

**~ Redesigning Small-Group Reading Instruction ~  
Training Options & Opportunities**

All Trainings Are Available In-Person or Virtual

**Overview Trainings:**

**3-Day: Grades K-5** (Preferred for K-5 Trainings)

<b>Grades K-1</b>	<b>Grades 2-3</b>	<b>Grades 4-5</b>
Pre-Alphabetic	Full Alphabetic	Consolidated Alphabetic
Partial Alphabetic	Consolidated Alphabetic	Automatic Phase
Full Alphabetic	Automatic Phase	Full Alphabetic for Tier 3 Intervention

**2-Day: Grades K-5**

<b>Grades K-2</b>	<b>Grades 3-5</b>
Pre-Alphabetic	Full Alphabetic
Partial Alphabetic	Consolidated Alphabetic
Full Alphabetic	Automatic Phase

**3-Day: Grades K-8**

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
Pre-Alphabetic	Full Alphabetic	Automatic Phase
Partial Alphabetic	Consolidated Alphabetic	Consolidated Alphabetic for Tier 2 Intervention
Full Alphabetic	Automatic Phase	Full Alphabetic for Tier 3 Intervention

**\*\*\*Administrators, Special Education, ELL Teachers, Interventionists, Coaches & Tutors should attend training for each of the 5 phases**

### 3-hour Hands-on Workshops:

*Dr. Taylor provides materials for up to 50 participants to practice lesson components in pairs & small groups*

<b>K-1</b>	<b>2-3</b>	<b>4-5</b> (Choose 2:)	<b>6-8</b>
Pre-Alphabetic	Full Alphabetic	Consolidated Alphabetic for Tier 2 Intervention	Consolidated Alphabetic
Partial/Full Alphabetic	Consolidated Alphabetic	Full Alphabetic for Tier 3 Intervention	Automatic Phase
		Automatic Phase	

### Recommended Follow-Up Trainings & Topics:

*Each grade level meets with Dr. Taylor 3 hrs. (if K-5), or 2 hrs. (if K-8)*

1. Assessments, Grouping, Lesson Planning & Modeling (below-grade level phase)
2. Assessments, Grouping, Lesson Planning & Modeling (on- or above-grade level phase)
3. Differentiating and Scaffolding Phonics Activities
4. Teaching Decoding Strategies and Appropriate Prompting during Reading
5. Planning Effective Writing – Prompts, Supports & Scaffolds
6. Progress Monitoring & Student Progression through the Phases



## 1-hr. Breakout Session/Reading Conference Titles:

1. Streamlining Your Small-Group Reading Instruction (Overview of *Redesigning Small-Group Reading Instruction*)
2. Oh, Snap! You Can Prevent that Reading Gap! (Using *Redesigning Small-Group Reading Instruction* for Intervention – Pre- and Partial Alphabetic Phases)
3. Preventing Potholes in Reading: Following Systematic Small-Group Reading Instruction to Avoid Gaps in Decoding Skills (Pre-Alphabetic → Partial → Full Alphabetic Phases)
4. Filling the Phonics Void – Individualizing Phonics Instruction Using Appropriate Small-Groups (Word Building in Partial and Full Alphabetic Phases)
5. Victorious with Vocabulary: Equipping Your Students with Stronger Language and Vocabulary Skills (Pre-Reading, Discussion & Writing in the Consolidated Phase)
6. Conquering Comprehension in Any Classroom (Consolidated & Automatic Reading Phases, Comprehension Hierarchy/Progression)
7. Scaffolding Your Way to the Top – Implementing Appropriate Accommodations During Reading Instruction (Scaffolding during Word Building, Decoding & Writing)
8. What Does the Science Say? Moving from Guided Reading to Skills-based Small Groups

