

Teachers College Reading & Writing Project

84th Saturday Reunion Schedule of Workshops

March 9, 2013



Cowin and Milbank Chapel are located at TC, on 120th St between Broadway and Amsterdam. To get to Riverside Church from Teachers College, walk west on 120th Street toward the church (you'll see the steeple), make a right onto Claremont, and walk a half block. The entrance will be on the left. To reach the Riverside Nave, go up the stairs one flight. (An elevator is also available.) Coffee and tea will be available before the keynotes in the Cloister Lounge at Riverside and in front of Cowin Center at TC.

Please note that large rooms, which can accommodate more people, are starred with asterisks.

Follow us on Twitter (@TCRWP) and use #TCRWP to join the conversation!

9:00am	Keynote Address	
3-8	The Richness of Creation	Katherine Paterson Nave* Riverside Church
K-2	Learning to Love to Read and to Write: Using Literature and Favorite Characters to Ignite Reading and Writing	Alyssa Satin Capucilli Cowin Center* 1 st floor, Horace Mann
3-8	The Silent Standard: Close Reading and Teaching with Heart	Kate Roberts Milbank Chapel* 1 st floor, Zankel Hall

10:00 – 10:50am Session I

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Open	Looking at Reading and Writing Workshop with the Lenses of Danielson, Marzano, and Marshall	Janet Steinberg
6-8	“College And Career Readiness” Is as Much Social-Emotional as It Is Academic: Building Literacy Across Texts and Across Life	Chris Lehman

6-8	Literary Analysis: Teaching Students to Write Critically About Literature	Audra Robb
4-8	Through Close Reading We Can Teach Text Evidence and Craft and Transfer These Skills to All Readers	Kate Roberts
4-8	Wikis And Wordle: Using Technology Tools to Lift the Level of Engagement and Talk in Book Clubs	Anna Gratz Cockerille
3-8	An Informal Conversation with the Award-Winning Author of <i>Bridge to Terabithia</i>	Katherine Paterson
3-8	A Fast-Paced, Intensive Overview of the TCRWP's Approach to Teaching 3–8 Reading (and Its Alignment to the CCSS)	Mary Ehrenworth
3-8	Teaching Student Writers to Be Meaning Makers and Meaning Communicators in Their Writing	Carl Anderson
3-8	Powerful Reading Conferencing: Content for Ambitious and Effective Reading Conferences (Even When You Don't Know the Text)	Jerry Maraia
3-8	Designing Centers in Social Studies that Support Literacy and Content Learning	Kathleen Tolan
3-6	Tackling One Aspect of Complex Texts: The Intersection of Vocabulary and Comprehension	Brooke Geller
2-6	Our State of the Art Work in Informational Writing	Lucy Calkins
3-5	Raising the Level of Whole Class Conversation as a Method for Raising the Level of Book Club Conversations	Jessica Stillman
3-5	Powerful Teaching Across the Day that Can Develop Elaboration in Talk and Writing	Katie Even
3-5	Data-Driven Instruction in Narrative Writing: Lenses for Looking at Student Writing to Tailor Minilessons, Conferences and Small Group Work	Grace Player
3-5	Helping Kids to Self-Assess and Move Along Trajectories of Writing Growth: Tools, Methods, and New Ideas to Set Goals in Writing	Alexandra Marron
3-5	Read Aloud Is Not Just for Stories! A Strong Read Aloud Can Support Strong Nonfiction Reading	Alexandra Roman
3-5	In Order for Students to Write Well, They Need Strong Models: Create Nonfiction Demonstration Texts that Make a Difference	Lindsay Reyes
3-5	Reaching All Writers: Teaching Struggling Writers and Writers with IEPs Takes Knowledge and Calibrated Instruction	Michael Ochs

3-5	It's All About Structure and Elaboration: Building Students' Writing Muscles by Writing Poetry	Tiffany Davis-Nealy
3-5	Designing a Word Study Program Focused on Spelling	Elizabeth Moore
Open	Looking at Reading and Writing Workshop with the Lenses of Danielson, Marzano, and Marshall	Janet Steinberg
1-2	Reading, Thinking, and Talking Across Texts Critical Thinking Isn't Just for High School: Teaching Primary Readers to Read, Think and Talk Across Texts	Rebecca Cronin
1-2	Rethinking Social Studies and Science: Developing Center Activities Powered with Literacy Instruction	Lauren Kolbeck
K-2	An Informal Conversation with the Award-Winning Author of <i>Biscuit</i>	Alyssa Satin Capucilli
K-2	Small Group Work to Support Readers Moving Up Text Levels	Amanda Hartman
K-2	You Expect Them to Make <i>How</i> Many Booklets? An In-Depth Look At What Slows Down Writing in Young Children	Natalie Louis
K-2	Teach Your Kids to Read... and Read... and Read: If You Teach to Support Stamina, You Set the Stage for Deeper Work	Brianna Friedman-Parlitsis
K-2	When You Think You're Done... You've Just Begun! Help Kids Develop the Habit of Sustained Independent Work in Writing	Lindsay Wilkes
K-2	You Need Not Feel Empty Handed When Confering with K-2 Readers: A Toolkit of Strategies and Resources	Elizabeth Dunford
K-2	Getting to Know the Writers in Your Room: Using Writing Folder Research to Assess, Plan, and Teach More Specifically	Lindsay Mann
K-2	Harness Opportunities to Grow Stronger Talk and Deeper Thinking—as Habits—in And Around The Reading Workshop	Kathy Collins
K-2	Guided Reading and Strategy Lessons: When We Lead Small Groups in a Variety of Ways, We Can Tailor Our Methods to Support Our Goals	Ellen Ellis
K-1	Big Ideas in Small Books: Introducing Fabulous New Books that Can Support Deep Thinking and Comprehension	Bianca Lavey
K-1	Word Study: Practical Ways to Assess and Teach Phonics and Reading, and to Help Kids Transfer This to Their Writing	Rachel Rothman
1	A Fabulous New Unit of Study—From Scenes to Series: Writing Fiction in First Grade	Christine Holley

K	“But how can I read, I don’t even know how to spell!” and Other Questions You’ll Never Have to Answer Again: Launching the Reading Workshop in Kindergarten	Monique Knight
Open	Looking at Reading and Writing Workshop with the Lenses of Danielson, Marzano, and Marshall	Janet Steinberg

11:00 – 11:50am Session II

Our keynote speaker **Alyssa Satin Capucilli** will sign books in the **Thorndike 7th Floor Library** (the TCRWP office) from 11:00am – 12:00pm. **Katherine Paterson** will sign books in the same location from 12:00-1:00pm. Please look for the gold balloons. Books by these authors will be available for purchase at the Book Sale in **109 Zankel**.

Book Sale: Children’s and professional books will be available for sale in **109 Zankel** from 11:00 am until the start of the Closing. Please look for the silver balloons.

Lunches will be available for purchase (cash or E-Z Pass voucher only) in satellite cafes across the campus. Feel free to eat in one of many designated "lunch rooms" across the campus Please see the back of this packet for more details, and look for the light blue balloons.



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Open	Walking Courageously Forward in Today’s Common Core World: Literacy Instruction, School Reform and Visions of Tomorrow (This is a keynote on the CCSS—some of you have heard Lucy deliver this already.)	Lucy Calkins
Open	Systems and Structures that Administrators and Literacy Leaders Can Put in Place to Create School-Wide Change: Learning Walks, Feedback, and Other Supports	Laurie Pessah
5-8	The Digital Classroom: Teachers Share Ways of Using Google Drive, Wikispaces, and iPads to Support Student Learning	Ryan Dunbar and Brian Sweeney
5-8	Research-Based Argument Essays: Building Digital Text Sets, Teaching Critical Research, and Developing Evidence-Based Argument Skills	Mary Ehrenworth
3-8	Test Prep for the New York ELA: Strategies for Multiple Choice, Short Response, and for Helping Students Hold on to What They Are Reading, Especially When the Texts Are Difficult	Kathleen Tolan
3-8	Common Core Aligned Performance Assessments Can Help Build Grade-Wide Consensus and Drive Data-Based Instruction	Audra Robb
3-8	Paired Passages Are Not Just for Test Prep: Make Comparing, Contrasting, Analyzing, and Interpreting Across Texts a Part of Your Classroom Culture	Kelly Boland Hohne

3-8	Assessing What Students Know About Elaboration, and Teaching Them to Elaborate Better	Carl Anderson
3-8	Luring Kids Up Levels So They Tackle More Complex Nonfiction Texts	Alexandra Marron
3-6	We Need to Make the Deep Work of Reading Visible: Using Jottings and Reader's Notebooks to Determine What to Teach	Christy Curran
5	The Lens of History: Research Reports – a New Unit of Study	Emily Smith
3-5	Strategies to Keep Writer's Notebooks Strong Throughout the Year	Grace Chough
3-5	Well-Written Books Can Become Co-Teachers in a Writing Workshop: Crafting Common Core-Aligned Teaching Points from Mentor Texts	Michael Ochs
3-5	Nonfiction Reading Is Much More Than Text Features: Using Drama, Role Play, and Other Scaffolds to Engage Readers	Alexandra Roman
3-5	Using Book Clubs to Support Differentiated Reading and Talk Skills: Practical Advice	Jenny Bender
3-5	Classroom Structures that Support Struggling Readers at Levels D-J	Cheryl Tyler
3-5	Powerful, Purposeful Partnerships Are the Key to Engagement, Independence, and Achievement: Partnerships Throughout the Day	Jennifer Kean-Thompson
Open	Walking Courageously Forward in Today's Common Core World: Literacy Instruction, School Reform and Visions of Tomorrow (This is a keynote on the CCSS—some of you have heard Lucy deliver this already.)	Lucy Calkins
Open	Systems and Structures that Administrators and Literacy Leaders Can Put in Place to Create School-Wide Change: Learning Walks, Feedback, and Other Supports	Laurie Pessah
1-2	Five Ways to Help Our Chapter Book Readers Soar	Christine Robson
1-2	Readers Become Actors: Using Reader's Theatre Scripts, Table Reads, and Stage Directions to Increase Fluency and Deepen Comprehension	Sara Thorne
1-2	The Nuts and Bolts of Books Clubs: Launching Book Clubs that Truly Teach Reading and Active Listening	Celena Larkey
1-2	Words, Beautiful Words: Help Students Play with Language and Create Vivid Imagery in Poetry	Sarah Picard Taylor
1-2	Ramping Up Read Aloud Using The CCSS: Scaffolding Skills, Strategies and Close Reading	Lindsay Mann

1-2	Practical Help Leading Powerful Guided Reading	Mary Ann Colbert
K-2	The Project's Latest Thinking About Primary Reading: TCRWP Units of Study in a Common Core World	Amanda Hartman
K-2	Sharing Someone Else's Brain: Methods and Strategies for ICT Teachers	Aaron Berns
K-2	Smarter Writing Charts: Optimizing an Instructional Staple to Support Independent Writers	Marjorie Martinelli
K-2	Our Job Is to Put Ourselves out of a Job: Build and Support Student-Led Small Groups in Writing Workshop	Kristi Mraz
K-2	Hot New Nonfiction Books to Support Writing Workshop	Rebecca Cronin
K-2	Reading, Writing, Content Area, and Common Core Connections: Using Our Best Methods to Teach Science	Elizabeth Moore
K-1	Management, Tools, and Routines that Support Independence, Stamina, and Engagement in Reading Workshop	Katie Wears
K-1	Increase Stamina and Engagement with Struggling Readers	Alison Porcelli
K	Persuasive Writing of All Kinds: Using Words to Make a Change	Elizabeth Dunford
Open	Walking Courageously Forward in Today's Common Core World: Literacy Instruction, School Reform and Visions of Tomorrow (This is a keynote on the CCSS—some of you have heard Lucy deliver this already.)	Lucy Calkins
Open	Systems and Structures that Administrators and Literacy Leaders Can Put in Place to Create School-Wide Change: Learning Walks, Feedback, and Other Supports	Laurie Pessah

12:00 – 12:50pm Session III

Our keynote speaker **Katherine Paterson** will sign books in the **Thorndike 7th Floor Library** from 12:00 – 1:00pm. Please look for the gold balloons. Books by the author will be available for purchase at the Book Sale in **109 Zankel**.

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Open	The Biggest Issues We Find in Schools Right Now: Practical Solutions for Pressing Problems that Can Raise the Level of Instruction— A Conversation for Administrators and Literacy Coaches	Laurie Pessah
6-8	Using Media, Read Aloud, and Higher Level Questioning to Scaffold Second Language Learners	Carla España
4-8	Structure Sets Us Free! The Architecture of Conferencing Helps Kids Gain Ownership in Their Writing	Emily Strang-Campbell
4-8	Bridging the Gap Between Historical Fiction and Historical Nonfiction: Using Book Clubs as a Vehicle to Support Interpretation, Historical Understanding, and Writing	Shana Frazin
3-8	Ten Tips to Support Language for ELLs in Reading Across the Day	Emily DeLiddo
3-8	Close Reading in Book Clubs Can Prepare Students for the Higher Demands of the CCSS	Kathleen Tolan
3-8	That's the Way of the World: The Bring-Your-Own-Technology Movement and What It Means for Reading and Writing Workshops	Cornelius Minor
3-8	Using Data to Plan for High Stakes Tests	Janet Steinberg
3-6	Using Quick Assessments to Be Sure Our Small Group Work in Reading Has Traction	Jennifer Serravallo
3-5	Ten Great Read Aloud Books and a Zillion Ways to Use Them	Christy Curran
3-5	To Lift the Level of Writing, We Need to Lift the Level of Rehearsal and Revision: Mentor Texts Can Teach Not Just Qualities of Good Writing, But Process	Brooke Geller
3-5	Boosting Vocabulary: Read Aloud and Reading Workshop Can Help Kids Learn and Use Words in Context	Annie Taranto
3-5	Make Dramatic Strides with Struggling and Resistant Writers	Alexis Czeterko
3-5	Materials, Routines, and Accountability: Classroom Management to Ensure a Healthy Writing Workshop	Grace Chough
3	Mystery Book Clubs and CCSS Go Hand in Hand: Planning a Standards-Based Mystery Unit of Study	Tiffany Davis-Nealy
Open	The Biggest Issues We Find in Schools Right Now: Practical Solutions for Pressing Problems that Can Raise the Level of Instruction— A Conversation for Administrators and Literacy Coaches	Laurie Pessah
2-3	The Sky's the Limit: Imagining the Possibilities for Reading Notebooks	Kathy Collins

2	From Second Graders to Future New York Times Book Reviewers: Teaching Primary Writers to Write Persuasive Letters and Book Award Nominations	Shanna Schwartz
1-2	A State-of-the-Art New Unit: Teach Youngsters the Skills of Writing Lab Reports and Science-Based Information Books	Lauren Kolbeck
1-2	Boosting Vocabulary Acquisition, Increasing Academic Language, and Helping Students Develop Memory Systems for the Words and Concepts They Learn	Marjorie Martinelli
1-2	Small Moments, Big Plans: Conferencing, Mentor Texts, and Charts that Will Take Your Writers to the Next Level of Narrative Writing	Sadia Halim
K-2	We Had a Chance to Rewrite Our Units of Study in K-2 Writing, to Rethink Our Writing Curriculum and Methods—What Changed? What Remained the Same?: A Sneak Preview of the New Series and of the New CCSS Horizons	Lucy Calkins
K-2	Running Records Yield More Than a Reading Level: Mine All You Can from This Assessment	Mary Ann Colbert
K-2	Reading Conferences Matter: Making Sure Your Conferences Help Young Readers Gain Traction and Get Stronger	Natalie Louis
K-2	Smarter Reading Charts: Optimizing This Resource to Foster Independence	Kristi Mraz
K-2	Lifting the Level of Talk: Engaging in Stronger Conversations About Books Helps Students Meet the Common Core Standards	Brianna Friedman-Parlitsis
K-2	One Plus One Is More Than Two: Lifting the Level of Partner Talk During the Reading Workshop	Bianca Lavey
K-2	Teaching Word Study Takes More Than 15 Minutes: Phonics Across the Day	Cheryl Tyler
K-2	Using Guided Reading to Support Readers in Informational Text	Enid Martinez
K-2	#angrybirds #bayblades #callmemaybe -- Reinvigorate the Components of Balanced Literacy (And Your Kids!) with Popular Culture	Alyssa Newman
1	A State-of-the-Art CCSS-Aligned Unit on Writing Reviews: From Restaurant Reviews to Book Reviews	Celena Larkey
Open	The Biggest Issues We Find in Schools Right Now: Practical Solutions for Pressing Problems that Can Raise the Level of Instruction—A Conversation for Administrators and Literacy Coaches	Laurie Pessah

1:00 – 1:50pm Session IV

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Open	How Can My School or District Work with the Project?: An Information Session	Laurie Pessah and Kathy Neville
Open	The Integration of RTI, Reading Workshop, and the Common Core	Janet Steinberg
Open	There Is No One Way to Learn, Even for Teachers: Varying Methods of Coaching in Literacy Instruction	Jerry Maraia
6-8	Don't Postpone Revision: Five Accessible and Powerful Revision Strategies that Will Pay Off from Day 1	Emily Strang-Campbell
4-8	Creating Toolkits to Make Differentiation Visible in Writing	Kate Roberts
4-8	Students Can Write from Research in Ways that Raise Their Skills as Much as Their Spirits: Informational Writing Without Regurgitation	Chris Lehman
3-8	The Common Core Asks Us to Teach Higher Level Comprehension: Performance Assessments and Learning Progressions	Mary Ehrenworth
3-8	Working with Media and Technology Standards of the Common Core	Maggie Beattie Roberts
3-8	After the Love Has Gone: Why Kids Struggle with Reading and What We Can Do About It	Cornelius Minor
3-8	Powerful Teaching that Helps Students as they Learn to Write About Readings in Ways that Lift Their Comprehension	Kelly Boland Hohne 408 Zankel*
3-5	Creating Classrooms to Support Spelling, Conventions, and Grammar	Jane Bean-Folkes
3-5	Creating Read Alouds that Boost Students' Vocabulary and Allow Kids to Find Joy in Words	Grace Player
3-5	Assessment-Based Small Group Work to Support Struggling Writers	Kristin Smith
3-5	One Read Aloud, Many Uses: Content Area, Reading, and Writing	Alexis Czeterko

3-5	Teaching Talk: Data Tools and Talk Tools Can Improve Partner Talk, Club Talk and Whole Class Conversation	Shana Frazin
3-5	With Text Sets that Combine Historical Fiction and Nonfiction, We Can Support the CCSS Skills of Synthesis and Critical Reading	Emily Smith
3-5	A Unit of Study on Research-Based Argument Essay	Annie Taranto
3-5	Embedding Literacy into a Year-Long Social Studies Curriculum: Plan Ways For Students to Transfer, Apply, and Build Upon What They Learn in Reading And Writing	Anna Gratz Cockerille
3-5	Show and Tell: Planning for Powerful Demonstration Teaching to Scaffold and Support ELL Writers	Emily DeLiddo
Open	How Can My School or District Work with the Project?: An Information Session	Laurie Pessah and Kathy Neville
Open	The Integration of RTI, Reading Workshop, and the Common Core	Janet Steinberg
Open	There Is No One Way to Learn, Even for Teachers: Varying Methods of Coaching in Literacy Instruction	Jerry Maraia
1-2	Moving Beyond Partnerships into Clubs	Monique Knight
1-2	Plan Interactive Read Aloud to Lift Our Readers' Comprehension and Thinking, and Support Character Work	Sadia Halim
1-2	Lifting the Level of Student Writing Through Guided Inquiry	Jennifer DeSutter
1-2	Management, Tools, and Routines that Support Independence, Stamina, and Engagement in Reading Workshop	Katie Wears
K-2	Deepen Your Students' Comprehension of Information Texts: Teach Readers to Infer, Synthesize, and Determine Importance	Amanda Hartman
K-2	Focus and Elaboration: Two Critical Craft Moves to Study and Make Instructional Plans	Carl Anderson
K-2	Shared Reading of Nonfiction: A Fifteen Minute Microburst of Instruction and Inspiration	Enid Martinez
K-2	Have Compelling Comprehension Conferences Even When Kids Read The Simplest Books	Kathy Collins
K-2	Design a School-Wide Word Study Program in Primary Grades	Christine Robson
K-2	Read Aloud and The CCSS – Designing a Read Aloud Curriculum that Positions You Well to Teach Close Reading	Shanna Schwartz

K-2	What's New in Children's Literature? Brand New Favorites to Invigorate Your Writing Workshop	Ellen Ellis
K-2	Five Interventions to Support Students Moving Along Through Levels C Through E	Christine Holley
K-1	Choice Time Can Provide More Opportunities to Write!	Alison Porcelli
K-1	Guided Reading: Making Strides with Levels While Holding on to Units of Study	Angela Baez
K-1	Shared Writing: A Powerful Method for Moving Readers Up Levels that Strengthens the Development of Reading, Writing, and Phonemic Awareness	Rachel Rothman
K-1	Through Shared Reading, We Can Help Our Youngest Students Put It All Together When Reading Nonfiction: Accessing Tricky Vocabulary, Reading for Main Ideas and Details, and Noticing Author's Craft	Katherine Nigen
Open	How Can My School or District Work with the Project?: An Information Session	Laurie Pessah and Kathy Neville
Open	The Integration of RTI, Reading Workshop, and the Common Core	Janet Steinberg
Open	There Is No One Way to Learn, Even for Teachers: Varying Methods of Coaching in Literacy Instruction	Jerry Maraia

2:00 – 2:50pm Closing

The Perfect Storm

Lucy Calkins
Nave*
Riverside Church

About Our Presenters

Carl Anderson is author of the acclaimed books: *Assessing Writers* and *How's It Going?: A Practical Guide to Conferencing with Student Writers*. His latest project is the book series, *Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward, Grades 3-6*.

Jane Bean-Folkes, Ed. has led specialty courses and leadership groups on grammar, spelling and the conventions of language. She is an assistant professor in the department of Language, Literacy and Special Education at Rowan University. She recently published a chapter in an edited book, *Reading African American Experiences in the Obama Era: Theory, Advocacy, Activism* by Peter Lang.

Angela Baez was a classroom teacher and a co-teacher in New York City and Westchester, NY before joining the Project as a primary staff developer. Her classroom was a literacy lab site as well as a host site for Teachers College masters degree students. Angela supports schools in Atlanta, GA, Malvern, PA, and Berlin and Beacon Falls, CT.

Jenny Bender taught 2nd grade, then middle school English in NYC public schools before becoming a K-8 staff developer. She is the author of two books: *The Resourceful Writing Teacher: A Handbook of Essential Skills and Strategies* and *Teaching Young Writers to Craft Realistic Fiction: Ready-to-Use Lessons, Demonstration Texts and Ongoing Assessments*.

Aaron Berns is a special education teacher at PS 29 in Brooklyn. He has taught in lower grade ICT as well as upper grade self-contained classrooms and is involved in a TCRWP specialty group on moving primary readers to grade-level text complexity.

Lucy Calkins, Founding Director of the TCRWP, is author or co-author of 40+ books including the forthcoming *Units of Study in Opinion, Information, and Narrative Writing* written with the TCRWP community, and *Pathways to the Common Core*. Her foundational texts include *The Art of Teaching Reading*, *The Art of Teaching Writing*, and *Units of Study for Teaching Reading, Grades 3-5*. Calkins is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program.

Alyssa Satin Capucilli is the award-winning author of books for early readers, including the Katy Duck series, *Inside a House That Is Haunted*, *What Kind of Kiss?* and *Peekaboo Bunny*. Her beloved series about a puppy named Biscuit and his adventures has been deemed a modern classic, with over 17 million books in print. Alyssa is also famous for her nonfiction books including *My First Soccer Game*, which will be highlighted in the upcoming *Units of Study* books.

Grace Chough, upper grade staff developer, specializes in teaching the qualities of good writing. In addition to her work in New York, Grace also consults with schools in Ellington, CT, San Francisco, CA, and Shanghai, China.

Anna Gratz Cockerille is a staff developer and writer for the Project. Anna was a contributor to *Units of Study for Teaching Reading, Grades 3-5* and is a coauthor of *Bringing History to Life, Grade 4*, in *Units of Study in Opinion, Information, and Narrative Writing*

Mary Ann Colbert is a former Reading Recovery teacher and director of literacy and staff developer at the Project. She is the co-author of *Helping Your Children with Reading and Writing at Home*, a book for parents. Mary Ann is Reading and Writing Workshop Manager for the school district of Palm Beach County.

Kathy Collins, author of *Growing Readers: Units of Study in the Primary Classroom*, and *Reading for Real*, was a leader of the Project's K-2 reading work for several years. Kathy is a frequent guest speaker at the Project and at national conferences.

Rebecca Cronin is a primary staff developer at the Project. She supports teachers in New York, New Jersey, California and Maine. Rebecca has pioneered work in fairytale writing with primary grades.

Christy Curran taught in Pinellas County, and spent many summers leading Writers' Camp (co-sponsored by The Poynter Institute) before joining the Project as a staff developer. Christy works with schools in New York City, Palm Beach, FL, Southington, CT, and San Francisco.

Alexis Czeterko received her Master's in Curriculum and Teaching from Teachers College. Before joining the Project as a full time staff developer, Alexis taught 5th grade in Westchester, NY and was a Dual Language teacher in Queens.

Tiffany Davis-Nealy, an upper grade staff developer, was the recipient of the Outstanding Educator Award from the Manhattan Chamber of Commerce. In addition to her work in New York City schools and across the country, Tiffany works in Palm Beach, FL.

Emily DeLiddo brings special expertise in bilingual education to her work. She is an expert on differentiating instruction to meet the needs of ELLs. In addition to her work in Florida, Emily is especially involved in overseas work in countries including Jordan and Mexico.

Jennifer DeSutter taught primary and upper grades at PS 2 in Chinatown before joining the Project as a primary staff developer. Jennifer's classroom was a demonstration site for best practices with ELLs as well as students with IEPs. Jennifer supports schools in Greenwood, SC, Santa Fe, NM, and Bogota, Columbia.

Ryan Dunbar is a 6th and 8th grade teacher at Louis Pasteur Middle School 67 in Little Neck, New York. Ryan has studied with the TCRWP throughout his teaching career and incorporates technology in his classroom on a daily basis to boost student engagement and achievement.

Elizabeth Dunford served as a primary and special education teacher at PS 58 in Brooklyn before becoming a staff developer. She is coauthor of *Persuasive Writing of All Kinds: Using Words to Make a Change, Grade K*; *Writing Reviews, Grade 1*, and *Writing About Reading, Grade 3*, in *Units of Study in Opinion, Information, and Narrative Writing*

Mary Ehrenworth, Deputy Director for Middle Schools at the Teachers College Reading and Writing project, is coauthor of *Pathways to the Common Core*, *The Power of Grammar*, and titles in *Units of Study for Teaching Reading, Grades 3-5*. She is coauthor of *From Scene to Series: Writing Fiction, Grade 1*, and *The Research-Based Argument Essay, Grade 5*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Ellen Ellis served as a mentor-teacher for more than twenty years, teaching pre-K through 4th grade. She is a staff developer as well as an instructor and fieldwork coordinator in the Teachers College Literacy Specialist Program.

Carla España taught bilingual 6th and 7th grade ESL, reading and writing at PS/MS 161, a long-time Project school, where she also served as a literacy coach before joining the Project staff. She has taught Bilingual Foundations and Multicultural Education at Hunter College, CUNY.

Katie Even is a fourth grade teacher at PS 29 in Brooklyn. She is a former staff developer who was involved in a research group around *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5* and she is now an instructor in the literacy specialist program at Teachers College.

Shana Frazin is a lead staff developer at the Project who has expertise in math as well as in literacy. She supports the Project's work with schools in Portland, Maine and New York City. Shana is coauthor of *Once Upon a Time: Adapting and Writing Fairy Tales, Grade 3*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Brianna Friedman-Parlitsis taught first grade at PS 197 in New York City and received her M.Ed. from Teachers College before joining the Project as a primary staff developer. Brianna works in Georgia, North Carolina, Arizona, and Connecticut.

Brooke Geller, Senior Lead Staff Developer at the Project, teaches advanced sections at summer institutes, supports other staff developers, and leads staff development in California, New Jersey, and Dubai. She also works with literacy coaches and lead teachers in New Jersey.

Sadia Halim is a primary staff developer with years of experience educating students in New York City, as well as in Lansing, Michigan. Sadia is dedicated to the partnership between schools, families, and communities to cultivate lifelong learners.

Amanda Hartman is Associate Director of the Teachers College Reading and Writing Project, where she heads up both K-2 reading and writing. She co-authored *One-to-One: The Art of Conferring with Young Writers* as well as *Launching the Writing Workshop, Kindergarten*, and *Lessons from the Masters: Improving Narrative Craft, Grade 2*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Kelly Boland Hohne is a doctoral student at Teachers College studying literacy. She has taught as a part-time instructor in the Literacy Specialist Program. Kelly is co-author of *Changing the World: Persuasive Speeches, Petitions, and Editorials, Grade 3*, and *Boxes and Bullets: Personal and Persuasive Essays, Grade 4*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Christine Holley is a lead staff developer at the Reading and Writing Project. She leads advanced K-2 sections at summer institutes. She also works with literacy coaches and teachers in New York City, across the country and internationally. Christine is coauthor of *From Scene to Series: Writing Fiction, Grade 1*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Jennifer Kean-Thompson taught in general and inclusive classroom settings in primary and upper grade classrooms at PS 199 in Long Island City before joining the Project as a staff developer. She has been involved in developing performance assessment tools aligned to the Common Core State Standards and has presented at the NCTE conference on ELLs and writing workshop.

Monique Knight is a primary staff developer. Along with her full-time reading and writing work in New York City, Monique leads primary staff development in Danbury, CT; Buffalo, NY; and Paris, France. She is coauthor of *Lab Reports and Science Books, Grade 2*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Lauren Kolbeck has pioneered new work linking literacy and science. Currently, she leads staff development in Palm Beach, Los Angeles, and Danbury, CT. She is coauthor of *Lab Reports and Science Books, Grade 2*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Celena Larkey is both a primary and upper grade staff developer for the Project. She services schools in NYC, as well as in New Jersey, Connecticut, California, and Singapore. Celena is coauthor of *Writing Reviews*, Grade 1, in *Units of Study in Opinion, Information, and Narrative Writing*.

Bianca Lavey is currently a kindergarten teacher at Buckley Country Day School. She is a former Project staff developer, literacy coach at PS 503 in Sunset Park, Brooklyn, and second grade teacher on Long Island.

Chris Lehman is a lead staff developer. Chris is a co-author with Lucy Calkins and Mary Ehrenworth of *Pathways to the Common Core: Accelerating Achievement*. He is also the author of *A Quick Guide to Reviving Disengaged Writers, 5-8* and of the recently released *Energize Research Reading and Writing* (Heinemann).

Natalie Louis is a primary staff developer who teaches advanced reading and writing workshops at summer institutes. Natalie is coauthor of *Writing for Readers*, Grade K, in *Units of Study in Opinion, Information, and Narrative Writing*.

Lindsay Mann is a doctoral student at Teachers College. Prior to joining the Project, she was a teacher-leader throughout Oakland County, MI. She has been deeply engaged in action research initiatives.

Jerry Maraia taught middle school English Language Arts at The Clinton School for Writers and Artists in New York City before joining the Project as a staff developer. His article, "A Literary Life," was published in Scholastic's *Parent & Child* in 2008.

Alexandra Marron is an upper grade staff developer and writer at the Project. Prior to joining the Project she taught at Manhattan's P.S. 6, a long-time Project school. She is coauthor of *Writing About Reading*, Grade 2, *The Literary Essay: Writing About Fiction*, Grade 4, *Narrative Craft* and *Shaping Texts: From Essay and Narrative to Memoir*, Grade 5, in *Units of Study in Opinion, Information, and Narrative Writing*.

Marjorie Martinelli, a primary staff developer at the Project, has led many leadership groups, and coach groups. Marjorie is co-author of the recently released *Smarter Charts* (Heinemann) and of *Crafting True Stories*, Grade 3, in *Units of Study in Opinion, Information, and Narrative Writing*.

Enid Martinez has facilitated the Project's work with *Words Their Way* and other approaches to phonics instruction. Along with her work moving New York City schools forward, Enid provides staff development for schools in Santa Barbara, CA, Port Salerno and Palm Beach, FL.

Cornelius Minor taught middle school English Language Arts at The Brooklyn School for Global Studies in Brooklyn, NY before joining the Project as a middle school staff developer. In addition to his literacy work around the country, Cornelius is active in after-school sports teams and technology programs.

Kristi Mraz, a former primary staff developer at the Project, teaches kindergarten at PS 59 in Manhattan. She is co-author of the recently released *Smarter Charts* (Heinemann), and of *Nonfiction Chapter Books*, Grade 1, in *Units of Study in Opinion, Information, and Narrative Writing*.

Alyssa Newman is a graduate of the Literacy Specialist Program at Teachers College. She is currently teaching at PS 267 in Manhattan. She co-taught *Methods and Materials in Reading Instruction* in the Curriculum and Teaching Department at Teachers College.

Katherine Nigen taught Kindergarten, first, and second grades in St. Louis and at PS 59 in New York after earning her master's degree with a specialization in literacy from the University of Texas at Austin. Her work with students has been featured in *A Quick Guide to Teaching Persuasive Writing* by Sarah Picard Taylor (Heinemann, 2008) and she has taught courses at CUNY and Teachers College.

Michael Ochs is a 4th grade teacher with ICT experience. He is a graduate of the Literacy Specialist Program at Teachers College. He currently lives in North Carolina, where he works part time for the Project.

Katherine Paterson is the author of classic children's books including *Bridge to Terabithia*, *Come Sing, Jimmy Jo*, *Blueberries for the Queen*, and *Bread and Roses, Too*. Celebrated for her compelling subjects and themes throughout her writing, Katherine has won two National Book Awards, two Newberry Medals, and the Astrid Lindgren Award for Lifetime Achievement. She serves as a Vice-President of the National Children's Book and Literacy Alliance Board of Directors and was recently appointed as a National Ambassador for Young People's Literature.

Laurie Pessah is Senior Deputy Director of the Teachers College Reading and Writing Project where she is responsible for organizing staff development and shares responsibility for coaching staff developers. As a former principal and director of literacy, Laurie is deeply involved in working with school leaders. Laurie is co-author of *A Principal's Guide to Leadership in the Teaching of Writing* and *How-To-Books: Writing to Teach Others, Grade K*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Grace Player is an upper grade staff developer and a graduate of the Literacy Specialist program at Teachers College. Grace leads staff development in New York City, Long Island, and Seattle.

Alison Porcelli, a former senior staff developer at the Project, is the co-author of *Boosting English Acquisition*. She is currently an assistant principal at PS 59 in NYC.

Lindsay Reyes taught middle school and upper grades before joining the Project as a staff developer. She taught in both general education and inclusive settings in Manhattan and the South Bronx. She has been involved in developing performance assessment tools aligned to the Common Core State Standards.

Audra Robb is Director of Performance Assessments at TCRWP, with special responsibility for developing and piloting performance assessment tools aligned to the Common Core State Standards. Along with that, she teaches advanced sections at the summer institutes and is a middle school staff developer.

Maggie Beattie Roberts, a former middle school teacher, has studied literacy education at Teachers College and leads staff development in New York City, Seattle and Chattanooga. Maggie leads advanced sections and leadership groups on the intersection of literacy and technology. She is coauthor of *Once Upon a Time: Adapting and Writing Fairy Tales, Grade 3*, in *Units of Study in Opinion, Information, and Narrative Writing*.

Kate Roberts was a middle school teacher and literacy coach in Brooklyn before becoming a staff developer at the Project. Kate has led leadership groups, coaching and content area institute sections, advanced institute sections and workshops. She supports staff development in New York City, Tennessee, Connecticut, and Vienna. Kate is currently writing a book on close reading due out in fall 2013.

Christine Robson has led various sections at the summer institutes on a host of topics, including the transfer of word study to reading and writing. She currently works on Long Island, helping teachers use data to drive their reading and writing workshops.

Alexandra Roman is a member of an action research team that develops best practices for English Language Learners. She was a dual language teacher at PS 24 before joining the Project as a staff developer.

Rachel Rothman taught primary grades and supported literacy work in California prior to joining the Project as a full-time staff developer. She currently works with teachers in New York City, New Jersey, Maine, Connecticut and California. She is coauthor of *Small Moments: Writing with Focus, Detail, and Dialogue*, Grade 1, in *Units of Study in Opinion, Information, and Narrative Writing*.

Jennifer Serravallo, a former senior staff developer, is co-author *Conferring with Readers: Supporting Each Student's Growth and Independence* and author of *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Her newest publication is *Independent Reading Assessment: Fiction*.

Shanna Schwartz, Senior Lead Staff Developer, works with leadership groups, leads think-tanks, and supports educators across the U.S. and in Israel. She is the author of *Making Your Teaching Stick*, and coauthor of *Writing About Reading*, Grade 2, in *Units of Study in Opinion, Information, and Narrative Writing*.

Emily Smith, Senior Research Associate, earned her doctorate at Teachers College with a focus on students' engagement with mentor texts in writing workshop. Emily teaches advanced sections at the summer institutes. She is coauthor of *The Lens of History: Research Reports*, Grade 5, in *Units of Study in Opinion, Information, and Narrative Writing*.

Kristin Smith received a masters degree in literacy at Teachers College. Before joining the Project staff, Kristin taught 5th grade in West-Windsor Plainsboro, NJ and 4th grade in the South Bronx, NY. She has co-taught reading courses at Teachers College.

Janet Steinberg, Research and Data Manager and staff developer, was a literacy coach in the Bronx before joining the Project. Janet has special expertise in standards and analyzing student achievement data. She also supports schools in Florida and Tennessee.

Jessica Stillman taught upper grades as a classroom teacher at PS 277 in the South Bronx, NY. While a classroom teacher, she held the title of Teacher Leader and her classroom served as a fieldwork site for interns in the Literacy Masters program at Teachers College. Jessica received her master's in literacy from the University of Pennsylvania.

Emily Strang-Campbell, a middle school staff developer, is a former 8th grade teacher at The Clinton School for Writers and Artists in New York City. She earned her master's degree from New York University, with a dual certification in Educational Theatre and English in the secondary classroom and her M.F.A. in Theatre Arts from Brooklyn College.

Annie Taranto taught in Honolulu and at PS 8 in Brooklyn before joining the Project as a staff developer. She draws on a deep involvement in her own literacy when leading staff development. She is coauthor of *The Research-Based Argument Essay*, Grade 5, in *Units of Study in Opinion, Information, and Narrative Writing*.

Sarah Picard Taylor is author of *Teaching Persuasive Writing (Workshop Help Desk)*. Sarah supports primary literacy work all over New York City, as well as in Connecticut and Seattle.

Sara Thorne is a first grade teacher at PS 29 in Brooklyn. Sara's classroom has been used as a demonstration site for teachers. For several years, Sara has participated in think tanks and leadership groups at the Project.

Kathleen Tolan, Senior Deputy Director of the TCRWP, performs ground-breaking work in Project schools, oversees most of the TCRWP annual institutes, and is a part of the leadership team. Kathleen is co-author of *Building a Reading Life*, *Following Characters into Meaning*, and *Navigating Nonfiction in Units of Study for Teaching Reading, Grades 3-5*. She is coauthor of *The Literary Essay: Writing About Fiction*, Grade 4, in *Units of Study in Opinion, Information, and Narrative Writing*.

Cheryl Tyler was a primary classroom teacher, Reading Recovery teacher, staff developer and the principal of PS 277, a TCRWP school in the South Bronx, prior to joining the Project as Primary Reading Specialist. Cheryl co-authored *A Quick Guide to Boosting English Acquisition in Choice Time (Workshop Help Desk)*, which helps children imagine, create, and explore language through multiple sign systems.

Katie Wears is a staff developer for the primary grades. Prior to joining the Project, she was a literacy coach in Weedsport, New York. She is currently working toward a Certificate of Advanced Study at the State University of New York at Brockport.

Lindsay Wilkes was a first and second grade teacher at PS 58 in Brooklyn prior to joining the Project staff. She received her masters in literacy from Teachers College. As a primary staff developer, Lindsay supports schools in New York City and across the country.