



Guilderland Central School District

The Capital Region BOCES, in collaboration with the Guilderland School District is honored to bring to our area educators the **9th Annual Summer Institute on Reading** and the **12th Annual Summer Institute on Writing**. Both Institutes will immerse teachers in the processes of reading and of writing. This years' presenters are nationally recognized authors and educators of the latest thinking in the fields of reading and of writing. We are looking forward to a rich exchange of best practices and ideas during this years' Institutes. Historically, these Institutes have influenced many teachers over the years by putting practitioners in direct contact with teacher/researchers, and this year is a continuation of this focus. Participants will be engaging with the same presenter for all breakout sessions for the three days.

9th Annual Summer Institute on Reading
Theme: The Bridge That Connects All Readers

Guilderland High School

July 14 & 15, 2009 8:00 a.m. - 3:15 p.m.
July 16, 2009 8:00 a.m. – 1:30 p.m.

KEYNOTE SPEAKERS:

Tuesday, July 14, 2009: Peter Johnston is a Professor at the University at Albany-SUNY. His research addresses the consequences of teaching and assessment practices for the lives of children and teachers, and for the literacies children acquire. He currently chairs International Reading Association (IRA) and National Council of Teachers of English (NCTE)'s Joint Task Force on Assessment Standards and is a member of IRA's Response to Intervention (RtI) Commission. His most recent books are, *Choice Words: How our language affects children's learning* (Stenhouse, 2004), *Knowing literacy: Constructive literacy assessment* (Stenhouse, 1997), *Reading to Learn: Lessons from exemplary fourth grade classrooms* (Guilford, 2002, with Richard Allington), and *Critical literacy/critical teaching: Tools for preparing responsive teachers* (Teachers College Press, 2005, with Cheryl Dozier and Rebecca Rogers). He is on the editorial boards of *Reading Research Quarterly*, *Elementary School Journal*, and *Literacy Teaching and Learning*. The IRA awarded him the Albert J Harris Award for contributions to research on reading disability and he was recently elected to IRA's Reading Hall of Fame.

Wednesday, July 15, 2009: Anne McGill-Franzen is Professor and Director of the Reading Center at the University of Tennessee. Before earning her Ph.D. at the University at Albany, she was a classroom teacher, Title 1 remedial reading teacher, and a special education consultant teacher in the Albany area. The focus of her professional work has been early literacy, summer reading, and instructional interventions that support struggling readers. Her research has been published in many journals, including *The Reading Teacher*, *Language Arts*, and *Reading Research Quarterly*, and she has received several IRA awards for her research contributions. She is the author of several books and co-editor of the new *Handbook of Research in Reading Disabilities* (2009). At the present time, she is project director for the Tennessee Higher Education Commission (THEC) Teacher Quality grant, a program to build school capacity by developing teachers' expertise, and past co-principle investigator of a federally funded 3-year summer reading and intervention project.

Thursday, July 16, 2009: Michael Sullivan brings more than fifteen years experience as a Children's Librarian and Library Director, special needs teacher, storyteller, chess teacher, and author of *Connecting Boys With Books* (ALA, 2003), *Connecting Boys With Books 2: Closing the Reading Gap* (ALA, 2009), *The Fundamentals of Children's Services* (ALA, 2005), *Escapade Johnson and Mayhem at Mount Moosilauke* (Big Guy Books, 2006), *Escapade Johnson and the Coffee Shop of the Living Dead* (Publishing Works, 2008), *Escapade Johnson and the Witches of Belknap County* (Publishing Works, 2008), and *The Sapphire Knight* (Publishing Works, 2009).

Thursday, July 16, 2009: Dr. Richard Allington is Professor of Education at the University of Tennessee. He previously served as the Distinguished Professor of Education at the University of Florida and as chair of the Department of Reading at the University at Albany, SUNY. While at the University at Albany he received the President's Award for Excellence in Research. Dick is a past-president of the IRA, the National Reading Conference, and the Reading Hall of Fame.

Dick received the Outstanding Dissertation Award from the IRA for his study of perceptual processing in young children. He was co-recipient of the Albert J. Harris Award from IRA in recognition of his work contributing to the understanding of reading and learning disabilities, the A.B. Herr Award from the College Reading Association and the William S. Gray Citation of Merit from the IRA for his lifetime contributions to the profession, the Outstanding Reading Educator Award from the New York State Reading Association, and has been named to the Reading Hall of Fame.

He is an author of over 100 research articles and several books, including *Classrooms That Work: They can all read and write* and *Schools That Work: All children readers and writers* (Allyn & Bacon) both co-authored with Pat Cunningham, *No Quick Fix: Rethinking Reading Programs in American Elementary Schools* (Teachers College Press) with Sean Walmsley, and *Learning to Read: Lessons from Exemplary First Grade Classrooms* co-authored with Michael Pressley and others (Guilford), *Reading to Learn: Lessons from Exemplary 4th Grade classrooms* with Peter Johnston (Guilford), *Big Brother and the National Reading Curriculum: How ideology trumped evidence* (Heinemann) and *What Really Matters for Struggling Readers* (Allyn & Bacon) His newest books are *What Really Matters for Fluency* (Allyn & Bacon) and *What Really Matters for Response to Intervention* (Allyn & Bacon).

ADDITIONAL PRESENTER

Jeanne Tribuzzi- is the Director of English Language Arts, ESL and Foreign Language in the West Seneca Central School District in West Seneca, NY. She has served in a variety of roles in the West Seneca district for the past 19 years as a primary teacher, a middle school English teacher, the Director of Staff Development and she is currently the ELA/ESL & Foreign Language Director. She is helping to lead the curriculum mapping work in the district and has worked extensively with NY ELA standards. She works with teachers and schools across NY on curriculum and literacy and is working on her doctorate at the University of Buffalo. She presents at the National Curriculum Mapping Conference each summer and at regional conferences with Dr. Heidi Hayes-Jacobs several times each year. Jeanne lives in Orchard Park, NY with her family.

Center on English Learning & Achievement (CELA) - Since 1987, CELA has been conducting research dedicated to gaining knowledge to improve students' English and literacy achievement. The Center's research and development activities, conducted in schools across the United States, have found elements of curriculum, instruction, and assessment that are essential to developing high literacy and how schools can best help students achieve success.

WORKSHOPS

How to Make the RTI Model Work for You and Your Struggling Readers

Dr. Richard Allington
Grades K-4

The new RTI offers the hope that we can design and deliver the powerful reading instruction that many students need to read on grade level. However, for RTI to actually work will require that schools offer reading lessons for struggling readers that will double or triple their rate of reading growth. The good news is that we know a lot about what sort of lessons we will need to provide. The bad news, so far, is that too many schools have not incorporated what we know into the RTI model. In this workshop you will learn what the research says and just how your school might design assessment and instruction for RTI that works to accelerate the reading development of your struggling readers.

Summer Reading: Some Are Reading and Some Are Not! Closing the Motivation and Achievement Gap

Dr. Anne McGill-Franzen
Grades 3-6

Much of the achievement gap between high and low performers may be attributed to summer reading. Summer setback, a phenomena of forgetting important learning over the summer months, is familiar to many teachers, but especially teachers of struggling students. What is less well-known is that a lack of reading experience over the summer months can contribute to a cumulative achievement gap of up to 3 years by the time students reach 6th grade. This workshop session will present the increasingly persuasive research on the importance of out-of-school reading, especially during the summer, and describe evidence-based practices that engage students as readers. The sessions will identify what students want to read, based on my research and that of colleagues; suggest techniques such as guided noticing of features of interesting texts that may lead to academic learning beyond the reading of self-selected books; and describe ways to create spaces for student discussion, collaboration, and ultimately, engagement with texts.

Connecting With the Reluctant Reader

Michael Sullivan
Grades 5-8

Reading is too important a skill not to put in the hands of every child, but children are being left behind. What do reluctant readers look like, and how do we reach them? This workshop will emphasize our reluctant readers that are boys. We must recognize the things that make boys different if we are going to make them lifelong readers and library users. The more we pressure kids to read the deeper the problems seem to become, and the gap between the readers and the nonreaders is getting wider. Why? Find out how we lose readers, and how we can win them back. What are the consequences for kids who do not read, and what can we as educators can do to save them from lives as non-readers. Michael Sullivan will share practical, proven, and sometimes off-beat suggestions on how to turn the most reluctant readers into life-long readers.

A Framework for ELA and Literacy- Process and Product

Jeanne Tribuzzi
Grades K-8

Language arts curriculum and practice should be based on process expectations as much as on product or content expectations. In order for a school or district's literacy program to be effective, there must be a framework in place for expected processes and products as part of the curriculum.

This strand of workshops will focus on the steps to take to establish a framework based on best practice literacy instruction. Reading and writing workshop, as well as best practice vocabulary instruction will be presented to allow educators to work together to take their practice to the next levels. The work will be wrapped in NY's ELA performance indicators to establish a standards-based curriculum based on effective literacy practices.

Bring your laptops and a list of any classroom literature titles to work on some of the steps of creating a leveled classroom library.

Engaging High School Students in Learning Content: Strategies to Foster Critical Thinking and Learning

Johanna Shogan and Eija Rogle

Partnership for Literacy

Center on English Learning & Achievement (CELA)

Grades 9-12

Are you a high school teacher frustrated by your students' reluctance to really engage with and learn your subject matter? Do you suspect that weak literacy skills may be partly to blame? This workshop will introduce and use several strategies that engage students deeply with content and support them in ways that they want to and can read more critically – strategies that teach students how to think *and* how to do. Workshop leaders will use these same strategies so that participants will understand them, why they work, and how to put them to best use in *their* content area classrooms. Participants will come away with

- A set of strategies that work across content areas
- Deeper understanding of what it means to be literate in their own particular discipline
- Increased understanding of the role of discussion in supporting reading, writing, and higher-level thinking and comprehension
- Increased understanding of how reading informational text differs from reading literary works.
- Ideas for more effectively teaching vocabulary
- Templates and tools for their own use
- Opportunities to practice and plan
- Ideas for better balancing comprehension and coverage

Book Talks

Join us for level specific book talks and lunch. You may purchase a bagged lunch for \$10 (must order ahead of time)

July 14, 2009 – 12:00-1:00 – Elementary

July 15, 2009 – 12:00-1:00 – Middle School and High School

Book Signing: Dr. Richard Allington, Dr. Anne McGill-Frazen, Michael Sullivan, Jeanne Tribuzzi



Guilderland Central School District

12th Annual Summer Institute on Writing ***Theme: The Bridge That Connects All Writers***

Guilderland High School

August 4 & 5, 2009 - 8:00 a.m.-3:15 p.m.

August 6, 2009 – 8:00 a.m. – 1:30 p.m.

KEYNOTE SPEAKERS:

Tuesday, August 4, 2009: Leah Mermelstein taught both in Massachusetts and in New York City before becoming a staff developer at the Teachers College Reading and Writing Project at Columbia University. While at the project she mentored primary teachers in many schools, providing the demonstration teaching, coaching and study groups necessary to help those teachers establish joyful and rigorous Reading and Writing Workshops.

Now, Leah is a nationally recognized literacy consultant who specializes in primary reading and writing. She works with students, teachers, principals and other district leaders helping them to design thoughtful plans for the teaching of reading and writing. She is the coauthor of *Launching the Writing Workshop* (with Lucy Calkins) (Heinemann). She is also the author of *Reading/Writing Connections in the K-2 Classroom: Find the Clarity and Then Blur the Lines* (Allyn & Bacon) as well as *Don't Forget to Share: The Crucial Last Step in the Writing Workshop* (Heinemann). She is currently hard at work on a book about whole class/small group composing both inside and outside of the Writing Workshop.

Wednesday, August 5, 2009: Carl Anderson is currently an education consultant and writer. He recently worked for Teachers College Reading and Writing Project at Columbia University as a Lead Staff Developer, providing staff development in the teaching of writing for teachers grades K-8. He spent school days in New York City elementary and middle schools demonstrating effective teaching in the writing workshop and coaching teachers. He gave day-long workshops for teachers at Teachers College on launching the writing workshop, conferring with student writers, mini-lessons, and developing curriculum for the writing workshop.

As a national consultant, he works with schools, districts and educational organizations around the country. He is known for his keynote speeches and courses at writing institutes as well as for his presentations at national conferences. Anderson also taught for eight years in the Bronx, New York, Bardstown, Kentucky and Northbrook, Illinois in grades five to eight.

In his book, *How's It Going?*, he leads readers through the challenging but essential terrain of learning to confer with student writers. The book includes an in-depth discussion of the teacher's role in conferences, strategies for teaching students to take an active role, ways to weave literature, mini-lessons, classroom management strategies, and responses to the most frequently asked questions about conferring.

Thursday, August 6, 2009: Isoke Nia taught many years in New York City's independent and public schools. She is the former Director of Research and Staff Development, Reading & Writing Project, Teachers College. Currently she is the founding director of All Write Literacy Consultants in Brooklyn New York which she founded in 2001. She is known for her dynamic keynote speeches and engaging workshops. She has presented on poetry, reading and the African-American child, lifting the barriers to loving the language, and literature in the writing workshop.

Thursday, August 6, 2009 PM: Kelly Gallagher is a full-time English teacher at Magnolia High School in Anaheim, California, where he has taught twenty-one years and a former co-director of the South Basin Writing Project. He is the author of *Reading Reasons: Motivational Mini-Lessons for the Middle and High School*, *Deeper Reading: Comprehending Challenging Texts*, and *Teaching Adolescent Writers*.

OTHER PRESENTERS:

Capital District Writing Project (CDWP) is an official site of the National Writing Project (NWP), a network of 189 sites in all 50 states as well as in Washington D.C., Puerto Rico, and the Virgin Islands. NWP, founded in 1975, is dedicated to the improvement of teaching and learning in schools and founded on the principle that teachers sharing knowledge, expertise, and leadership are crucial to ongoing efforts to improve education at all levels.

WORKSHOPS:

Beginning Level for Writing Workshop

Presenter: Leah Mermelstein

Grades K-2 Novice

This overview of the Primary (K-2) Writing Workshop will actively engage participants in the following topics: the fundamentals of the writing process, the nuts and bolts of structuring and managing the workshop, planning and teaching effective mini-lessons, conferring with students during the workshop, assessment and record-keeping and using children's literature as mentor texts.

Cracking the Code of Non-fiction Writing

Presenter: Isoke Nia

Grades K-2 Advanced

Historically non fiction reading and writing were introduced to students when they were given a social studies or science textbook, around third grade. Not only were these books difficult but they lacked the joy of the genre. This notion of withholding rich informative text has been replaced by exposing even our youngest readers and writers to a wide range of genre and structure. Primary students need to be immersed in rich non narrative non-fiction texts and then given the tools and the time to produce non-fiction texts of their own. She will bring the world of literary non-fiction to teachers in this advanced primary section during the Summer Institute.

Conferring with Student Writers Grades 3-5

Presenter: Carl Anderson

Grades 3-5

In this practical workshop, Carl Anderson will show you how to have effective writing conferences with your student writers. He'll discuss the teacher's role in a writing conference, how you can link assessment and conferring, how you can develop a repertoire of conferences you can use immediately when school opens again in the fall, and how you can manage individual writing conferences in a classroom full of active writers. In this workshop, he will draw from his Heinemann books, *How's It Going? A Practical Guide to Conferring with Student Writers* and *Assessing Writers*, and his new Heinemann handbook series, *Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward Grades 3-5*. As part of the workshop, he will show you videos of successful conferences with diverse students.

***Non-fiction Writing:
Persuasive and Literary Essay, Authentic Research and the Skills that Go with This***

Presenter: Kelly Gallagher
Grades 6-8

This workshop will be a hands-on inquiry into the study of non-fiction in the Upper Grade (6 - 8) Writing Workshop. Genre explored will be -- Essay, in its many varied forms-- editorial, commentary, literary -- the types of writing most required of upper grade students. Teachers will actively participate in an investigation of the above genres as they appear in the world and begin to rethink the teaching of these significant genres in their classrooms. During this study we will select texts and carefully chose texts appropriate for various grade levels and abilities. Through this identifying and defining teachers will examine their own beliefs about genre.

Writing to Learn and Learning to Write Across the Content Area

Presenter: Capital District Writing Project (CDWP)
Grades 9-12

State and national standardized tests that rely on writing indicate that very few students achieve at high levels of mastery or are able to produce sophisticated prose. Many departments and districts are dealing with evidence that students do not do well on tests that measure the ability to recognize assumptions, evaluate arguments, sustain an effective argument or analysis in writing, or produce texts reflecting deep understanding of the complexities of subject area content. In addition, all indications are that the kinds of work our current students will be asked to do in their lifetimes and the kinds of thinking and learning required by that work --the 21st Century Skills-- will demand proficiency in these very same areas that are of concern now.

In this workshop, accomplished CDWP teachers will demonstrate effective classroom strategies, based on their own inquiry into their teaching, for engaging students more deeply in writing and learning. Workshop participants will have opportunities to apply these ideas to their own teaching and content areas and to develop strategies for ongoing inquiry into their students' learning. They will also have an opportunity to hear a brief overview of current research and theory around the issues of writing and learning.

Book Talks

Join us for level specific book talks and lunch. You may purchase a bagged lunch for \$10 (must order ahead of time)

August 4, 2009 – 12:00-1:00 – Elementary

August 5, 2009 – 12:00-1:00 – Middle School and High School

Book Signing: Leah Mermelstein, Kelly Gallagher and Carl Anderson

Costs:

- Reading Institute - \$325.00 all three days.
- Writing Institute - \$325.00 all three days.
- Fees include A.M. refreshments, lunch on your own unless you purchase a bag lunch for the book talks.
- Special cost if you attend both the Reading and Writing Institutes - \$600.00

Registration deadline: June 6, 2008 (Register early, space is limited!)

Registration: Beginning February 1, 2009, you can register online for the institutes. Please follow this link <http://www.bocesinstructionalresources.org/IRS/registration.htm> and click on the WebReg link.

Updated information can be found on <http://www.bocesinstructionalresources.org/>.