

- Superintendents Offices
- Directors of E.S.D's
- Directors of E.S.C's
- Directors of Curriculum & Instruction
- Title 1 Supervisors
- Professional Development Co-ordinators
- Principals
- Classroom Teachers
- ESL Teachers
- Reading Specialists
- Teacher Trainers

**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.

**SIX WEEKS ONLY**  
 July - August Annually


**WHO CAN SPONSOR AN INSTITUTE?**  
 E.S.D's, E.S.C's, School Districts,  
 School Districts combined.

Literacy Learning will provide Institute sponsors with:

- An institute info-pack
- An administration timetable
- A registration form master copy on disc
- A comprehensive institute handout master copy ready for printing

For further information  
 Contact: Leanna Traill  
 email: [leanna@literacy.co.nz](mailto:leanna@literacy.co.nz)  
 or [maureen@literacy.co.nz](mailto:maureen@literacy.co.nz)

**Check your calendar now  
 and book for next year**  
 Bookings close end of February.



**LITERACY LEARNING (NZ) LTD**  
 PO Box 11-430  
 Ellerslie, Auckland  
 New Zealand  
 Ph (64 9) 525 6868  
 Fax (64 9) 525 2926  
 Website [www.literacy.co.nz](http://www.literacy.co.nz)

**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)	<b>CLOSURE</b> 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	

The Leanna Trail  
**Writing and Spelling**  
 Teaching and Learning Institute

**K-5 or K-6 or K-8**

## The Leanna Trill



# Writing and Spelling

Teaching and Learning Institute

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

For eight 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 school-wide project, "Trails to Literacy," which has a record of success in school-wide reform and accelerates 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>
MONDAY	<p><b>Writing and Spelling Systems - A School-wide Policy:</b></p> <ul style="list-style-type: none"> <li>Philosophy - beliefs</li> <li>Theory - writing and spelling language acquisition</li> <li>Critical considerations for improving instruction and achievement in writing, spelling and comprehension - school-wide</li> </ul>	<p><b>Establishing writing and spelling classrooms:</b></p> <ul style="list-style-type: none"> <li>Conditions for learning - setting expectations about writing and spelling in the classroom</li> <li>Knowing the students - strategies for surveying strengths in writing and spelling</li> <li>Setting up the writing and spelling environment</li> </ul>	<p><b>Designed for K-2 teachers:</b></p> <ul style="list-style-type: none"> <li>Shared and guided writing</li> <li>Writing materials for the very young</li> <li>Alphabet, phonics and spelling activities for the very young</li> <li>Enhancing phonemic awareness</li> <li>Monitoring writing and spelling:                             <ul style="list-style-type: none"> <li>Stages of development</li> <li>Analysis of samples of writing</li> <li>Assessment - literacy benchmarks</li> </ul> </li> <li>Publishing ideas for emerging writers.</li> <li>Coaching reluctant writers</li> </ul> <p><b>Designed for G3-5 and G6-8 teachers</b></p> <ul style="list-style-type: none"> <li>Shared and guided writing across the curriculum</li> <li>Reading to write - identifying the 'traits' in published texts</li> <li>Ideas for spelling - achieving competency - activity extensions</li> <li>Monitoring writing and spelling:                             <ul style="list-style-type: none"> <li>Stages of development</li> <li>Analysis of samples of writing</li> <li>Assessment - literacy benchmarks</li> </ul> </li> <li>Comprehension - responding to texts</li> <li>Coaching reluctant writers</li> </ul> <p><b>Designed for Principals - School-wide reform</b></p> <ul style="list-style-type: none"> <li>Establishing cohesive systems for writing and spelling</li> <li>In-class observation with constructive feedback</li> <li>Instructional leadership Q &amp; A</li> </ul> <p><b>Appropriate for all participants:</b></p> <ul style="list-style-type: none"> <li>Planning units of work - focus on incorporating writing forms and assessments.</li> <li>Art to 'Dye' For - Art techniques using dyes.</li> <li>Poetry - reading and writing in the classroom</li> <li>Publishing and display ideas</li> <li>Planning a literacy block incorporating key writing approaches</li> <li>Homework ideas</li> </ul>
TUESDAY	<p><b>Writing Across the Curriculum:</b></p> <ul style="list-style-type: none"> <li>Modes of language - oral, written, visual</li> <li>Inquiry- based learning</li> <li>Features and processes of important writing genres</li> <li>Prompts for getting writers started in various writing genres</li> </ul>	<p><b>Reading to write and writing to read across the curriculum:</b></p> <ul style="list-style-type: none"> <li>Units of work - contexts for practicing forms of writing</li> <li>Ideas for introducing and teaching specific forms of writing</li> <li>Revision - proof-reading, editing, extending, feedback</li> <li>Responses to texts</li> </ul>	
WEDNESDAY	<p><b>Writing - Reading - Spelling -</b> The construction and comprehension of meaning:</p> <ul style="list-style-type: none"> <li>The writing process</li> <li>The reading process</li> <li>Spelling - stages of development</li> <li>Defining key teaching approaches - writing aloud, shared writing, guided writing, independent writing</li> </ul>	<p><b>Key writing and spelling approaches in action</b> - teaching and learning strategies and skills in context.</p> <ul style="list-style-type: none"> <li>Shared writing - Guided writing - Independent writing                             <ul style="list-style-type: none"> <li>The teacher's role</li> <li>The student's role</li> <li>Giving and receiving feedback</li> </ul> </li> </ul>	
THURSDAY	<p><b>Organizing and managing writing and spelling school-wide:</b></p> <p><b>Physical</b> - seating, materials, support tools, displays</p> <p><b>Social</b> - routines, grouping, pairing, teacher and student conversations,</p> <p><b>Intellectual</b> - planning, questioning, record keeping</p> <p><b>Emotional</b> - attitudes, confidence, feedback</p>	<p><b>Organizing writing and spelling in the classroom:</b></p> <ul style="list-style-type: none"> <li>Writing and spelling centers and activities</li> <li>Spelling word lists</li> <li>Resources, tools and materials</li> <li>Technology</li> <li>Publishing</li> <li>Routines</li> </ul>	
FRIDAY	<p><b>Assessment and Evaluation-setting school-wide expectations:</b></p> <ul style="list-style-type: none"> <li>Ideas for monitoring, assessment and evaluation of writing and spelling development and achievement - for individual children, the class, the school over all</li> </ul>	<p><b>Assessment shaping instruction:</b></p> <ul style="list-style-type: none"> <li>Monitoring procedures</li> <li>Self and peer appraisal strategies</li> <li>Analysis of writing samples using State and District documents</li> <li>Writing and spelling records</li> <li>Reporting to families</li> </ul>	