

GUIDED READING

GETTING STARTED

GRADES

K, 1, 2

DESCRIPTION

This is a foundational training to prepare teachers with the understanding of the importance of guided reading instruction in the classroom. Teachers will be equipped with the tools needed to begin structuring a small group literacy block.

OBJECTIVES

- Definition and purpose of guided reading
- Whole group vs. small group literacy
- Correlation between reading stages, grade levels and text levels
- Assessment to determine text level
- Grouping students for guided reading
- Scheduling guided reading groups
- Classroom structure for small group literacy time
- Independent literacy activities

OVERVIEW

text levels A-P

I DAY TRAINING

Part I of a Series

MATERIALS INCLUDED

- > Reading Level Correlation Chart
- > Student Level Tracking Form
- > Coding Reading Tool
- > Reading Record Form
- > Schedule Template
- > Grouping Template

STEVE DUNN

714.357.1253

steve@stevewdunn.com

GUIDED READING

PRE-A

GRADE

KINDERGARTEN

DESCRIPTION

This training is geared for teachers of pre-readers needing exposure to basic concepts of print. Teachers will feel confident guiding their students as they learn how print works and begin to construct the alphabetic principle.

OBJECTIVES

- Characteristics of pre-readers
- Instructional goals for pre-readers
- Assessment and monitoring progress
- Pre-reader lesson components
 - > Student Name Work
 - > Letter Name Work
 - > Letter Sound Work
 - > Book Work
 - > Interactive Writing
- Materials for pre-reading lessons
- Selecting text for pre-readers

OVERVIEW

text level <A

2-DAY TRAINING

Follows GETTING STARTED

MATERIALS INCLUDED

MASTER AND ELECTRONIC

- > Lesson Plan Template
- > Pre-reader Skill Survey
- > ABC Tracing Book
- > ABC Chart
- > ABC Picture Cards
- > Name Template

STEVE DUNN

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steve@stevewdunn.com

GUIDED READING

EMERGENT

GRADES

K, (1)

DESCRIPTION

This training is geared for teachers of beginning readers. Teachers will feel confident guiding their students as they continue to learn how print works, strengthen and apply understanding of letter/sound connections, develop strategic actions for processing text and begin to self-monitor their reading.

OBJECTIVES

- Characteristics of emergent readers
- Instructional goals for emergent readers
- Assessment and monitoring progress
- Emergent lesson components
 - > Book Reading with Prompting
 - > Comprehension Strategy Work
 - > High-frequency Word Work
 - > Phonetic Word Work
 - > Guided Writing
- Materials for emergent lessons
- Selecting text for emergent lessons

OVERVIEW

text levels A-C

2-DAY TRAINING

part of a series

MATERIALS INCLUDED

- > Lesson Plan Template
- > Emergent Literacy Skills Survey
- > Phonics Charts
- > Phonics Picture Cards
- > Word Work Templates
- > Guided Writing Student Book
- > Sentence Prompting Cards (Who/Did What)

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714.357.1253

steve@stevewdunn.com

GUIDED READING

EARLY

GRADES

K, 1, (2)

DESCRIPTION

This training is geared for teachers of early* readers who have mastered emergent reading behaviors. Teachers will feel confident guiding their students as they become more proficient at applying foundational skills to decode more challenging words and become more proficient with strategic actions as they process increasingly challenging text.

OBJECTIVES

- Characteristics of early readers
- Instructional goals for early readers
- Early lesson components
 - > Book Reading with Prompting
 - > Comprehension Strategy Work
 - > High-frequency Word Work
 - > Phonetic Word Work
 - > Guided Writing
- Selecting text for early lessons
- Assessment and monitoring progress of early readers

OVERVIEW

text levels D-I

2-DAY TRAINING

part of a series

MATERIALS INCLUDED

- > Lesson Plan Template
- > Early Literacy Skills Survey
- > Phonics Charts
- > Phonics Picture Cards
- > Word Work Templates
- > Guided Writing Student Book
- > Sentence Prompting Cards (Who/Did What)

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steve@stevewdunn.com

GUIDED READING TRANSITIONAL

GRADES

(1), 2, (3)

DESCRIPTION

This training is geared for teachers of transitional readers who have mastered early reading behaviors. Teachers will feel confident guiding their students to apply strategic actions to solve multisyllabic words in order to process and comprehend a variety of increasingly challenging text.

OBJECTIVES

- Characteristics of transitional readers
- Instructional goals for transitional readers
- Transitional lesson components
 - > Book Reading with Prompting
 - > Comprehension Strategy Work
 - > Flexible Phonetic Word Work
 - > Guided Response to Literature
- Connection of small group literacy instruction to Reader's and Writer's Workshop
- Selecting text for transitional lessons
- Assessment and monitoring progress of transitional readers

OVERVIEW

text levels J-P

2-DAY TRAINING

part of a series

MATERIALS INCLUDED

- > Lesson Plan Template
- > Transitional Literacy Skills Survey
- > Word Work Templates
- > Reading Response Student Journal
- > Reader's and Writer's Graphic Organizers

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