

- Principals
- Classroom Teachers
- Early Childhood Teachers
- Para-Professionals
- Bilingual Teachers
- Reading Specialists
- Teacher Trainers
- Migrant Education Teachers
- Supervisors

**Presentations**  
**Demonstrations**  
**Participation**  
**Reflection**

Each day a GENERAL SESSION will set the theoretical theme. IN-DEPTH STRANDS will take the theory into grade appropriate classroom practice and SPECIALIZED SKILLS WORKSHOPS will refine teaching techniques.

**GENERAL SCHEDULE**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.15 - 9.30	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants	Daily general sessions K-8 For all participants
	BREAK	BREAK	BREAK	BREAK	BREAK
9.45 - 11.45	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions	In depth strand classes K-1 2-3 4-5 6-8 Participants remain with the same consultant for all five sessions
	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	LUNCH (ON YOUR OWN)	CLOSURE 12.00 - 1.00
1.00 - 2.30	Workshop #1 Participant's choice	Workshop #1 Participant's choice	Afternoon Free time	Workshop #1 Participant's choice	
	BREAK	BREAK		BREAK	
2.45 - 4.15	Workshop #2 Participant's choice	Workshop #2 Participant's choice		Workshop #2 Participant's choice	

**8 - 12 August 2005**

**Cascade Middle School**  
**13900 NE 18th Street,**  
**Vancouver ESD 112**  
**Evergreen, WA 98684**

**15 - 19 August 2005**

**Salish Ponds School**  
**1210 NE 201st Avenue**  
**Reynolds School District**  
**Fairview, OR 97024**

**Registration:**

**\$485:00 per person**  
**\$465:00 per person for three or more**  
**registrations from the same school**

For further information  
 visit our website at  
[www.literacy.co.nz](http://www.literacy.co.nz)



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**The Leanna Trail  
 Teaching and  
 Learning Institute**  
**Reading  
 and Writing  
 Connections**

## The Leanna Trill



# Reading and Writing Connections Institute

## Featuring Leanna Trill and a team of New Zealand teachers.

For ten years the Leanna Trill Institutes have been blazing literacy trails across the United States. Thousands of teachers have experienced this unique educational and cultural exchange and emerge feeling confirmed, informed and highly motivated. They return to their schools with enhanced vision, confidence and the ability to improve the quality of teaching and learning for all children.

Leanna Trill is a highly experienced teacher and administrator. During her 28 years in education, she has trained as a Reading Recovery teacher and served as both a special education and regular classroom teacher, assistant principal, principal, advisor to junior classes and as an inspector of schools within the New Zealand Department of Education.

She has developed a research based model of professional development “*Trails to Literacy*,” which has a record of success in school-wide reform and accelerating achievement in literacy.

	GENERAL SESSIONS	IN-DEPTH STRANDS	SPECIALIZED SKILLS WORKSHOPS
	<p><b>Setting the Theoretical Theme for the Day</b> Leanna Trill <i>1 hour - for all participants</i></p> <p>8.15 - 9.30 a.m. Daily</p>	<p><b>Grade Appropriate Classroom Strategies</b> NZ Consultant Team <i>Participants remain with same class for all five sessions</i></p> <p>9.45 - 11.45 a.m. Daily</p>	<p><b>Refining Teaching Techniques</b> NZ Consultant Team <i>Participant's choice of two 1 1/2 hour workshops</i></p> <p>1.00 - 2.30 p.m. &amp; 2.45 - 4.15 p.m. Monday - Tuesday - Thursday</p>
<b>MONDAY</b>	<p><b>Reading &amp; Writing Connections – a school-wide approach:</b></p> <ul style="list-style-type: none"> <li>• Framework - Philosophy - Beliefs</li> <li>• Research - Conditions for learning</li> <li>• Research - Differences between spoken and written language</li> <li>• Comprehension - Key considerations</li> </ul>	<p><b>Establishing the reading &amp; writing classroom:</b></p> <ul style="list-style-type: none"> <li>• Ideas for building classroom culture</li> <li>• Techniques for knowing the learners: - spoken language, attitudes, literacy knowledge - skills - experiences</li> <li>• Organizing for differentiated instruction</li> </ul>	<p><b>Designed for K-2 teachers</b></p> <ul style="list-style-type: none"> <li>• Shared Reading - Writing using narrative and expository texts</li> <li>• Guided Reading - Writing using narrative and expository texts</li> <li>• Using AlphaPlus to develop alphabet, phonics and phonemic awareness and knowledge</li> <li>• Poetry, rhyme and song in the classroom</li> <li>• Publishing ideas for emerging writers</li> </ul>
<b>TUESDAY</b>	<p><b>Reading &amp; Writing Across the Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Integrating the modes language - Oral, Written, Visual language</li> <li>• Inquiry - research process</li> <li>• Genre based curriculum cycle</li> <li>• Structures, forms &amp; features of text genres</li> <li>• Comprehension - summarizing strategies for different text forms</li> <li>• Schoolwide considerations</li> </ul>	<p><b>The Integrated Curriculum:</b> Contextualizing instruction - Sample process</p> <ul style="list-style-type: none"> <li>• Using a unit or text to demonstrate the genre based curriculum cycle - motivation, demonstration, collaboration, application, presentation and feedback</li> <li>• Reading &amp; writing research skills</li> <li>• Examples of graphic-organizers to collate information</li> </ul>	<p><b>Designed for G3-5 teachers and G6-8 teachers</b></p> <ul style="list-style-type: none"> <li>• Shared &amp; guided reading using narrative and expository texts - questioning - comprehension</li> <li>• Shared &amp; guided writing - narrative and expository forms - planning, draft - revision, final</li> <li>• Ideas for selecting and ‘unpacking’ texts for readers with varying instructional needs</li> <li>• Comprehension strategies - summarizing, responding to texts, and publishing ideas</li> <li>• Coaching reluctant readers &amp; writers</li> <li>• Monitoring reading, writing &amp; spelling development</li> <li>• Flexible grouping - reciprocal teaching</li> </ul>
<b>WEDNESDAY</b>	<p><b>Reading &amp; Writing Connections - Key teaching approaches:</b></p> <ul style="list-style-type: none"> <li>• The reading and writing processes</li> <li>• Defining: - Shared, Guided &amp; Independent reading and writing approaches for narrative and expository text forms</li> <li>• Comprehension - questioning strategies before, during &amp; after reading</li> <li>• Schoolwide considerations</li> </ul>	<p><b>Key Teaching Approaches - Intentional and focused instruction for diverse needs:</b></p> <ul style="list-style-type: none"> <li>• Using narrative and expository texts and the reading and writing processes for: <ul style="list-style-type: none"> <li>- Shared reading &amp; writing</li> <li>- Guided reading &amp; writing</li> </ul> </li> <li>• Selecting texts - planning considerations</li> <li>• Comprehension strategies</li> </ul>	
<b>THURSDAY</b>	<p><b>Organization and Management - Building schoolwide consistency:</b></p> <ul style="list-style-type: none"> <li>• Curriculum planning - yearlong</li> <li>• Unit planning model - embedded standards and assessments</li> <li>• Physical environments - materials</li> <li>• Social environments - expectations</li> <li>• Intellectual environments - assessments</li> <li>• Balancing consensus and autonomy</li> </ul>	<p><b>What to Do With the Others - Classroom management:</b></p> <ul style="list-style-type: none"> <li>• Reading and writing activities for independent small group and individualized practice</li> <li>• Learning centers - general and specific</li> <li>• Responses to texts - ideas that work</li> <li>• Helping children manage independent activities</li> </ul>	<p><b>Appropriate for all participants</b></p> <ul style="list-style-type: none"> <li>• ‘Art to Dye For’ - Art techniques that work in all classrooms</li> <li>• Visual language - newspaper ideas and more</li> <li>• Analyzing and using running records of text reading</li> <li>• Homework ideas</li> </ul>
<b>FRIDAY</b>	<p><b>Assessment and Evaluation - Schoolwide considerations:</b></p> <ul style="list-style-type: none"> <li>• The assessment and evaluation processes</li> <li>• Strategies for monitoring reading and writing instruction, progress and achievement across the school</li> </ul>	<p><b>Assessment shaping instruction:</b></p> <ul style="list-style-type: none"> <li>• Strategies for monitoring learning progress</li> <li>• Record keeping procedures - reading, writing, comprehension, fluency</li> <li>• Scheduling assessments</li> <li>• Self assessment ideas</li> <li>• Keeping student profiles</li> </ul>	