### Writing Mini-Conference Schedule

***Louisville Writing Project***

**Saturday, MARCH 3, 2018, 8:00 a.m. - 2:30 p.m. (rescheduled)**

**DAVIDSON HALL, University of Louisville**

***Please visit our book sale and silent auction—proceeds go to teacher scholarships for our Summer Institute!***

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

**A JUST KEEP WRITING! JUST KEEP WRITING! CORRELATING READING AND WRITING TO BRIDGE THE LITERACY GAP. *Chris Thomas, LWP XXXVI, Portland Elementary.*** Come to this session to learn how to incorporate writing instruction through literature. 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 (interactive writing). I will also include other strategies that my students love, and how my kids are growing as writers every day.**Primary K-2. Davidson 101**

**B TEACHING SENTENCES: A LITTLE WORK AND A LOT OF PLAY. *Winn Wheeler, LWP XXIV, Bellarmine University and Elizabeth Dinkins, LWP XXIII, Bellarmine University*.** This session will introduce teachers to the art and fun of sentence combining as a means to teach sentence composing, mechanical conventions, and mechanical awareness. Teachers will engage in the research behind sentence combining and walk away with instructional strategies they can bring back to their classrooms**. Intermediate & Middle. Davidson 110**

**C USING LOGIC IN WRITING. *Eric Schmidt, LWP XXXVI, Noe Middle School.*** In the age of fake news, alternative facts, and personal attacks, logical thinking skills have never been more important to the survival of our democracy. This session focuses on using the three part syllogism--the core of Logic 101--as a framework for writing argument. We’ll look at how to introduce kids to several types of syllogisms and arguments based on them. We’ll also practice writing our own simple yet effective arguments, and I’ll share an easy-to-remember mnemonic for a variety of support options.**MS/HS. Davidson 111**

**D HOW TO USE MENTOR SENTENCES IN A HIGH SCHOOL RESOURCE CLASSROOM. *Stacy Crawford, LWP XXXVI, Bullitt Central High School.*** I was tired. Tired of the “correct-all” warm-ups, and tired of the same old, same old sentence structure my students used, day in and day out. I needed variety! So, what’s a girl to do? Turn to her mentors, that’s what! In Mechanically Inclined, Jeff Anderson asserts that students rarely generalize the skills they practice in correct-alls. He also claims that, in 5-10 minutes a day, we can more effectively teach our students to use the grammar and mechanics of mentor sentences, first by imitation and then by applying the skill to their own writing. If you are tired, too, and want to teach new sentence patterns in a fun, evidence-based way, this is the session for you! I’ll show you how I integrated mentor sentences into my resource classroom routine, and the authentic results in student work.**MS/HS. Davidson 103**

**E** **Writers' Workshop: what do kids do when you’re conferencing?  *Mary-Adele Allison, LWP Teacher Consultant, Shacklette Elementary.*** While this session continues the work we began at our Fall Conference, you need not have attended in the fall to get great ideas for implementing workshop in your classroom. **Writing Workshop Strand. Davidson 104**

**F ANALYZING STUDENT WORK IN ORDER TO DEVELOP EFFECTIVE STANDARDS-BASED MEASURABLE ANNUAL GOALS FOR IEPs. *Sheryl Block, LWP VIII, OVEC.*** Starting with student writing is crucial in establishing an effective measurable annual goal for an IEP. Beginning with the grade level standards & student’s strengths, measurable annual goals are written to address the specific needs of the writer. This is best done through analysis of student writing. Come learn how!**Special Populations Strand.**  **Davidson 108**

**G COLLABORATIVE CLASSROOM WRITING. *Jessica Simpson, LWP XXXVI, Whitefield Academy.*** Do your students (or you) sometimes feel that writing is a magical process that simply happens...or doesn't happen? Do the skills you teach fail to make the leap into what students write on their own? One way teachers can draw back the curtain on the creative process is by composing spontaneously with students, as a whole class. Sound risky? Join us for a sample narrative writing lesson and see the transformative power of this practice - which blends teacher modeling and student ownership - in action.**All levels. Davidson 109**

**9:15 -10:25 Choice of Sessions:**

**H CHECK YOURSELF BEFORE YOU WRECK YOURSELF. *Wanda Jaggers, LWP XXXVI, Atkinson Elementary.*** Do you want your students to have more self-awareness? A first grade teacher will share how she used literature to support her students in understanding/managing their triggers and stresses. Gain more teaching time as students engage with books and gain real world methods to cope with obstacles.**Primary. Davidson 101**

**I STYLE STEALER: DEVELOPING STUDENT WRITING THROUGH IMITATION (AND THEFT). *David Pyles, LWP XXXVI, Royal Springs Middle School.*** Many students do not personalize their writing. Words are something that students may use--even somewhat successfully--but the words are separate from them and not their words. Writing becomes personal when writers develop a personal writing style, and students (even fledgling writers) need to begin this process as early as cognitively possible. This process can take years, but the first step can be through examining and imitating the writing style of other, great writers. In this session, we will look at ways to highlight the stylistic particularities of great writers and teach students how to "steal" or imitate this writing.**MS/HS.Davidson 110**

**J DE-MYSTIFYING TONE: MINILESSON DEMONSTRATING TONE IN WRRITING. *Kenya Dale, LWP XXXVI, Male High School.*** One of the struggles students encounter with using tone is that although they know what it means, they can’t apply it in writing. Or, they can identify tone in writing (even on a very basic level), but cannot elaborate on tone due to its complexity and tendency to shift. This lesson de-mystifies tone and makes it accessible to students who struggle to analyze tone, and more user friendly for students who consistently fall into the trap of “telling” rather than “establishing” tone in their writing. Using imitation and creative/expressive writing, students establish and develop tone first, then work backwards to understand and deconstruct what they did. For many students, this lesson elicits the aha! moment they need before using tools and techniques which specifically help develop tone in their writing. **MS/HS. Davidson 103**

**K Writers' Workshop: AUTHENTIC AUDIENCES FOR WRITING. *Sheryl Block, LWP VIII, OVEC.*** “Writing for real” makes such a difference in students’ motivation levels. Come get ideas for revitalizing your classroom writing. **Writing Workshop Strand. All levels. Davidson 104**

**L COLORFUL REVISIONS. *Rachael Jaenichen, KWP College-Career-Community Writers Program Co-Director.*** Come experience a strategy developed by the National Writing Project that is improving student agency in writing as well as *quality.* **Grades 4-12. Davidson 107**

**M STRATEGY INSTRUCTION FOR STUDENTS WITH HIGH FUNCTIONING AUTISM AND OTHER DEVELOPING WRITERS. *Monica Delano, PhD, University of Louisville.*** Strategy instruction is a highly effective intervention for improving the writing skills of students with and without disabilities. Over the past decade this approach has been researched with students on the autism spectrum and the results are quite promising. Attend this session and learn how to put strategy instruction into practice to support students with autism and other developing writers.**Special Populations Strand. Davidson 108**

**N THROW THE READING LOGS AWAY: REAL SOLUTIONS FOR ACCOUNTABILITY IN INDEPENDEDNT READING. *Maegan Woodlee, LWP XXXV, Marion C. Moore HS.*** Participants will learn and discuss alternative methods of accountability and celebration for independent reading that do not include weekly or daily reading logs. Many strategies include technology, so participants should bring devices.**All levels. Davidson 109**

**10:30-12:00 Lunch Session:** **Davidson 108**

*Lunch and Learn with George Ella Lyon!*



*WE THE PEOPLE*

*George Ella Lyon, 2016-17 Kentucky Poet Laureate, will share her “I Am From” project, a march of letters to Washington in order to give voice to American values.*

*Pick up a lunch (outside 108) and then go to Room 108 to hear about the effort to find unity through creative expression, draft a contribution to the We the People Collection, and/or engage your students in this opportunity.*

**12:05-1:10 Choice of Sessions:**

**O SIMPLE STRATEGIES TO HELP YOUR STUDENTS WRITE EFFECTIVE AND INTERESTING SENTENCES. *Patti Slagle, LWP I, LWP Co-Director.*** In *The Art of Teaching Writing* (1994), Lucy Calkins tells us that “use of the English language is a skill to be developed, not content to be taught; and it is best learned through active and purposeful experience with it.” (p.296) Foster your students’ sentence development by giving them “active and purposeful experience” in composing meaningful and engaging sentences. This session will demonstrate simple strategies that provide students with tools they can use over and over to craft sentences that appeal to readers and of which they are proud.**Grades 4-12. Davidson 110**

**P WRITING POETRY: FIRST DRAFT AND FIRST REVISION. *John Bensing, LWP Poet.*** We’ll do some poetry journaling to create a first draft, then try some simple activities and resources and some more complex ones, all designed to help us improve our poetry. Participants are welcome to stay for a double session.**All levels. Davidson 111**

**Q YOU’VE GOTTA TICKET TO TICKET TO “WRITE”: THE INVITATION TO WRITE: THE DAILY WARM UP, SPONGE, DOL, ETC. *Valerie Barlow***, ***LWP XXXVI, Highland Middle School***. Until I became involved with the Louisville Writing Project, I pretty much just gave my students a question to answer every day for the warm up. Now I have learned that there is a more productive way to "ask" and encourage students to perform during that precious time we teachers get to do all the "stuff" we have to do during the first few minutes of class. I will introduce you to ways to invite your students to write, create, and share their writing. But be careful! You know we only have so much time to share before we must get down to taking care of business! How to handle that? I have a couple ideas on that as well! **MS/HS Davidson 103**

**R Writers' Workshop**: **MENTOR TEXTS.** *Jean Wolph, LWP Director.* We’ll try a model text, then explore some great new picture books and savor some tried-and-true ones to see how we might use them to teach craft lessons. **Writing Workshop Strand. Davidson 104**

**S SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) *Christy Rhodes, LWP XXV, ECE Literacy Resource Teacher.*** SRSD is an instructional approach to assist students in developing and retaining the skills necessary to become proficient writers, such as planning, monitoring, evaluating, and revising throughout the writing process.  This highly evidence-based framework includes components of self-regulation to enable students to take control of how they regulate their thought processes, set goals for themselves, and evaluate their writing. **Special Populations Strand. Davidson 107**

**T INVITATION TO EXPLORE CULTURALLY RELEVANT CHILDREN’S LITERATURE. *Jennifer Miescke, LWP XXXVI, JCPS ESL Office.*** Participants will explore a variety of culturally relevant children’s books to create invitations to write and make connections to Kentucky Academic Standards for writing. Participants will leave with ideas for how to use a variety of texts that reflect perspectives from different cultures to support standard-aligned writing instruction in their ELA/ESL classes.**Special Populations Strand (ESL).**  **Davidson 108**

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

**U FOCUS ON EVIDENCE. *Jean Wolph, LWP/KWP Director, and Harold Woodall, Co-Director of the C3WP Advanced Institute.*** Come experience a mini-unit designed for upper elementary that teaches opinion/argument writing skills while engaging students in considering whether or not they should be allowed to have cell phones. These materials are part of the National Writing Project's College, Career, and Community Writing Program, which has demonstrated success in a national study.**Grades 4-6. Davidson 110**

**V SPORTS LITERACY, ENGAGEMENT, AND HIGH SCHOOL ENGLISH. *Elizabeth Dinkins, LWP XXIII, Bellarmine University, Heather Jones, Fern Creek High School.*** This session will share the ways in which a sports-based curriculum using I Said Bang! (published by the Louisville Story Program and telling the story of Louisville’s own Dirt Bowl) can be used to engage students in a senior English class. Presenters will share curricular activities used to engage students and promote literacy development. Examples of student work and student experience of the curriculum will be shared as well.**MS/HS. Davidson 111**

**W PUSHING BACK ON PUSHBACK—USING FREEWRITING TO DISCOURAGE WRITER SHUTDOWN. *Kennita Ballard, LWP XXXVI, Olmsted Academy North.*** This workshop will discuss how to utilize the strategy of freewriting/RAW to address learner shutdown to re-engage and reframe the student writing experience. No more heads down! No more papers on floor! It's time to push back on student writing shutdown!**MS/HS. Davidson 103**

**X Writers' Workshop: JUST TRY IT.  *Katharina Snyder, LWP XXXVI, and Mary-Adele Allison, LWP Teacher Consultant, Shacklette Elementary.*** What does it feel like to write in a process-oriented classroom? Seeing is believing…as is writing your way through!**Writing Workshop Strand. Davidson 104**

**YTEACHING SENTENCES: A LITTLE WORK AND A LOT OF PLAY. *Winn Wheeler, LWP XXIV, Bellarmine University.*** This session will introduce teachers to the art and fun of sentence combining as a means to teach sentence composing, mechanical conventions, and mechanical awareness. Teachers will engage in the research behind sentence combining and walk away with instructional strategies they can bring back to their classrooms.**Primary. Davidson 107**

**Z DRINKING MILK HEALTHY FOR HUMANS? *Leslie Grimmer, LWP XXXVI, Olmsted Academy North.*** This argument writing unit, Is Drinking Milk Healthy for Humans? guides students to write a well-written paragraph that incorporates evidence with their own commentary. Participants will leave with a unit that uses strategies from the College, Career, Community, and Writers Program (C3WP) that they can incorporate in their own classroom.**Special Populations Strand (ESL).Davidson 108**

**AA COLLEGE READY WRITERS PROGRAM. *Suzanne Jackson, LWP XIX, Moore High School and Kimberly Johnson, LWP XXVIII, LWP Literacy Leadership Academy Co-Director*** Come experience the College Ready Writers Program with an engaging argument writing unit. These lessons have a balanced approached to helping students view, discuss, investigate, and write about important topics. Appropriate for middle and high school students. ***MS/*HS. Davidson 109**

**BB LITERACY THROUGH CODING. *Elizabeth Gleeson, LWP XVII, Crosby Middle School.*** Coding on computers gives students an authentic task for reading and allows for a variety of writing opportunities. Participants will learn about educational platforms for coding and experience coding as a student reader. They will explore ways to include coding as part of content area classes.**All levels. College of Education, CEHD 102**

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

**Thank you for joining us!**

**Interested In bringing the Writing Project to your school?**

**Please email** [**jean.wolph@louisville.edu**](mailto:jean.wolph@louisville.edu) **for more information.**