### Writing Mini-Conference

***Louisville Writing Project***

**Saturday, September 9, 2017**

**8:00 a.m. - 2:30 p.m.**

**DAVIDSON HALL *(NEW LOCATION)***

***6 hours***

***PD credit***

**University of Louisville**

* ***Writing and Reading Strategies, K-16***
* ***Writing College Essays***

***Special Strands:***

***Writing with Special Populations***

***Writing Workshop in Elementary***

$100 registration fee includes **box lunch.** *Registrations received after Sept. 6 will not be guaranteed lunch. Special pre-service teacher rate: $25.*

**On-site registrations will be $100 WITHOUT lunch.** Send your check or school purchase order made out to the *Louisville Writing Project* and the form below to

Jean Wolph

Louisville Writing Project Mini-Conference Education 105

Number of Registrations \_\_\_\_\_\_\_\_\_\_\_ University of Louisville

Louisville, KY 40292

TOTAL: \_\_\_\_\_\_\_\_\_\_\_ **FAX: 502/852-4634**

**NAME(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-MAIL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PHONE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MAILING ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Questions: 502-852-4544;** [**lksatt01@louisville.edu**](mailto:lksatt01@louisville.edu) ***Note: Registrations are non-refundable after September 8.***

***Driving Directions:* On I-65, heading north, take the 133B/Warnock St exit.  Turn left; go under I-65 overpass, then right at the McDonalds onto Floyd. Bear left at the roundabout onto E Brandeis/Cardinal Blvd. Go through next light and left into North Campus Entrance). As you approach the Information Center, the College of Education and Human Development is on the left. Free parking is available in Music/Business lot (to the right) and Alumni Club lot (to the left) as you face the Visitors Information Center (which also has paid spaces available). Nearby hotels:** [**Ramada Limited Louisville/Near Expo Center**](javascript:hotelDetail(426329,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**La Quinta Inn & Suites Louisville Airport & Expo**](javascript:hotelDetail(899579,%201,%200,%20-30461,%200,%200,%200,%201,%201);)**,** [**Courtyard by Marriott Louisville Airport**](javascript:hotelDetail(874388,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Springhill Suites by Marriott Louisville Airport**](javascript:hotelDetail(1793667,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Residence Inn by Marriott Louisville Airport**](javascript:hotelDetail(329248,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Hilton Garden Inn Louisville Airport**](javascript:hotelDetail(973706,%201,%200,%20-30461,%200,%200,%200,%201,%201);)

### Writing Mini-Conference

***Louisville Writing Project***

**Saturday, September 9, 2017 / 8:00 - 2:30**

***TENTATIVE*** CONFERENCE SCHEDULE

**7:30 Coffee and late registration. Please visit our vendors!**

**8:00-9:10 Choice of Sessions:**

**A What Writing IS…What it is NOT…and how that plays out in interventions so that all students develop their voices as writers. *Dr. Rob Pennington and Dr. Regina Hirn, University of Louisville.* Special Populations Strand. Davidson 108.**

**B Just Keep Writing! Just Keep Writing! Just Keep Writing!; Correlating Reading and Writing to Help Bridge that Gap. *Chris Thomas, Portland Elementary.*** *Writing in my classroom is taught meaningfully through the interaction with books. In this session, I will share a book I use in my classroom, including strategies, and interactive engagements (one sentence reflection/summary). I will also share other strategies that my students love, and how my kids are growing as writers every day.* **Primary. Davidson 104**

**C Mood Makers: Applying Mood Through Music. *David Pyles, Royal Spring Middle School.*** Tone and mood: many students use these words interchangeably (believing they are synonyms) or confuse the meaning. Often students—once the terms are defined for them—can identify the mood or tone in a text, but the ability to *create* a specific tone or mood is a task that can be challenging for fledgling writers.  In this session, teachers will be introduced to a strategy that can help students apply mood to their writing in a way that is playful and relatable. By using music—something many students can identify with—as an entryway, students can begin to see how mood shapes songs, and how they can begin to apply this same methodology to their own writing. Come prepared to listen to good music and write. (Dancing is optional.) **MS/HS. Davidson 103**

**D Developing a Self-Monitoring Resource Guide to Support the Developing Writer. Sheryl Block, OVEC.** **Special Populations Strand. Davidson 109**

**E Intro to Writers' Workshop. *Bianca Nightengale-Lee and Mary-Adele Allison, LWP Teacher Consultants.*** How do you create the structure in a Writers' Workshop? What do students do while you Conference? How do you set up a classroom that promotes student exploration and success in writing? How do you create the writing community? Tips and strategies will be shared. **Elem Writing Workshop Stand. Davidson 110**

**F Harnessing Adolescent Social Discourse in the Service of Stronger Student Writing. *Valerie Barlow, Highland MS.***  Practice of a skill ensures a more polished performance, but when the practice medium feels like a lot of work or when the task is daunting, then it is difficult to get students to practice appropriately. This session explores the benefits of oral rehearsal as a support to student writing. **MS/HS.**  **Davidson 101**

**F Using Oral Rehearsal to Preserve Student Voice in Struggling Writers. *Stacy Crawford, Bullitt Central High School.*** Ever wonder what happens between students *telling* their stories and students *writing* their stories? How can we preserve the vivid details and the richness of student voice in the written versions?  This session will focus on how oral rehearsal can be a used as a prewriting strategy and see the improvement in some local secondary students’ work.  Participants will practice oral rehearsal themselves, and come away with a user-friendly, classroom-ready strategy to try with struggling writers. **Special Populations Strand. Davidson 107.**

**9:15 -10:40 Choice of Sessions:**

**G How to Read Like a College Admissions Officer and Teach to the Ultimate Tests (College Admission, Scholarship, Fellowship, Employment, etc.). *Dr. Dottie Willis, Bellarmine University; Becky Slagel, duPont Manual High School; Rhonda Nett, duPont Manual High School; U of L Admissions Office.***Participants in this session will 1. learn first-hand what college admissions officers look for in student essays; 2. examine sample essays through the lens of this super important authentic audience; 3. determine instructional adjustments that will support students’ marketing themselves more effectively to people who matter; 4. learn about a special opportunity available to junior and senior students. **Grades 11 & 12.  Davidson 111**

**H Who Will Hear Me? Writing Through Oral Rehearsal. *Wanda Jaggers, J.B.Atkinson Elementary*.**  As a teacher I have found myself frequently wondering, “How can I motivate my students to become active learners, experience writing, and not view writing as a burden?” This session will focus on getting students actively engaged and taking ownership of their own writing through collaboration and using their own voice. Oral rehearsal will also give your students a chance to lead their writing process and want to write. **Elementary. Davidson 103**

**I Writing and the Student with Moderate to Severe Disabilities. *Dr. Rob Pennington, University of Louisville.*** Participants in this exciting session will learn a range of strategies for engaging students with limited communication skills in written expression. **Special Populations Strand. Davidson 108**

**J The Way I See It:  Developing Empathy and Comprehension with Narratives. *Katie Snyder, Westport MS.*** Every year, the students in my school struggled with the same skill: how does an author develop his or her point of view in a text?  My students often get stuck in the identification stage, identifying who is telling the story, and little else.  They weren’t sure of what an author’s or character’s perspective was, much less how it was developed. Then I had a minor epiphany: their perspective-taking skills in real-life interactions could help them develop perspective-taking skills in reading, and vice versa.  By learning to “read” a character’s actions, speech, and expression the way we “read” people, they could infer a character’s perspective and explain how an author developed it.  **MS/HS. Davidson 101**

**K Assistive Technology for Writing. *Dr. Laura Clarke and Dr. Dusty Columbia Embury, Eastern Kentucky University.*** Looking for apps to increase student engagement? This session will explore Nearpod, Google, Educreations, Class Dojo, Schoolology, Kahoots and more to support student engagement and understanding of the content. Session will feature ways apps can be used to encourage participation of students with disabilities in the general education classroom, and will share strategies to increase access to the Common Core for students with specialized interests and access differences. **Special Populations Strand. Davidson 109.**

**L Conferring. Sheryl Block, ECS Strategies Consultant, OVEC, and LWP Teacher Consultant.** Students can become independent conference partners and effectively contribute to the writing community, but just as a ladder has steps to climb to reach to top, writers much also climb steps in order to develop their conferencing skill. Attend this session to learn how to help students develop their ability to conference effectively with fellow writers. **Elementary Writing Workshop Strand. Davidson 110**

*10:45*

*Box lunches available for those who pre-registered.*

*outside DAVIDSON HALL 104-105*

**12:00-1:10 Choice of Sessions:**

**M Developing Commentary and Structure Effectively in Argument Writing. *Erin Stephens and Leslie Grimmer, 7th & 8th Grade ESL, Olmsted Academy North.***Have you ever had students who simply copy from texts and present it as their own writing without any of their own thoughts?  This session extends some of the research-based strategies from the National Writing Project’s College Ready Writer’s Program on argument writing.  You’ll learn various tools and resources to help students develop their own commentary about evidence as well as how to scaffold effective paragraph structure.  **ESL and 4-12 ELA/All Contents. Special Populations Strand. Davidson 101**

**N Working with Struggling Writers and Students with High Incidence Disabilities. *Dr. Regina Hirn, University of Louisville.* Special Populations Strand. Davidson 108**

**O Writers' Notebook/Daily Writing.  *NeShaune Lasley.*** Join me to focus on launching the Writer’s Notebook and managing the workshop.**Elementary Writing Workshop Strand. Davidson 110**

**P Exploding the Moment: Teaching Young Writers to Unlock Sensory Detail. *Eric Schmidt, Noe MS.****So often, when kids are asked to add more descriptive detail to their writing, they freeze.  This session develops Barry Lane's "exploded moment" into an engaging, anyone-can-do-it multimedia game plan for busting that logjam of idea development*. **MS/HS. Davidson 109**

**Q Engaging 21st Century Writers,K-5. *Candice Hardin, Teacher Consultant, Smyrna Elem.*** We’ll experience ways to build your writing community through culturally responsive pedagogy and by tapping into kids’ technological interests!. **Primary. Davidson 103**

**R Using Mentor Sentences to Support Writers. *Darlene Grove, ESL Resource, JCPS.* Special Populations Strand. Davidson 104.**

**1:15-2:30 Choice of Sessions:**

**S Mentor Texts. *Sandra Hogue and Patti Slagle, LWP Co-Directors.*** “Everything we do as writers we have known in some fashion as readers first.”  (Wondrous Words by Katie Wood Ray) This session will model how mentor texts can be used in reading-writing workshops.  Participants will begin by reading a mentor text.  They will then explore how that text can be used to explore writing craft using strategies that foster students’ own composing and revision*.* **Elementary Writing Workshop Strand. Davidson 110**

**T Writing with Students with High Functioning Autism. Dr. Monica Delano, University of Louisville.** How does autism impact a student’s skills in written language?  How can I help my students with high functioning autism express their knowledge in writing?  The key to success for many students on the spectrum can be found in the use of self-regulation strategies and specific writing strategies.  Come to this session and learn ways to refine your current practice so you can reach struggling writers with high functioning autism. **Special Populations Strand. Davidson 108.**

**U What You Want Baby, I Got It: Proficiency Scales 101.*Kennita Ballard, Olmsted North Academy*.** Do you spend hours logging papers back and forth between the classroom and your home? Do you spend countless hours of writing out whole essays of feedback in the margins of student papers? Do you repeat this cycle over and over again with student writing just barely improving? If this sounds like madness to you, then I have the solution for you with: Proficiency Scales.  Come learn the basics of how to create and use a proficiency scale in order to assess, provide feedback and build student culture in the classroom. Intermediate through HS. **Davidson 109**

**V *In My Head: The Value of Questioning in Peer Response Groups. Erin Dennis, Eminence Independent.*** Response groups *can* really work. Using strategies you may already be using in your reading instruction, this session illustrates a path to helping your students work in peer response groups to lift each other's’ writing for elaboration and convention purposes. **Elementary. Davidson 103**

**W Teaching Implying and Inferring: Flash Fiction. *Jessica Simpson, Whitefield Academy.*** Flash fiction is narrative writing in miniature. In as few lines as possible, and sometimes in a single sentence, the writer tells an entire story. However, flash fiction still includes all the essentials of fiction, including characters and plot with a beginning, middle, and end. Through them, students learn the relationship between implying and inferring, and they understand what the phrase “Show, Don’t Tell” really means. In this session, explore the power of implying/inferring as a keystone lesson for narrative writing, receive classroom-ready materials, and compose flash fiction of your own. **All Instructional Levels. Davidson 111**

**X Analyzing Student work in order to develop effective Standards-based annual goals for IEPs. *Sheryl Block, ECS Strategies Consultant, OVEC, and LWP Teacher Consultant.*** Starting with the work is crucial in establishing an effective IEP. Come learn how! **Special Populations Strand. Davidson 107**

**PD vouchers will be available in your last session.**

**Thank you for joining us!**