

ENGAGING GRAMMAR: TEACHING GRAMMAR USING VISUALS, MANIPULATIVES, AND PATTERNS

Grades 4-10



December 1, 2008 • Edison, NJ

Does grammar instruction have to elicit moans and groans from students and teachers alike? Only when it's taught the old-fashioned way: as a series of rules to follow and errors to "fix" that have little or no connection to practical application or real-world writing.

Teacher, researcher, consultant, and author Amy Benjamin will introduce you to a new paradigm for integrating grammar instruction into the heart of the writing process. Amy, author of *Engaging Grammar: Practical Advice for Real Classrooms* (NCTE, 2007), will demonstrate, explain, and involve you in brain-based classroom activities that will improve student performance in all aspects of language.



Specific topics to include:

- A variety of ways to recognize a complete sentence
- Expanding and elaborating on a basic sentence
- Understanding punctuation and clause boundaries
- Addressing common usage errors
- "Translating" English from informal to formal register

Amy Benjamin is a nationally recognized expert in integrated, engaging grammar instruction that breaks through the old-fashioned and ineffective "drill and workbook" method. Amy has been a consultant for the National Council of Teachers of English, the College Board, Scholastic Magazines and major educational publishers, including Holt MacDougal. She is president of the Assembly for the Teaching of English Grammar, and NCTE affiliate.

As a result of her contributions to *Grammar Alive!*, NCTE's groundbreaking guide for teachers, Amy was asked to write *Engaging Grammar: Practical Advice for Real Classrooms*. This book, NCTE's newest offering on modern grammar instruction, has been enormously successful in changing the paradigm of how grammar is taught.



About the Presenter

SPECIAL RATE FOR AMY BENJAMIN'S WORKSHOP:
\$100 per person for any teacher who can register 5 weeks before the workshop date

AMY BENJAMIN



READING CLUBS IN K-3 CLASSROOMS: TEACH CHILDREN TO READ WITH POWER, THINK WITH DEPTH, AND TALK WITH PASSION ABOUT BOOKS *Grades K-3*

December 8, 2008: Edison, NJ

On this day, Kathy Collins will share a new vision of nonfiction and character study reading clubs that has been developed and nurtured within the Teachers College Reading and Writing Project community of teachers and implemented in classrooms around the country.

Kathy will share many ideas for mini-lessons and examples of reading conferences to support students as they hone their reading and discussion skills in ways that improve their reading comprehension. Suggestions for launching and fostering reading partnerships that support the development of reading skills and that are characterized by student investment and enthusiasm will also be presented. Additionally, teachers will learn specific strategies for differentiating instruction to support struggling and reluctant readers within cycles of reading clubs.



“Kathy provides you with the companionship, practical help, and the inspiration you need in order to incorporate reading clubs into your teaching. She will help you see that you need not make a choice between teaching for skills and teaching for engagement as your students both learn to read and learn to love reading.”

Lucy Calkins



Kathy Collins presents at conferences and works in schools across the country to support teachers in developing high-quality, effective literacy instruction in the primary grades. She is the author of *Reading for Real: Teach Children to Read With Power, Intention, and Joy in K-3 Classrooms* (Stenhouse, 2008) and *Growing Readers: Units of Study in Primary Classrooms* (Stenhouse, 2002). She is the co-author with Lucy Calkins of *Resources for Upper Grade Writing*, part of the Units of Study for Upper Grade Writing series (Heinemann, 2006). Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first grade teacher in Brooklyn, New York. She looks forward to returning to the classroom in the near future. Kathy and her family live in New Hampshire where she plays outside as much as possible with her husband and two young children.

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About the Presenter

READING TO WRITE: WRITING TO THINK

Grades 5-10



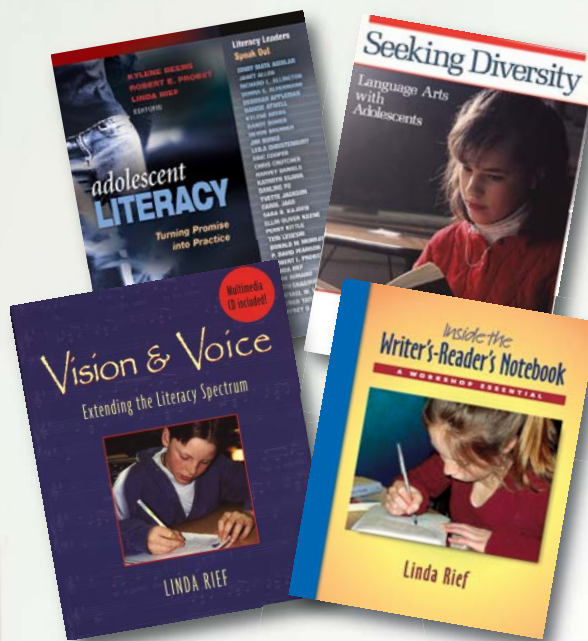
May 18, 2009: Edison, NJ

When we ask students to not only talk about their reading, but to write about it, we teach them how to engage in reading in the deepest, most meaningful ways. This session will examine various ways of reading, talking, and writing which incorporate reading independently, in small groups or whole class. We will explore one classroom in depth focusing on implementing Reader-Writer notebooks, interactive writing with the whole class, and using "Write-Arounds" for research and investigation studies.

Linda Rief teaches 8th grade at Oyster River Middle School in Durham, NH and is an instructor in the University of New Hampshire's Summer Literacy Institute. She is a national and international presenter on issues of adolescent literacy.

She is the author of *100 Quickwrites* (Scholastic 2003), *Inside the Writer's-Reader's Notebook* (2007), *Seeking Diversity: Language Arts with Adolescents* (1992), and *Vision and Voice: Extending the Literacy Spectrum* (1999), published by Heinemann. She is a co-author of *Visual Tools for Differentiating Reading and Writing Instruction* (Scholastic, 2008). She is a co-editor (Beers, Probst, and Rief) of *Adolescent Literacy: Turning Promise into Practice* (Heinemann 2007) and for five years co-edited with Maureen Barbieri *Voices from the Middle*, a journal for middle school teachers published by the National Council of Teachers of English.

In 2000 she was the recipient of NCTE's Edwin A. Hoey Award for Outstanding Middle School Educator in the English Language Arts. Her classroom was featured in the series *Making Meaning in Literature* produced by Maryland Public Television for Annenberg/CPB. Additionally, Linda is a consultant for College Board and an author for the Holt Elements of Literature 2009 series.



LINDA RIEF

"With the generosity, thoughtfulness, and practicality we have come to appreciate from this extraordinary classroom teacher, Linda gives us the structures and models we need to invite every student we teach to think and act as a reader, writer, and artist."

Nancie Atwell

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About the Presenter

DEEPENING THE CRAFT OF THE PERSONAL NARRATIVE AND SMALL MOMENT STORY



Grades K-2 December 2, 2008: Saddle Brook, NJ

Many of us have become experts at the teaching of “Personal Narrative” and the “Small Moment,” yet we somehow feel that our kids could do more with their pieces. Katherine Bomer will help us teach our students to write even a three page small moment narrative with depth and beauty, using some of the techniques she uses to teach the somewhat more sophisticated genre of Memoir.

Even the youngest child can reflect on an important moment from her life, and write and revise to allow for more clarity, poetic language and imagery, or humor that will make these pieces shine.

Participants will have the opportunity to read short excerpts from a number of published memoirs, for adults and children, and will experience several short, comfortable writing experiences that could lead to their own memoirs or could be used for demonstration teaching in their classrooms.

KATHERINE BOMER



Katherine Bomer has taught primary and intermediate grades in New York City, Bloomington, Indiana, and most recently, in Austin, Texas. Her classrooms have been featured in video productions by public television stations, Annenberg/CPB, and the New Standards Project. She worked as a professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, from 1989 to 1994, and she continues to consult for that community as a keynote speaker, and a teacher of advanced courses in reading and writing genres and topics.

Katherine is the author of *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests* and *For a Better World: Reading and Writing for Social Action*, with Randy Bomer (both Heinemann books). She is writing her third book that will teach us how to notice and name the art and craft of all students’ writing, even the most spare and struggling. Currently, Katherine consults across the country and abroad, presenting workshops in school districts as well as demonstrating and coaching inside K-8 classrooms about ways of teaching reading and writing. Schools also invite her to coach them in creating visions for year-long curriculum in reading and writing and help them form teacher and administrator study groups to continue their learning.

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About the Presenter



DEEPENING AND GROWING THE PERSONAL NARRATIVE WITH MEMOIR WRITING



Grades 3-8 December 3, 2008: Saddle Brook, NJ

While many of us are experts at teaching students how to write a “Personal Narrative,” we may be stumped at how that kind of writing is similar to or different from the “Memoir.” Katherine will provide us with definitions of each and show us how to take the narrative structure to a new level of depth and sophistication. The narrative form might be thought of as simply a story, with a beginning, middle and end, where something happens to the character (in this case, the writer) that affects or changes the character.

Memoir, on the other hand, is a genre that can include narrative, but may often be energized by the creative uses of time, tense, person, and character. The memoir also includes a self-reflective quality not usually found in strict narratives.

Participants will have the opportunity to read short excerpts from a number of published memoirs, for adults and children, and will experience several short writing experiences that could lead to their own memoirs or could be used for demonstration teaching in their classrooms. Additionally, teachers will learn how writing good memoir vignettes can help increase writing performance on state tests.



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About the Presenter

KATHERINE BOMER





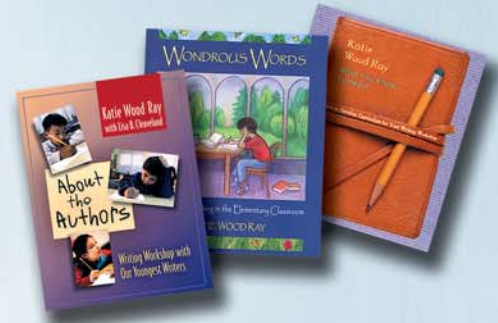
WRITING WITH VOICE IN K-2 WRITING WORKSHOPS

Grades K-2

February 3, 2009: Edison, NJ

Voice is almost universally accepted as one of the qualities of good writing. But what is voice, exactly? Teachers of writing need to understand lots about the quality of voice in writing if they are to teach it well. In this one day workshop (designed for advanced teachers who already have writing workshops up and going in their classrooms), Katie will work with participants to deepen their understandings about voice as a quality of good writing, and also explore ways to help students write with voice as they compose their own texts. Using a variety of picture books as anchor texts, Katie will help teachers think about issues such as:

- Are certain genres of writing more voice driven than others?
- How do teachers help children recognize voice when they encounter it as readers?
- What are the tools (punctuation, word choice, sentence structure, etc.) writers use to create voice, and how do we help students use these tools in their own writing?
- How might teachers help children with voice in the teaching context of writing conferences?
- What does the quality of voice look like in the writing of very young children?



Dr. Katie Ray is a frequent speaker at conferences and summer institutes around the country. With a particular focus on the study of writing craft, she leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University.

Katie is also the author or co-author of five books on the teaching of writing: *Spelling in Use: Looking Closely at Spelling in the Whole Language Classrooms* (1996, NCTE); *Wondrous Words: Writers and Writing in the Elementary Classroom* (1999, NCTE); *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)* (2001, NCTE); *What We Know By Heart: How to Develop Curriculum for Your Writing Workshop* (2002, Heinemann); and *About the Authors: Writing Workshop with Our Youngest Writers* (2004, Heinemann).

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About the Presenter





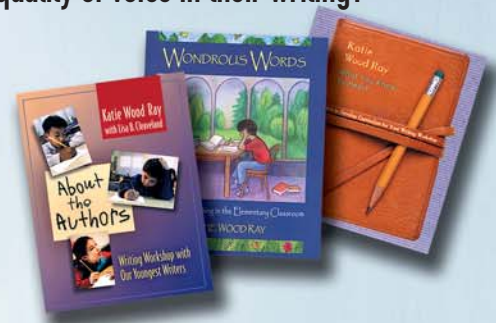
WRITING WITH VOICE IN 3-8 WRITING WORKSHOPS

Grades 3-8

February 4, 2009: Edison, NJ

Voice is almost universally accepted as one of the qualities of good writing. But what is voice, exactly? Teachers of writing need to understand lots about the quality of voice in writing if they are to teach it well. In this one day workshop (designed for advanced teachers who already have writing workshops up and going in their classrooms), Katie will work with participants to deepen their understandings about voice as a quality of good writing, and also explore ways to help students write with voice as they compose their own texts. Using a variety of feature articles, reviews, columns, essays, picture books, etc. as anchor texts, Katie will help teachers think about issues such as:

- Are certain genres of writing more voice driven than others?
- How do teachers help students recognize voice when they encounter it as readers?
- What are the tools (punctuation, word choice, sentence structure, etc.) writers use to create voice, and how do we help students use these tools in their own writing?
- How might teachers help children with voice in the teaching context of writing conferences?
- For assessment purposes, how do teachers help students become reflective about the quality of voice in their writing?



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About the Presenter





DEFENSIBLE DIFFERENTIATION: WHAT WOULD IT TAKE TO GET IT RIGHT

Grades K-8

January 22, 2009: Edison, NJ

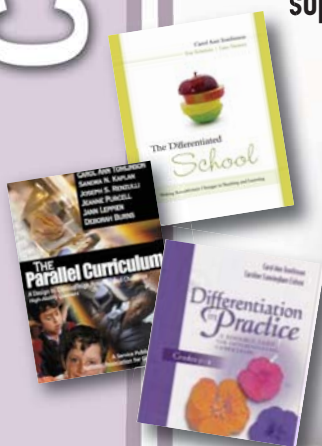
There's a great deal of interest in "differentiated instruction," but there's no magic in the word. What makes a positive difference for students in classrooms is high quality teaching. Differentiation that reflects best teaching practice is where the promise for student success lies. In this session, we'll examine teacher lesson plans, video clips, and classroom scenarios to analyze what high quality differentiation looks like in action.

Workshop Participants Will:

- Understand the non-negotiable of differentiation
- Analyze examples of classroom practice for fidelity to the principles of differentiation
- Learn to apply essential principles of differentiation to their own planning and practice
- Learn strategies and techniques to use with different student subgroups and learner profiles
- Examine tried and true strategies for differentiation and find out how low-prep strategies can be taken to the next level of sophistication

Carol Ann Tomlinson has been a faculty member at the University of Virginia's Curry School of Education, where she is currently Professor and Chair of Educational Leadership, Foundations and Policy. Also at U.Va., she is Co-Director of the University's Institutes on Academic Diversity. Special interests throughout her career have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials. For ASCD, she has authored *How to Differentiate Instruction in Mixed Ability Classrooms*, *The Differentiated Classroom: Responding to the Needs of All Learners*, *Leadership for Differentiated Schools and Classrooms*, the facilitator's guide for the video staff development sets called *Differentiating Instruction*, and *At Work in the Differentiated Classroom*, as well as a professional inquiry kit on differentiation. Most recently, she co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* and with Kay Brimijoin and Lane Narvaez co-authored *The Differentiated School: Making Revolutionary Change or Teaching and Learning*. For Corwin Press, she is co-author of *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners*. Carol's books on differentiation have been translated into eleven languages. She works throughout the U.S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.



About the Presenter