phonetically irregular ("exception") words in the English language.) This would be similar to an annotated bibliography.

For theWeeks of **Learning Topic #5** read the chapters from the course module. Again we will have 2 emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. In the second email please use reply all and rename it Learning Topic 5-Your last name **Develop a presentation** (could be PowerPoint, a Lesson Plan, a Short Unit Plan, etc-be creative your method of presentation is open to you) for one method for supporting students’ vocabulary development which may include research-based approaches for teaching word meaning (direct vocabulary instruction, using context clues to infer word meaning, hierarchical & linear arrays, semantic mapping, etc.), the use of structural analysis (morphology: roots, affixes) to determine word meaning, utilizing tools such as dictionaries and thesauruses to aid in determining the meaning of words, distinguishing the connotative (suggested meaning in context) from the denotative (literal interpretation) meanings of words, idioms, and metaphors.  **And** also present one method to improve oral reading fluency, which may include: choral reading, echo reading, partner reading, independent reading, reader’s theater, Neurological Impress Method (NIM), listening to books on tape, and radio reading.
3. As an attachment to the above email present your findings from interviewing your cooperating teacher on techniques used in selecting, using and interpreting fluency assessment tools. Collect assessment artifacts to show and share with your peers (sample assessments- formal and/or informal) for oral reading fluency and to add to your Toolkit.

For the Weeks of **Learning Topic #6** read the chapters from the course module. Again we will have 2 emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. In the second email please use reply all and rename it Learning Topic 6-Your last name Discuss your work with your cooperating teacher on planning for and/or share or explain samples of your method of planning for different genres, use of organizational structures in text, distinguishing fact and opinion, application of one or more comprehension strategy, and asking questions.   Discuss and make note of the key understandings of comprehension, fluency, decoding, background knowledge, and vocabulary development for your toolkit.  Please review the websites from the course module.
3. As an attachment to the above email please Share a copy of a student story retell using the form you have practiced with during your field work.  Finally, select another assessment tool to evaluate your student’s retell from the website or other source and determine next steps.

For the Weeks of **Learning Topic #7** read the chapters from the course guide. Again we will have 2 emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. Share two samples of student writing from your field work (if this is not possible you can share samples from your own child or a child that you know or the internet).  Analyze the writing and discuss what the student did well and next steps-using a rubric.  **Rather than choosing a topic from the course guide and preparing a lesson, choose a topic from the course guide and discuss how the writing samples you shared demonstrate that topic.** Share authentic methods of incorporating technology in your writing lessons.  Please do not force technology into your writing lessons but rather present authentic methods of technology inclusion.  If you are stumped listen to others ideas and demonstrate how your new learning from their examples could aid in the inclusion of technology in your writing lessons.  Ideas and resources should be added to your toolkits.
3. **If you  have completed your field work please scan and send your field log to me for me to check off.**  Please send this in a separate email.

\*\*(No learner can receive a passing grade without completing the required 30 hours of field work-if you have not completed your field work by the end of the semester you will receive an I/F pending completion.)

1. **We will be presenting our Toolkits or samples from them this week.**

For the Weeks of **Learning Topic #8** read the chapters from the course guide. Again we will have 2 emails.

1. In the first email please use reply all and rename Bi-Weekly Update-Your last name. Please discuss the readings from the module, your toolkit, and your fieldwork.
2. visit the CDE website: <http://www.cde.state.co.us/> <http://www.cde.state.co.us/action/CBLA/index.htm> <http://www.cde.state.co.us/cdeassess/index_assess.html>

and review the CBLA (Colorado Basic Literacy Act). If possible observe students taking CSAP or CSAP practice in your cooperating teacher’s room. Share your samples of student writing at a variety of levels of competency to analyze and determine next steps, review the skills necessary for CSAP on the CDE website, view and analyze examples of CSAP answers on the CDE website and samples from your classroom. Determine teaching points based on the data. Look at ILPs (Individual Literacy Plans). With your cooperating teacher or independently review student work samples collected during this course and evaluate based on CBLA and determine goals for intervention. Add useful information to your toolkits.