

## Join us for our 9th Annual Nueva SWI Summer Institute

My first Nueva Institute at the Nueva School happened a few years after I started doing workshops at that school, and before I was hired as a visiting scholar in 2015-2016. For that year, I worked as an “SWI Coach” working with Nueva teachers and students from pre-school to high school. The transformation of orthographic understanding and instructional practice for teachers, and the clear impact for student learning was such that Nueva proposed we add an SWI component to their “Summer Institutes” that included sessions on Design Thinking and others. (See their current line up of institutes and conferences [here](#).)

Because of the pandemic, this will be the third institute in a row to be conducted online via Zoom, but we hope to celebrate the 10th anniversary of this conference by doing it in person in 2023!

Ironically, the online version of this conference has some important advantages. Of course it is far cheaper to attend from home. Also, the amazing IT team and resources at Nueva means that each session is recorded and made available each day. Thus people can attend in real time for whatever amount of the session is possible in their time zone, confident that they can study the sessions each day. Those videos are made available for at least two weeks after the conference so that everyone can revisit whatever portions they want to review.

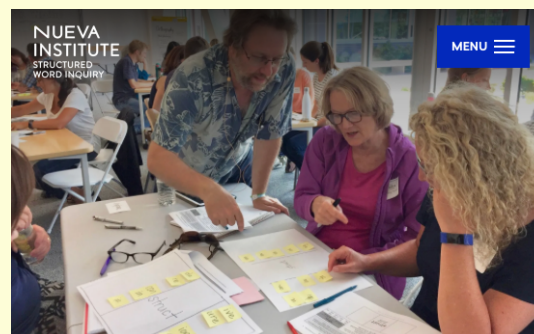
### Launching Pad For Teacher Learning

This annual workshop has launched so many teachers and schools into SWI. Such an extended time to study provides time to really dive into investigations and do hands-on activities just like those we do in classrooms. And while I am the main presenter for the week, the role of Rebecca Loveless is essential as well. Rebecca took over my position of SWI Coach at Nueva when I left, and she has become a world leader in terms of SWI PD and consulting

## 9th Annual Nueva SWI Institute with Pete Bowers & Rebecca Loveless

Real-Time Online and Recorded Sessions:

Attend from any Time Zone



**3-day Introduction only (Mon-Wed)**

**3-day Advanced only (Wed-Fri)**

**5-day Full Institute (Mon-Fri) for novices or experts**

Click [HERE](#) for more info & registration

This year's ninth annual Nueva SWI Institute will be virtual using the Zoom platform.

[Institute Overview](#)

[Institute Options](#)

[Registration](#)

[Financial Awards](#)

#### Dates

June 20–June 24, 2022

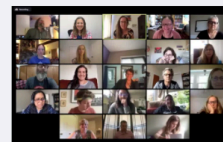
#### Location

Virtual Institute

#### Questions?

Email  
[wordinstitute@nuevaschool.org](mailto:wordinstitute@nuevaschool.org) for  
more information.

We are pleased to announce that this year's ninth annual Nueva SWI Institute will once again happen virtually using the Zoom platform. The two main presenters, Pete Bowers and Rebecca Loveless, are well-versed in presenting workshops in this manner. The virtual format will include the same combination of presentations, investigations, and discussions both in the large group (full Zoom group) and smaller groups (using Zoom breakout rooms.) You will not be sitting in front of a screen, listening all day! Your active participation is welcomed and encouraged.



A 2020 SWI Institute session

on her own. See her excellent website with courses, resources and more [here](#). Rebecca leads a number of sessions during the SWI Institute on a variety of topics including “real script.” She is able to draw on examples of student and teacher learning at Nueva, as well as her outside experiences. We always have other special guest presenters, too, which provides so many rich perspectives for participants to learn from.

Before going into more detail on this year’s special guests, and the three options for study, consider this email from a teacher at a Title 1 School from the 2021 online SWI Institute:

*Hi Peter!*

*I was able to attend the Nueva Institute for three days over the summer and although I had loved SWI with my 4th graders in the spring, I wasn't sure how it would work in my new teaching assignment with first graders. The institute really helped and I'm simply blown away by the kind of thinking my students are doing. Word bags have been nothing short of transformative - so simple and versatile, so engaging for the kids while taking all of our learning so deep. Here is some word bag footage that really thrilled me, from our very first day of SWI (I will share video if I can get permission from parents.)*

*Now these kinds of conversations about words are commonplace and I'm seeing how my early readers are able to look at words as bases and affixes while reading and writing. It's truly exciting and I appreciate your mentorship along with Rebecca's and others I follow on social media. Our school has been looking for so long for an approach to word study that honors our inquiry underpinnings and positions both students and teachers as learners. Thank you!!*

*Thank you so much for everything!*

Diann

When I asked for permission to share this message, she wrote back with the following:

*You are more than welcome to use my message as a testimonial. I'm simply amazed by how this approach reaches all learners and is so accessible and meaningful, no matter where kids are developmentally. I have a student who is far behind the curve in his learning of letters and sounds (he knows 7 of them) and whose primary language is Spanish, but he's brilliant in terms of oral language, throwing out words like "humongous" and "disgusting" on a regular basis. I suspect he may be dyslexic, based on some different characteristics I'm seeing, but SWI has allowed his strengths to shine and has made the most important kind of thinking about words accessible to him.*

This sort of response to SWI is common. Notice that this is the response of a teacher to just the intro course. Also note that this is a Grade 1 teacher in a Title 1 school with many struggling, disadvantaged students. It is not uncommon for people to question SWI with younger and struggling students. And since Nueva is a private school for gifted students, some dismiss the success at that school as having relevance for kids in typical, let alone disadvantaged schools.

Let’s consider another response from a teacher who was new to SWI when she took one of my online courses. This one is from a tutor who has been diving deeply in this work ever since this first course.

*Hi Pete*

*I just had to share this with you. [See picture of her student’s “What’s in the Family?” SWI activity on the next page.] This was my very first SWI session with a student I have been tutoring for 2 1/2 years. She has ADHD and language learning LDs. We have struggled along in OG*

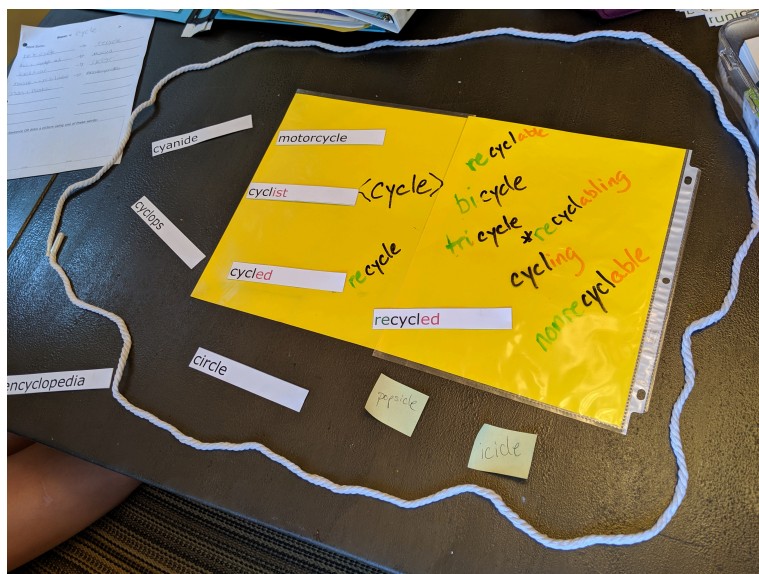
with very limited success and a great deal of apathy and disinterest from my student.

I have NEVER seen her as engaged as she was today. Formulating arguments for why <cyanide> and <icicle> shared meaning with the base <cycle>, trying to come up with words in the word family herself before I could put my cards down, trying to come up with the word sum for <nonrecyclable>. Not once did she ask "can we play the game now?" or "aren't we done yet?" It was amazing!!

I'm still on a high an hour later when I used to walk away from our tutoring sessions exhausted and frustrated. 😊



Kate



See more from Kate when she gave permission to share this story:

I used the spelling out loud yesterday with my student who has ASD. I'm not using SWI with her because you can't switch things around on her without a LOT of gradual introduction. However, I did try having her spell words that she was guessing (also her go-to method of word solving – WHY do the schools teach this?!). And once again, it was fascinating to see how many times it enabled her to solve the word. Of course, there were times we had to work on the phoneme-grapheme relationships in parts of the word but frequently we didn't. Often just spelling the word out loud was enough to get her to focus on the actual construction of the word and she could figure it out. It was great.

This practice of “Spelling-Out Orthography” is one we go into detail on in the Nueva Institute. We plant that activity on Wednesday so that everyone, whether they take the intro course or the advanced course gets time to study this practice. I model this practice in all of my online courses and I have a specific 2-session course on this topic. You can see more on that course in [this document](#) on all my on-line courses and on [this page](#) of my website.

See more inspiring stories of learning through SWI from my most recent WordWorks Newsletter [here](#).

### Choosing between the three options

When you explore the Nueva website for details on this Institute, you will see you have the following three options:

1. 3-Day (Mon - Wed) Intro course (\$600)
2. 3-Day (Wed - Fri) Advanced course (\$600)
3. 5-Day (Mon - Fri) Full SWI course (\$900)

Rebecca and I have been delighted at how this new model of study has worked since we tried it in our first online course. It might seem a bit confusing at first, but it works very well.



You can think about it this way: If you are brand new to SWI or if you are just beginning to feel comfortable with it, you can take either the 3-day intro course or the full 5-day course. However, if you have worked with SWI for some time and you have taken courses with me or Rebecca or others for awhile, you might choose to just take the Advanced 3-Day course from Wednesday to Friday.

If you are debating which is best for you, here is the rule of thumb we recommend. You should not take the Advanced course unless you are comfortable and independent with the following essential aspects of orthographic concepts and SWI practice:

- Analyzing words with word sums.
- Constructing word matrices by hand from word sums.
- You have a working understanding of the difference between morphological families and etymological families and you are comfortable working with etymological references like Etymonline.

If you feel uncertain about your ability to work with those ideas independently, I recommend the introductory course even if you have studied with Rebecca myself or others in SWI before. There is never a problem with revisiting these ideas. Those with some experience will gain so much out of revisiting these ideas.

If you are brand new to SWI, attending the Intro Course prepares you for continuing with the Advanced Course.

### **How does the overlap on Wednesday work?**

For years Rebecca and I were always frustrated that those in the 2-day intro were not able to join the first day of the advanced course. Those two days go so fast, and the third day is when we get to really start diving into investigations. So when we did the first online course in 2020, we decided to have a go with this model of overlapping the advanced and intro group on Wednesday. It was instantly clear that this was

the superior model. The first two days give the novices enough scaffolding for this day.

## **Special Guests for 2022**

We currently have four very special guests confirmed for this year.

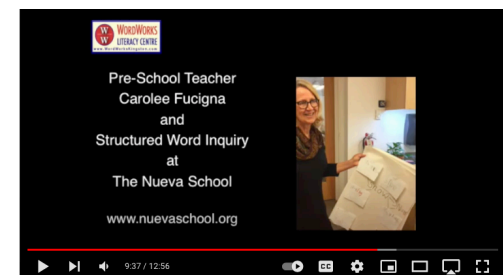
### **Carolee Fucigna speaking on SWI in the early years (Wednesday)**

Carolee Fucigna was the pre-school teacher at Nueva for many years before I first came to her school. When I first arrived, she did not think SWI would be appropriate for the children at the age she works with. However, after seeing me work with some of her kids, she was willing to attend my first full-day workshop at Nueva, and she has never looked back.



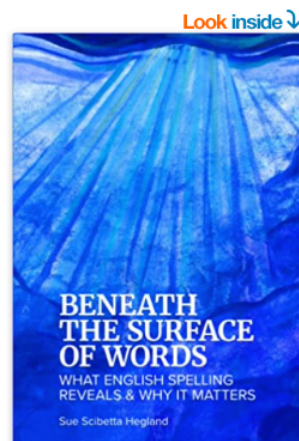
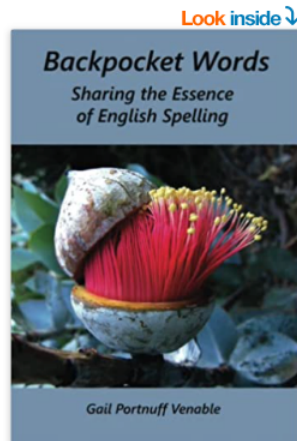
You may have seen the video on the Nueva page [HERE](#) in which she teaches her children with a morphological word web on the base <rain> (screen shot above). While Nueva is a 'gifted school' it is important to understand that during this lesson, many of her students were not readers, and some were still learning their letter names. This includes two of the students who participate in the video.

Also click [HERE](#) for another video in which I walk around Carolee's pre-school classroom so she can describe the kind of work she does with her students and some of the structures she incorporates into her classroom.



**Authors Sue Hegland & Gail Venable**

**Presenting on Thursday (advanced or full course only)**



I wrote the following about these books in my [WordWorks Newsletter # 105](#).

*I see Sue Hegland's **Beneath the Surface of Words** (Click [HERE](#)) and Gail Venable's **Backpocket Words** (Click [HERE](#)) as must-have books for those working with SWI. In terms of teacher training, I'd say Hegland's book should be required reading in faculties of education for literacy instruction.*

*In our sessions, Rebecca and I will plan orthographic investigations that link directly to word families and orthographic concepts in these books. The authors will then walk us through their texts to refine our understanding of the concepts and word families studied.*

We are very excited to have both of these SWI experts present with us on the Thursday session. We are planning orthographic investigations that participants will do in the morning that are selected for how they relate to portions of each of these books. This way when Gail and Sue each

present, we can engage with them informed by orthographic concepts linking our study and their books. This will be a great day!

**Douglas Harper, Author [Etymonline](#)**

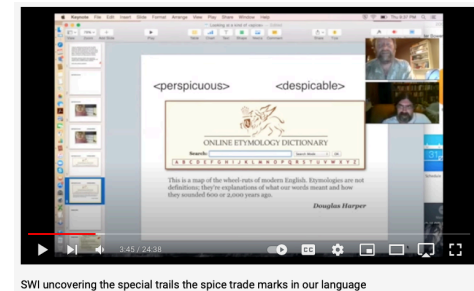
**Presenting on Friday (advanced or full course only)**



We have been lucky enough to have Doug present at the last two online SWI Institutes. Each time his participation has been a clear highlight of the institute.

Douglas walks us through entries in his remarkable dictionary. He helps us understand the nature of etymology and how to work with his reference.

Click [HERE](#) for a video I did with Doug when I was working at Nueva in which he helps me understand the fascinating links between the history and meaning of words including “spice” “special” and “despicable”!



***General outline of content across the 5 days of this Institute***

To decide between the introductory or advanced course, it is helpful to have a sense of the content in these sessions. While

we cannot offer a strict schedule, the following gives you a general outline, especially to help you choose between options.

Nueva 5-Day SWI Summer Institute				
Monday	Tuesday	Wednesday	Thursday	Friday
3-Day Intro Course				
		3-Day Advanced Course		
SWI Foundations “What’s in the Family?”  Investigations	SWI Tools: word sums, matrix, Etymonline  SWI in Practice Investigations	<i>Carolee Fucigna</i> (SWI in Early Years)  Real Script Spelling-out Orthography	Morphological and Etymological Families <i>Gail Venable</i> <i>Sue Hegland</i>	Reading Instruction Assessment <i>Doug Harper</i> Planning and Questions
...and more each day...				

### Monday - Wednesday Introductory Course (overlapping with Advanced on Wednesday)

During these first three days, Rebecca and I will provide a broad overview of SWI and the key orthographic concepts you need to get going with this instruction.

We will model lessons and share stories from classrooms and tutoring situations that get you going. We will introduce the “What’s in the Family?” activity to get a sense of the idea of morphological families and etymological families. We see an illustration of this work in the image Kate shared with her email about the impact of SWI in her work from her very first attempts.

We will see how this same activity can be applied to context with very young and/or struggling students and also students in older grades. We will see how this work can be used to

deepen understanding of concepts and terms in any subject area.

We will introduce working with Etymonline and how to identify etymological relatives, and how to analyze etymologically related words to find which of them share a morphological base. From that we will learn how to construct a matrix by hand from word sums.

### Wednesday - for all participants!

There are two key parts of Wednesday’s session we have chosen to make sure all participants get to take advantage.

- Carolee’s presentation of SWI in the early years
- Rebecca will present on Real Script
- I will be addressing the practice of “spelling-out orthography” more formally

### Wednesday to Friday Advanced Course (Overlapping on Wednesday)

Thursday will start with a more in depth investigation of morphological and etymological families to set up the talks by Gail Venable and Sue Hegland.

Those in the full 5-day course will be ready from this based on the intro course. Those in the Advanced group will be expected to be ready for such investigations.

Thursday and Friday will also include opportunities for diving deeper into applying spelling-out orthography and other aspects of SWI into reading instruction, assessment and more. Doug Harper’s talk will build on our investigations and will have some time for SWI and research.

We also plan to have some time for teachers to draw on our studies to work in groups to plan lessons based on our studies and then a chance to regroup and share ideas.

This is a full week!