

Kentucky Writing Project
State Network
**2017 Fall Conference
on Schoolwide Literacy**

*Improving K-12
Student Achievement
Through
Research-Based Practices in Writing*

**University of
Louisville**
*Porter College
of Education*



Saturday, September 30
8 a.m. – 2:30 p.m.

Who should come: P-20 educators interested in improving literacy instruction

What you will do: Learn strategies for improving student achievement in literacy.

- Experience the argument/opinion writing i3 College-, Career, & Community Writers Program (C3WP) work of the National Writing Project.
- Enhance classroom literacy practices through active demonstrations

Schedule

7:30 –8:00	Check-in / Coffee and breakfast snacks
8:00-9:25	Choice of sessions A, B, C
9:30-10:55	Choice of sessions D, E, F
10:55-11:30	Box lunches available in lobby
11:30-12:55	Choice of Sessions G, H, I
1:00-2:30	Choice of Sessions J, K, L
2:30	Conference Ends
2:30-3:30	Post-Conference Follow-up Meetings & Planning Sessions for Writing Projects

Tentative Conference Schedule

8:00-9:25 Session Choices

- A. **Project-Based Writing: Cultivating Voice and Choice with Technology and 21st Century Skills.** *Liz Prather, Morehead Writing Project, and Lafayette HS students David Choate, Katrin Flores, Michael Maish, and Jenna Tinnel.* What happens when reading-writing workshop meets project-based learning? Project-based Writing! Project-based writing is a framework that simultaneously protects the creative processes of 100+ students while helping them manage long-term writing projects in order to become college and career ready. In this session, participants receive an introduction to the project-based writing infrastructure as well as engage with students who demonstrate every step of the model. Participants will also receive instructional resources and assessments to use the Project-Based Writing framework. **MS/HS.**
- B. **STEM Concepts and Literacy Development.** *Sarah Cross, Western Kentucky University Writing Project/Bluegrass Middle School.* STEM Concepts and Literacy Development may seem to go together like oil and water, but the integration of the two is actually not only seamless, but a key component in reaching the 21st Century Learner. They truly go together like peanut butter and jelly. This presentation draws on the tiny house movement and traditional character analysis to demonstrate how literacy skills and STEM concepts can be melded in an authentic project. These strategies can be used across a variety of content areas and grade levels. **All levels.**
- C. **Close Reading, Textual Evidence, and Analytical Writing.** *Katie Hopkins, Western Kentucky University Writing Project/College View Middle School.* Do your students struggle with literary analysis? This presentation will help you learn how to lead your students in a scaffolded 3-step close reading exer-

- D. Recipe for Writing: Cooking up the Perfect Argumentative Essay.** *Ida Lewis, Mountain Writing Project/Letcher Middle School.* Ever tried to bake a cake without a recipe, perhaps just by looking at a picture of a cake? Of course not! Why, then, do we expect students to be Master Chefs after viewing a few exemplars? Creating writing that requires specific elements and formats is daunting for even the most talented writers. This presentation offers a recipe for breaking each section of an argument into components and building paragraphs from scratch. While we will focus on the argument essay, this activity can be utilized with any mode of writing! **Intermediate, Middle**
- E. STRATEGIES FOR POETRY WRITING.** *Aretha Whaley, LWP Teacher Consultant, Louisville Male/JCPS:* *Writing poetry can be fun – really! In this session, we will explore some novel approaches to getting students to engage in poetry writing that will have them thinking deeper and more creatively. Come learn what's beyond the formulaic poems so that students' voices shine through!* **MS/HS**

9:30-10:55 Session Choices

- F. Connecting Evidence to a Claim.** *Sabrina Tackett and Rachael Jaenichen, KWP College, Career, & Community Writing Program Advanced Institute Co-Directors.* Come try one of the National Writing Project's acclaimed mini-units, part of the College, Career, and Community Writers Program that led to improved student performance on on-demand assessments. This mini-unit has been recently revised and re-texted. **MS/HS.**
- G. Making a Future for All: Connecting Passion to Profession.** *Vickie Moriarity, Morehead Writing Project/Bath County Middle School/* Have you ever wanted to create makerspaces or have a genius hour at your school? Thanks to the 2017 LRNG Innovators Challenge Grant, this will be a reality for Bath County Middle School students! At an end of the year community block party, students will share projects, products, published works, and performances they have worked on throughout the year. Learn how we worked to get Genius Hour and makerspaces off the ground, the excitement it has created, and the challenges yet to be overcome. **All levels.**
- H. What You Want Baby, I Got It: Proficiency Scales 101.** *Kennita Ballard, Louisville Writing Project/Olmsted North Academy.* Do you spend hours lugging papers back and forth between the classroom and your home? Do you spend countless hours 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: 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.**
- I. Chew on This; Writing in the Science Class.** *Uriah Albrink, Morehead Writing Project/Mason County High School.* Experience what my students do: they are asked to design a procedure, and then have a separate group carry out the procedure to determine the percentage of sugar in gum. They have to determine if the claim that the gum is 80% sugar is correct or not and then support their claim with evidence from their investigation. They also have to provide a written evaluation of the procedures that they received. **Appropriate for science teachers, grades 4-12.**

11:00 Box lunch available for those who pre-registered

11:30-12:55 Session Choices

- J. Preparing Intermediate Students for Argument Writing.** *Harold Woodall, KWP C3WP Advanced Institute Co-Director, and Jean Wolph, KWP Director.* Experience a mini-unit that will help bridge between opinion and argument writing, preparing students for middle school expectations. **Grades 4-6.**
- K. C-E-R and Color Coding.** *Jessica Stacy and Melissa Holmes, Bluegrass Writing Project/East Jessamine Middle and Morton Middle.* We'll focus on teaching two strategies that help students support claims using sufficient evidence and reasoning. Through analyzing murder scenes and historical documents we will color-code our way to providing sufficient connections to our claim. **Intermediate, middle, high / Language Arts, Social Studies, Science.**
- L. Structures for Collaboration: Improving comprehension through reading, talking, and writing.** *Jennifer Dyson, Western Kentucky University Writing Project/Russellville High School:* In workshops and during professional developments, collaboration is almost exclusively shown in its finished state. In reality, educators know that

takes time to develop these procedures and expectations. Today you will be introduced to the steps for structuring collaboration, starting with the individual student and evolving into whole group discussion. Using guiding questions, you will see how a simple “In the Head” conversation can evolve into a thoughtful whole group discussion. **All contents. All levels.**

- M. How to Create a Culture of Argument in Your Primary Classroom Using Routine Argument Writing.** *Nikki Hunt, Bluegrass Writing Project/Wellington Elementary.* Do you value the significance of argument writing, but aren't quite sure how to make it happen in your classroom? Motivate your students by creating a culture of argument with routine argument writing! **Primary.**
- N. Assignments Matter: Using the LDC Template Tasks to Create Clear Prompts.** *Maggie Brewer, Eastern Kentucky University Writing Project/Scott Co. HS.* Sometimes the work that students submit isn't of high quality or isn't what we had in mind. Is the student the problem? Or is it the assignment? How we create our assignments matters! In this session we will use the LDC template tasks to create assignments that are clear, precise, and without bias. No prior experience with the Literacy Design Collaborative is necessary. **6-12 Grade, all content areas**

1:00-2:30 Session Choices

- L. Writing with the Stars: Using Models to Develop Ideas.** *Hillary Howard & Ann Cothran, Bluegrass Writing Project/East Jessamine High School, Tates Creek Middle School.* A focused, meaningful piece of writing should have clearly developed ideas. For different genres, however, this idea development looks different. Learn how to provide students with the reading-writing connection, that connection that has them consciously reading as a writer and writing as a reader. Learn to help students identify idea development structures and utilize them in their own writing. This lesson can be used during the prewriting, drafting, or revision stages. **Intermediate, Middle, High, College /English and Social Studies.**
- M. Using Sensory Details in Writing.** *Julie Hale and Sarah Schneider, Bluegrass Writing Project/Baker Intermediate and Lexington Christian Academy.* This presentation will help teachers guide students to use sensory details in their writing. Presenters will model hands-on practices to help students refer to their senses to provide rich detail. Students will also see the value of description in texts, and in turn will use that in their own writing. **Primary, Intermediate, and Middle.**
- N. Teaching Implying and Inferring: Flash Fiction.** *Jessica Simpson, Louisville Writing Project/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 Levels.**
- O. What's the Big Idea? Using writing to grow Independent Reading.** *Aretha Whaley, LWP Teacher Consultant, Louisville Male/JCPS.* *Turning students into lifelong readers is something we all strive to achieve. However, there are many things competing for our precious classroom time and reading for pleasure is often left little space at the table. When we do carve out the time to do independent reading, it is often with strings (aka assessments) attached. In this session, we will explore ways to get students engaged in independent reading that we can track and assess without it being a burden on teachers or students. We will explore ways to help students find books, track reading, and use writing in “big idea” journals for pain-free assessment. Participants will leave with their first “big idea” journal to help start their own independent reading revolution. MS/HS, adaptable to upper elementary*

Registration Deadline: September 26

You may send a photocopy of this page.

School _____

Address _____ City _____ State _____ Zip _____

Phone _____ e-mail contact: _____

Type of registration: Individual (\$100 per person) Team (\$75 per person)

Total _____ School P.O. # _____ OR Check enclosed _____
(payable to *Kentucky Writing Project*)

Name(s) _____
Last First email

_____ Last First email

_____ Last First email

_____ Last First email

Please attach a separate sheet if you have more educators to register.

NOTE: Registrations are non-refundable after September 26.

Location: Porter Education Building, University of Louisville

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 has paid spaces available).

Email to linda.mcfadin@louisville.edu

OR

Fax to 502-852-4634.

OR mail your registration form to

Jean Wolph
Kentucky Writing Project
CEHD 105 University of Louisville
1905 S. 1st Street
Louisville KY 40292

Registration questions:
502-852-4544

Conference Questions: jean.wolph@louisville.edu

A few lodging options

[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](#)

Bringing the Family? Area Attractions:

- Louisville Zoo, Churchill Downs, Museum Row on Main Street
- Dixie Soul Flea Market, downtown LaGrange (10-6)
- Angels in America, Actor's Theatre (1-3:30)
- St. Francis of Assisi Fall Festival—family activities, craft beers, gambling tent (4-11)
- Bourbon Heritage Southern Supper, Woodford Reserve Distillery (6-10)