



## FOR FIRST-TIME PARTICIPANTS

For first-time participants, we offer a special course called *Taking a Closer Look at Workshop Teaching*. Participants will choose a reading strand or a writing strand, and study for half of the day in a large grade level cluster (K-2 or 3-8), and spend the other half of the day in grade level-specific breakout groups with some of the best teachers, literacy coaches, and school leaders in New Jersey.



**Patty McGee** is a staff developer with Gravity Goldberg, LLC and is the author of *Feedback that Moves Writers Forward* (Corwin 2017). She is currently writing a book on providing feedback to students in primary grades on their writing. Patty speaks around the nation about all things literacy. She is the 2002 recipient of the prestigious Milken Award for Excellence in Education. Patty will work with our first time participants in writing in Grades 3 to 8.



**Christine Hertz** is an educator, author, and consultant who believes in creating positive, cooperative, dynamic classrooms where students thrive and where all teachers are empowered to make a difference in their students' lives. She is the co-author of *Kids 1st from Day 1* (Heinemann 2018) and *A Mindset for Learning* (Heinemann 2015). Christine is passionate about keeping play and the social/emotional well-being at the heart of learning for children. She currently teaches in Worcester, Vermont.



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**Christopher Lehman** is the founding director of The Educators' Collaborative. The author of many books on literacy instruction in the upper elementary grades through high school including: *Falling in Love with Close Reading* and *Energize Research Reading and Writing*. Chris is an internationally renowned speaker and educational consultant.



**Dana Clark** literacy staff developer with Gravity Goldberg, LLC. A former teacher and literacy coach, she has led study groups for the Littgether Teacher Leader Project and the Paramus Coaching Course. You can follow her on Twitter @dana\_dclark or on her blog, <https://litlife.blog/>.





## FOR RETURNING PARTICIPANTS

For teachers who have attended summer institutes in the past, or have participated in Littgether Teacher Leader Project study group, or in ongoing staff development in Reading and Writing Workshop for at least two years, we offer the following courses of study. These courses are led by teachers and consultants who embed their teaching in real classroom practice.

Space is limited and spots will be filled on a first-come, first-served basis, so we ask you to sign up for 1<sup>st</sup> and 2<sup>nd</sup> choices for each session.



We hope these selections will be of great support to you in your practice!

### SESSION 1, 9:30-11:15



#### **Section A: Talking the Life into Our Teaching**

**Facilitator: Kathy Doyle**

**Intended Audience: Grades 3-8**

Sometimes, our students feel like school is being “done” to them. They’re told to be quiet, to figure out the answer in the teacher’s mind. They learn the single right answer for a test, and then forget it to make room in their busy brains for the next set of right answers. One of the single greatest ways to give our students control of their learning is to give them the chance to talk, to grow ideas with others, and take greater ownership for their learning. Come study with Kathy Doyle, whose classroom was used for decades as a learning hub for hundreds of teachers, as she explores how curiosity and inquiry can be supported through student talk, the teacher’s role in supporting this talk without taking it over, and lessons that you can take back and implement right away to rekindle this love of learning for you and your students in many Septembers to come!



**Section B: Powerful Teaching Moves to Support Our Most Fragile Readers**

**Facilitator: Jaime Weaver**

**Intended Audience: Grades K-3, Reading Specialists**

You sit with a small group of struggling readers. Two, four, six, eight eyes glance at text, then back up at you. Your eyes look back at theirs. How do you best support them? Join Paramus reading specialist Jaime Weaver in this special labsite-based study group in a hands-on exploration of guided reading, strategy lessons, and other small group structures and the various teaching skills that will move readers up a staircase of levels, and deeper and deeper within each.

**Section C: Life, the Universe, and Everything: Kindling Our Students' Inner Philosophers through Reading, Writing, and Thinking Out Loud**

**Facilitator: Matt Morone**

**Intended Audience: Grades 7-12**

It has often been said that children are born philosophers, constantly questioning the nature of the brave new world around them. This innate tendency, however, is stripped away as curious child is transformed into compliant student. Join Pascack Valley High School teacher Matthew Morone as he leads you on a journey that integrates the writings of great philosophical thinkers and the critical thinking of literacy classrooms to reigniting the joy of questioning, discovery, and wonder so often neglected within our students.



**Section D: Maximizing Mentoring**

**Facilitator: Dana Clark**

**Intended Audience: Grades 3-6**

When we help students develop their own metacognitive habits of mind, they can mine their own process, allowing them to name the “what” and the “how” of their learning. Then, across the year, we can invite these students to support both themselves and others within the workshop community of their peers. Join Gravity

Goldberg LLC staff developer Dana Clark in an exploration of how to give students the wings they need to soar with independence on this journey of turning our classrooms full of students into classrooms full of teachers, mentoring one another more than you ever might have imagined!



**Section E: Essays Are Not Formulas: Rethinking Teaching to Support Strong, Fluent, (Yes, Even Test Ready) Essay Writing**

**Facilitator: Christopher Lehman**

**Intended Audience: Grades 3-12**

Katherine Bomer reminds us that the word “essay” comes from a French verb, meaning, “to try.” Essays can be powerful teaching tools that grow, not just show, thinking. When we overemphasize structure, transition words, and test prep formulas in essay writing, the trying can be lost, as well as the meaning, the heart, and the joy. Join Christopher Lehman, author and founding director of The Educator Collaborative, in a study of how we can teach our students how to write essays that genuinely help them think through ideas of significance in their lives, while also preparing them for standardized testing and for newer and newer milestones in their lives as writers.

**Section F: Literacy Leadership, An EdCamp**

**Facilitator: Tom Marshall and Participants**

**Intended Audience: K-12 School and District Leaders, Literacy Coaches, Teacher Leaders**

Calling all leaders... you can have awesome teachers but without the support and structures in place from leaders authentic teaching and learning cannot happen. Come join the conversation about how you can be part of this EdCamp style learning group where you can share your own ideas and visions about literacy instruction.



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**SESSION 2, 1:45-3:30**

**Section G: Examining Voice as a Tool for Revision and Publication**

**Facilitator: Karen Caine**

**Intended Audience: Grades 4-8**

Voice matters, but rarely do we help students use their actual voices to lift the music of their language while drafting and revising. However, it’s so easy to lose students’ voices in this high-stakes world of grades, accountability, and increasing curricular demands. Join literacy consultant Karen Caine, as she helps you rediscover voice through storytelling, revision, and publication in writing workshop. Participants will examine ways to help children listen to each other’s voices and their own, deepening craft and strengthening tone. Teachers will gain clear, simple strategies to help students revise and share writing...with voice at the center.



**Section H: Informational Reading and Writing Academy**

**Facilitators: Christine Chiaramonte, Lorraine Madden, Matthew Morone**

**Intended Audience: Grades K-12**

When we teach kids to read and write nonfiction, we unlock the world to them! They are able to analyze this world, making sense of it, and talking back to it, each adding their own new ideas to it. This special course will teach you how to help students do just that--pose essential questions about the world, read multiple texts, think about them, grow new ideas, talk and write with others. Not only will they learn content, but add meaning to it. Expert teachers of literacy Christine Chiaramonte, Lorraine Madden, and Matt Morone will lead breakout sessions in Grades K-2, 3-6, and 7-12 respectively, teaching you how to support students as critical consumers of the informational text that surrounds them in print and in media.

**Section I: Reigniting Word Study: Jumpstarting JOYFUL Word Exploration**

**Facilitator: Pam Koutrakos**

**Intended Audience: Grades K-6**

Is word study getting you down? Are you interested in amplifying playfulness and student choice? Let's discuss building a more playful approach to word study. Come study with Gravity Goldberg LLC staff developer and author of *Word Study that Sticks*, Pam Koutrakos, and explore the structures and routines of an engaged word study classroom. Ideas for creative and inquiry-driven practices will be demonstrated. We *can* cultivate curiosity around words so students are excited by and invested in word exploration.

**Section J: Creating Classroom Ecosystems for Joyful Literacy Growth**

**Facilitator: Christine Hertz**

**Intended Audience: Grades K-5**

Schools and classrooms have their very own kinds of ecosystems. The predictable, linear structure of the workshop model allows what happens inside the workshop to be very nonlinear. It allows children and their teachers to create an ecosystem that fosters risk-taking and creativity and to go about the very messy business of learning. But what factors, exactly, make up these ecosystems and what can we do to make our classrooms hum with a sense of curiosity, drive, and

joy? Come study with Christine Hertz, co-author of several books on mindset theory, some of the research-based mindsets that can help you become the most impactful teacher you can be. You will see how to integrate play, empathy, growth mindset, belief systems and reflection into their





daily practice, and use these lenses to study how our physical classroom environments can impact learning and community, and how to leverage the powerful instructional strategies of self-talk and goal setting to teach students to cultivate your own positive, powerful mindsets.

**Section K: Creating Teaching Toolkits for Primary Literacy**

**Facilitator: Patty McGee**

**Intended Audience: Grades K-3**

Mentor texts. Student writing. Model texts. Checklists. These are a few of the many moving parts that support our teaching in a reading and writing workshop. If only we had one place to keep them all! Wait! We do! Join Patty McGee in this hands-on workshop where participants will gather their best resources that support teaching and learning in reading and writing, while creating others that will supplement your curriculum. Best of all, it will help you get a nice jump-start to your new year.

**Section L: Creating Curious Primary Explorers**

**Facilitator: Laurie Hemmerly**

**Intended Audience: Grades K-2**

Smokey Daniels tells us in *The Curious Classroom*, “We recognize that students are being *held back* if they are not supported to conduct their own short investigations from the earliest grades on up.” It’s so easy to become lost in all the demands of the classroom that we lose the work of finding joy in fostering curiosity. Join Paramus reading specialist and literacy coach Laurie Hemmerly as she leads you in an inquiry of, well, inquiry. You’ll find a new spark for your students (and for yourself!)





**INSTITUTE FACULTY AND STAFF:**  
*A Partial List*

**Karen Caine** is the author of *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise* (Heinemann 2008) and an upcoming book on student response groups in writing. Karen taught for over 15 years in the New York City Public Schools and at summer institutes at the Teachers College Reading & Writing Project, and currently consults in schools on the teaching of writing.

**Dana Clark** is a literacy staff developer with Gravity Goldberg, LLC. A former teacher and literacy coach, she has led study groups for the Littogether Teacher Leader Project and the Paramus Coaching Course. You can follow her on Twitter @dana\_dclark or on her blog, <https://litlife.blog/>.

**Tim Donohue** is the Director of Innovation, Curriculum, and Staff Development for the Paramus Public Schools. He has taught English at Paramus High School, and currently facilitates curriculum the staff development needs for hundreds of teachers in eight schools. He is a member of the Littogether Think Tank.

**Kathy Doyle** is a former 5<sup>th</sup> Grade teacher in the Tenafly Public Schools. She has appeared in many books on literacy instruction and is a frequent instructor at the Teachers College Reading & Writing Project. She is a member of the Littogether Think Tank, and has led the courses through the Littogether Teacher Leader Project and Paramus Coaching Course..

**Laurie Hemmerly** is a reading specialist and literacy coach in the Paramus Public Schools. She has taught Kindergarten and 1<sup>st</sup> Grade and has written literacy units for Grades K and 1. She is a member of the Littogether Think Tank, and can be found on Twitter @Lhemmerly.

**Christine Hertz** is a 3<sup>rd</sup> Grade teacher in Worcester, Vermont, and is co-author with Kristine Mrazet of *Kids First from Day One: A Teacher's Guide to Today's Classroom* (Heinemann 2018) and *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth* (Heinemann 2015). She has taught every grade between Pre-K and 4. You can follow her on Twitter at @christine\_hertz.

**Christopher Lehman** is an internationally renowned speaker in the field of reading and writing instruction, particularly in the upper elementary and middle and high school grades. A former staff developer at the Teachers College Reading and Writing Project and the founding director of The Educator Collaborative, he is co-author of *Pathways to the Common Core* (Heinemann 2012) and *Falling in Love with Close Reading* (Heinemann 2013) and the author of *A Quick Guide to Revoing Disengaged Writers, 5-8* (Heinemann 2011) and *Energize Research Reading and Writing* (Heinemann 2012). Follow him on Twitter @iChrisLehman.

**Margy Leininger, Ed.D.** is the Principal of Travell Elementary School in Ridgewood. A former literacy staff developer in Ridgewood, she has participated in study groups at Teachers College with Lucy Calkins, and is a member of the Littogether Think Tank. She has led study groups for the Littogether Teacher Leader Project. You can follow her on Twitter @mdleing.

**Patty McGee** is a staff developer with Gravity Goldberg, LLC, and the author of *Feedback that Moves Writers Forward* (Corwin 2017) and an upcoming book on giving primary writers feedback on their work. She regularly consults with teachers and principals in Grades K-12 on literacy instruction. She has presented nationally at NCTE and Learning Forward. A former classroom teacher and media





specialist, she is the 2002 recipient of the prestigious Milken Award for Excellence in Education. She can be found @pmgmgee.

Katie McGrath is a middle school instructional coach in the Paramus Public Schools. She taught middle school language arts for 12 years. Katie has written literacy curriculum for the middle school, and coaches in classrooms regularly. She can be found on Twitter @MrsKTMcGrath.

Lorraine Madden is a literacy coach in the Cranford Public Schools where she guides teachers across her district in their literacy instruction. She is active in NCTE, ILA and many other professional organizations. She recently led a study group called, "Using Illustration to Spark Our Youngest Writers" for the Litttogether Teacher Leader Project. You can follow her on Twitter @Sissy66Madden.

Tom Marshall is the Principal of Stony Lane Elementary School, leader of the New Jersey Literacy Leaders' Network, and a former staff developer and national consultant for the Teachers College Reading & Writing Project. His website, [www.litttogether.com](http://www.litttogether.com), is a resource on literacy instruction for teachers, coaches, and administrators. He is the recipient of CEL's 2017 Innovative Leadership Award through NCTE and the author of *Reclaiming the Principalsip: Instructional Leadership Strategies to Engage Your Community and Focus on Learning*. He is the director of our summer institutes, and you can find him on Twitter @tomlitttogether.

Matthew Morone is an English teacher at Pascack Valley High School in Hillsdale, New Jersey where he currently teaches Grades 9 and 10. Matt presently serves as Member-at-Large for the Conference on English Leadership (CEL) and has been published in their *English Leadership Quarterly*. In addition, Matthew's recent "Open Classroom" instructional model has been featured in *The Bergen Record* and *NCLE* publications, among others. He recently led the study group, "Creating Student-Centered Classrooms of Choice in Secondary Grades" for the Litttogether Teacher Leader Project, and is a member of the Litttogether Think Tank. You can follow him on Twitter at @MrMorone.

Courtney Rejent is an instructional coach in the Ramsey Public Schools, and is an active member of NCTE and CEL. Some of her work is featured in *Mindsets and Moves* by Gravity Goldberg, and she is a member of the Litttogether Think Tank.

Christina Rizzo is a literacy coach at the Hillsdale Public Schools. She has taught Grades 1 through 4 in various districts in Northern New Jersey and holds her Master's Degree from Teachers College with Lucy Calkins. She has participated in the Northern Valley Curriculum Center's Coaching Academy, and is a member of the Litttogether Think Tank. She is the assistant director of this institute, and you can follow her on Twitter at @cmrizzo.

Erin Solej has taught English in all middle school grades, and has been published in several parenting magazines and two editions of *Chicken Soup for the Soul*. Our institute's writer-in-residence, she writes full time.

Jaime Weaver is a reading specialist and literacy coach in the Paramus Public Schools. She has taught primary grades, and worked closely with Isoke Nia.



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