



Who's Doing the Work in Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work?

WITH DR. JAN BURKINS

WEEK	TOPIC	DESCRIPTION
WEEK 1	READING PROCESS	<ul style="list-style-type: none"> • Getting acquainted • Course overview • What do I need to know about students' reading processes? • How can I help children develop smoothly operating reading processes?
WEEK 2	NEXT GENERATION READ ALOUD	<ul style="list-style-type: none"> • What is the value of Read Aloud? • How do we maximize the benefits of Read Aloud? • What does Read Aloud contribute to developing reading processes? • How do we select texts and plan for Read Aloud? • How can we leverage Read Aloud in virtual instruction?
WEEK 3	NEXT GENERATION SHARED READING	<ul style="list-style-type: none"> • What is the value of Shared Reading? • How do we maximize the benefits of Shared Reading? • What does Shared Reading contribute to developing reading processes? • How do we select texts and plan for Shared Reading? • How can we leverage Shared Reading in virtual instruction?
WEEK 4	NEXT GENERATION GUIDED READING	<ul style="list-style-type: none"> • What is the value of Guided Reading? • How do we maximize the benefits of Guided Reading? • What does Guided Reading contribute to developing reading processes? • How do we select texts and plan for Guided Reading? • How can we leverage Guided Reading in virtual instruction?
WEEK 5	NEXT GENERATION INDEPENDENT READING	<ul style="list-style-type: none"> • What is the value of Independent Reading? • How do we maximize the benefits of Independent Reading? • What does Independent Reading contribute to reading process? • How do we select texts and plan for Independent Reading? • How can we leverage Independent Reading in virtual instruction?
WEEK 6	NEXT GENERATION WORD WORK	<ul style="list-style-type: none"> • What is the role of print in the print-meaning connection? • Where does phonics fit into Next Generation Balanced Literacy? • How do we balance explicit instruction and meaningful application? • What resources can support us as we refine our print instruction? • How do we embed word work into the other instructional contexts?