Sign up now for any of the following Grand Valley State University Charter Schools Office workshops and trainings.

**Sound Reading Framework**

The Sound Reading Framework is designed to give teachers the tools and strategies to meet every student’s literacy needs within a 120-minute reading block. The framework utilizes the five essential components of literacy instruction:

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

The Sound Reading Framework also emphasizes the manipulation of sounds and explicitly teaches the alphabetic code through the use of synthetic phonics. Additional components include diagnostic assessments and guided reading instruction that is combined with rigorous, fit-for-purpose literacy stations.

**Comprehension and Close Reading Strategies**

In this workshop, teachers will examine five comprehension strategies found in *The Master Teacher Series: Reading Comprehension* book. Teachers will further these strategies by learning several “close reading” activities that align with the content in *The Master Teacher Series*. They will leave the workshop with specific lessons matched with text to quickly utilize the strategies in their classroom.

**DIBELS® Next Transition Training**

This one-day training session supports new DIBELS Next users. It presents the foundations and research behind the system, how to administer and score measures, and the logistics of assessment and the use of assessment in an outcome-driven model. The DIBELS Next training session is a critical component in RtI implementation.

**Vocabulary and Fluency Composition**

This workshop is a continuation of the Five Essential Components of Reading. Participants learn about highly effective systems for teaching vocabulary and increasing fluency, as well as comprehension strategies that are aligned with Common Core and can be used immediately in the classroom.
Middle/High School Reading Intervention and Assessment

Designed for 6th–12th grade teachers, this workshop pinpoints where deficiencies occur in students’ reading, writing, and spelling foundations. Once identified, specific interventions can take place. This workshop highlights three types of interventions (new edition of REWARDS, Sound Boxes and Multisyllable Work, and Phonemic Awareness Activities) and four assessments (Word ID Assessment Across the Content Areas, Assessing Reading Using Multiple Measures, Spelling, and Phonemic Awareness.)

Phonemic Awareness and Phonics Workshop

Teaching children how to read before laying the necessary groundwork is like building a house without a foundation. It makes no sense. Arm yourself with the reading tools you need, including strategies and systems that are highly effective and were created by teachers. After the workshop, you will know how to create a solid reading foundation that starts with phonemic awareness and phonics. You also will know what is best for all readers and will be able to construct a reading foundation that they will carry with them throughout their lives.

Unwrapping the ELA Common Core Standards

During this workshop, K–8 teachers investigate key components of the ELA Standards and what they mean to the classroom teacher. What are close reading, text complexity, and text dependent questions? How do you successfully use the English Language Key Components in conjunction with the Common Core grade level standards in reading, writing, speaking and listening, and language? How do you infuse these standards into literacy instruction in a realistic and efficient manner? These questions and more will be answered at this workshop.

Guided Reading and Instructional Stations

Participants watch a 30-minute guided reading lesson taught by the presenter and then create a guided reading plan that allows them to be very intentional with their students. Participants also learn how to create meaningful centers or instructional stations. They learn to identify the behavior and classroom management skills that need to be in place.

Independent Workstations

This course introduces key components for developing independent (center) workstations. Stations align to Common Core standards and/or NWEA Learning Continuum goals. Participants will review a checklist for developing center activities and have time to create center activities for their classrooms.
Literacy Checklists
A reading specialist assesses literacy proficiency to ensure that your school has successfully created a valid and highly effective literacy program. You will receive a checklist showing where improvements should occur.

DIBELS Next
A reading specialist assists your team with reviewing the DIBELS Next benchmarking assessments, analyzing your DIBELS data, and grouping students according to their specific reading needs.

Guided Reading
A reading specialist models guided reading lessons utilizing the five essential components of reading. Lessons can be adapted for at-risk and gifted students.

Effective Workshop
A reading specialist briefly reviews the structure of a workshop, along with expectations for participants. The workshop quickly dives into utilizing MAP results and Common Core standards to create learning goals for students.
Wendy Miller  
(616) 331-9018 / millerw@gvsu.edu
Wendy is entering her sixth year working at the GVSU Charter Schools Office. She spent 10 years in education as a kindergarten and first grade teacher, and four years as a reading intervention specialist. She received her undergraduate teaching degree at the University of Iowa and her master’s in reading, with a special endorsement, through Grand Valley. Wendy currently is enrolled in the educational leadership graduate program at Grand Valley.

Jill Weber  
(616) 331-9084 / weberji@gvsu.edu
Before joining the GVSU Charter Schools Office in 2011, Jill spent 10 years teaching third grade and two years as a reading specialist, Title One coordinator, and Intervention Action Team coordinator. She received her undergraduate teaching degree from Grand Valley, has taken graduate classes in literacy at Western Michigan University and Northern Michigan University, and currently is enrolled in the educational leadership graduate program at Grand Valley.

Laurel “Lori” Davis  
(616) 331-6944 / davisla1@gvsu.edu
Entering her 11th year in education, Lori previously spent five years teaching kindergarten and four years as a coaching and learning consultant and ELA curriculum specialist for National Heritage Academies. Lori received her undergraduate teaching degree from Grand Valley and currently is enrolled in the educational leadership graduate program at Grand Valley.

The GVSU Charter Schools Office reading specialists are available for in-school support throughout the year.
Register on our website at gvsu.edu/cso/register

Training Centers

WEST
GVSU Charter Schools Office
Bicycle Factory
201 Front Ave. SW, Suite 310
Grand Rapids, MI 49504
Phone: (616) 331-2240

EAST
GVSU Detroit Center
163 Madison Street
Detroit, MI 48226

GVSU Charter Schools Office
Bicycle Factory
201 Front Ave. SW, Suite 310
Grand Rapids, MI 49504
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Timothy H. Wood, Ph.D.
Associate Vice President
for Charter Schools

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Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 4/16

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