### Writing Mini-Conference

***Louisville Writing Project***

**Saturday, January 13, 2018**

***6 hours***

***PD credit***

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

**DAVIDSON HALL**

**University of Louisville**

* ***Writing and Reading Strategies, K-16***
* ***Writing Workshop***
* ***George Ella Lyon’s “We the People” project***

George Ella Lyon, recent Kentucky Poet Laureate, and Julie Landsman, a Minneapolis educator and writer, have developed a national “I Am From” project to give voice to “who this country really is, what our values are, and how they unite rather than divide us. America’s embrace is wide enough to include all of us if we put our minds and money to our common welfare.” George Ella will engage us in planning our own responses to this invitation, joining Americans from all over the country. The “I Am From” creations (poems, dance, song, art, drama)—the We the People Collection—will be taken to Washington in April of 2018. *This session will be broadcast in several rooms so that all may participate.*

$100 registration fee includes **box lunch.** *Registrations received after January 10 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)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

**Questions: 502-852-4544;** **lksatt01@louisville.edu** ***Note: Registrations are non-refundable after January 10.***

***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****,** **La Quinta Inn & Suites Louisville Airport & Expo****,** **Courtyard by Marriott Louisville Airport****,** **Springhill Suites by Marriott Louisville Airport****,** **Residence Inn by Marriott Louisville Airport****,** **Hilton Garden Inn Louisville Airport**

**University of Louisville / College of Education**

***Louisville Writing Project***

### Writing Mini-Conference

**Saturday, January 13, 2018 / 8:00 - 2:30 p.m. *Tentative*** CONFERENCE SCHEDULE

**7:30 Coffee and late registration. Please visit our author tables and Silent Auction (proceeds go toward teacher scholarships)!**

 **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 GRAMMAR IS FUN-DAMENTAL: EXPLORING LANGUAGE AND ENHANCING STYLE THROUGH STUDY OF MENTOR TEXTS. *Dottie Willis, LWP VI, Bellarmine University.*** This session is designed to help teachers seamlessly incorporate Common Core language standards into their literacy instruction. Participants will examine a variety of mentor texts appropriate for teaching grammatical constructions in middle and high school language arts classrooms. In addition, teachers will experience a grammar game that develops students’ awareness and appreciation of a writer’s intentional language and stylistic choices.**MS/HS.Davidson 111.**

**K 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.**

**L Writers' Workshop: AUTHENTIC AUDIENCES FOR WRITING.** “Writing for real” makes such a difference in students’ motivation levels. Come get ideas for revitalizing your classroom writing. **Writing Workshop Strand. Davidson 104.**

*Box lunches available for those who*

*pre-registered in Education 100.*

*10:30-12:00*



*WE THE PEOPLE*

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

*Pick up a lunch and then go to Rooms 110 or 111 to hear about the effort to find unity through creative expression and perhaps to draft a contribution to the We the People Collection and/or engage your students in this event.*

**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.**

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

**O TEACHING 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 101.**

**P SIMPLE STRATEGIES TO HELP YOUR STUDENTS WRITE EFFECTIVE AND INTERESTING SENTENCES. *Patti Slagle, LWP affiliation, 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**

**Q 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**

**R Writers' Workshop**: **MENTOR TEXTS.** Come hear some great new texts and savor some tried-and-true ones. **Writing Workshop Strand. Davidson 104**

**S 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**

**T TEACHING ARGUMENTATIVE WRITING IN CULTURALLY RELEVANT WAYS. *Kimberly Johnson, LWP XXVIII, LWP Literacy Leadership Academy Co-Director & Veda Pendleton (McClain), Equity Consultant, KDE.*** Students bring cultural capital to the classroom. When students are taught literacy skills such as argumentative writing in culturally relevant ways, they are empowered intellectually. This session will focus on how to connect with and engage diverse learners by helping them utilized their cultural capital to develop a critical conscience on individual and social levels.**All levels. Davidson 109.**

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

**U POETRY IN PRIMARY. *Beth Fuller, LWP XXVIII, Carter Traditional Elementary Goal Clarity Coach.*** Classroom-tested strategies for engaging our youngest writers in poetry.**Primary. Davidson 101.**

**V 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.**Intermediate. Davidson 110**

**W 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**

**X 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. Davidson 107**

**Y Writers' Workshop: JUST TRY IT.** 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**

**ZIS 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 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. Davidson 109.**

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

**Thank you for joining us!**