

# *Kentucky Writing Project State Network*

## **2014 Fall Conference on Literacy**



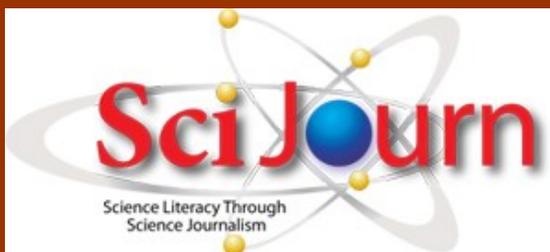
**DANVILLE CAMPUS,**

**Bluegrass Community & Technical College**

**59 Corporate Dr., Danville, KY 40422**

### *Featuring*

- *Strategies to meet KCAS literacy standards*
- *PGES Strand*
- *LDC Module Development*
- *Argument/Opinion*
- *Technology and Writing*
- *All-Day SciJourn Strand: Science Literacy through Science Journalism*



**For P-12 educators of all content areas; literacy teachers; special education & ESL teachers; curriculum specialists.**

***This year: a special strand for science and English teachers on an exciting way to integrate real-world non-fiction writing into your teaching***

**Featuring 2 Authors: Sandra Hogue and WR Cooper!**

***6 hours of professional development credit available***

# 2014 Kentucky Writing Project Conference on Literacy

*Saturday, September 27*

7:30a.m. (Eastern time)	Registration Table open / Coffee / Book Fair services courtesy of Heinemann
8:00-9:20 a.m.	Choice of Sessions
9:30-10:50 a.m.	Choice of Sessions
10:50-11:40 a.m.	Lunch / Exhibits open (Note: exhibits close after lunch)
11:40-1:00 p.m.	Choice of Sessions
1:10-2:30 p.m.	Choice of Sessions
2:30	Writing Project Site Meetings / Summer Institute Follow-ups

## Directions to Campus:

*Please do your own "mapquest" for more specific information.*

**From Louisville:** Take I-64 East. At exit 48, take ramp right for KY-151 South toward Lawrenceburg / Graefenburg. Turn right onto KY-151 (Alton Rd) and then turn right onto US-127 S Byp / Bypass North. Turn right onto KY-34 / Lebanon Rd and then turn right onto Corporate Dr.

**From Richmond:** Take KY 52/KY 595; bear left on Gose Pike, then right on US-150 N Byp / S Danville Byp/US-127 N Byp , left onto KY-34 and right onto Corporate Dr.

**From Western KY:** Take Wendell H Ford Western Kentucky Pkwy. At exit 137B, take ramp right for I-65 North toward Louisville / Lexington / Martha Layne Collins Bluegrass Parkway. At exit 93, take ramp right for Blue Grass Parkway toward Lexington / Bardstown. Take right ramp toward Bardstown, turning right onto US-150 / Springfield Rd. Stay on US-68 / US-150 / KY-52 / E 2nd St. Turn right onto US-127 S Byp / US-150 S Byp / S Danville Byp. Turn right onto KY-34 / Lebanon Rd and then turn right onto Corporate Dr.

**From Northern KY:** Take I-75 S/I-64E. At exit 115, take ramp right for KY-922 toward Lexington / Martha Layne Collins Bluegrass Parkway / Airport. Bear right onto KY-922 S / Newtown Pike. Take ramp right for KY-4 West toward Martha Layne Collins Bluegrass Parkway and stay on US-60 W Byp / US-421 W Byp / KY-4 W / W New Circle Rd. till reaching exit 19. Take ramp right for US-27 toward Lexington / Nicholasville. At exit 19, take ramp right for US-27 toward Lexington / Nicholasville and later Danville. Turn right onto KY-34. which joins with US-150. Stay on US-150 / KY-34 / KY-52 / E Main St / Danville. Go left onto KY-34 and right onto Corporate Dr.

*Traveling with family?*

**While you're here...**

explore local attractions such as

- The first post office west of the Allegheny Mountains at historic Constitution Square
- McDowell House and Apothecary, where Dr. Ephraim McDowell performed the world's first successful abdominal surgery
- Centre College
- The Great American Doll House Museum
- Jacobs Hall Museum at Kentucky School for the Deaf
- Old Bridge Golf Course, an 18-hole, 72 par course overlooking Lake Herrington
- Windjammer Family Fun Center—rollerskating, laser tag, etc.

## Tentative Schedule

### 8:00-9:20 Choice of sessions such as...

- A. **The Words Students Need: An Interdisciplinary Approach.** *Jennifer Bernhard, EKU Writing Project; Ian Ferrell and Ashley Madison, Clark County Schools.*

This interactive workshop will focus on the nuts and bolts of an interdisciplinary approach to teaching academic language that, in turn, can lead to collaboration in creating interdisciplinary LDCs. **MS. Room 104A.**

- B. **Three Types of Journals.** *Vickie Moriarty, Morehead Writing Project.*

Are you looking for a tool that will increase student organization, engagement, and accountability? Journals are a great way to accomplish these goals and have samples at your fingertips for the writing review! This session will show you how to set up two journals in one, theme journals, and student interactive notebooks. You will also receive a handout with numerous websites with journal ideas for all core disciplines. **K-12, All Contents. Room 110.**

- C. **FLIPPING YOUR CLASSROOM.** *Gerald Brashear & Michael Combs, Mountain Writing Project.*

What considerations do teachers need to explore when deciding to flip? What websites and tools will help them make this transition? Moreover, how can "flipping" aid the teaching of writing as a process? This session will examine those question in depth, and leave you will ideas and practical tips to begin or continue flipped instruction. Participants will be provided with time and support to practice the applicable technology. **Computer Lab 1.**

- D. **BECAUSE MY MOMMA SAID SO! Using Subtext and Other Strategies to Support Students in Developing Informed Opinions.** *Sandra Hogue, Heinemann Author and Louisville Writing Project Co-Director.*

This session will explore strategies for helping students to develop informed opinions when reading and writing. We will explore subtext and other strategies to support this work. **DOUBLE SESSION (ends at 10:50). Intermediate-HS. Room 113.**



- E. **SciJourn Strand: Front-Page Science! Engaging Teens in Science Literacy through Science Journalism.** *Kelly Clark, Kentucky Department of Education, and Marsha Buerger, KWP SciJourn Director.*

What is SciJourn? Learn about this 4-year NSTA-funded study which is demonstrating that writing about science DOES improve student achievement on science assessments. An approach to integrating literacy in the science classroom, SciJourn engages students in science journalism to learn to “talk science.” The goal is to create students “who are not afraid of science; who recognize how science is relevant to their lives, can find information and make sense of it using multiple and diverse sources and place that information into the context of prior research and applications for society.” (p.xiii) This overview will explain how SciJourn aligns with Kentucky’s standards and expectations. Then Marsha Buerger, KWP SciJourn Director, will engage you in brainstorming and choosing a topic that you will use throughout the day as you experience the SciJourn process in depth. **Computer Lab 2.**

**F. PGES: Enduring Skills in Student Growth Goal-setting. Carol Franks, LWP, KDE Effectiveness Coach.**

Student Growth Goals (SGG) are based on enduring skills or learning. What does that mean? In this session, participants will engage in a process to identify enduring skills and help them see where these fit in the student growth process. **All Levels. Room 118.**

**G. Solving the Mystery of Incorporating Textual Evidence in Writing. Faith Womack, Western Kentucky University Writing Project.**

In an engaging crime-scene investigation format, participants will learn strategies for teaching middle-school students to read for textual evidence and incorporate evidence into argumentative writing. Standards addressed: CCSS.ELA-Literacy.CCRA.R.1, CCRA.W.1, W.8.1. **Upper Elementary, Middle, Early High School. Room 112.**

**9:30-10:50 Choice of sessions such as...**

**Continuing session: D. BECAUSE MY MOMMA SAID SO! Using Subtext and Other Strategies to Support Students in Developing Informed Opinions. Sandra Hogue, Louisville Writing Project Co-Director. Room 113.**

**H. TEACHING GRAMMAR for WRITING, ONE SENTENCE AT A TIME. Patti Slagle, Louisville Writing Project Co-Director.**

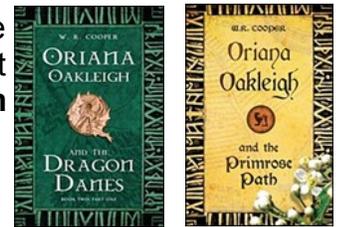
Research clearly indicates that filling in blanks/labeling words in worksheet sentences or plowing through multiple workbook pages does not result in students’ implementation of effective grammar craft when they’re writing. Likewise, classroom focus on error hunting does not produce inspired and inspiring writing. The good news is that one or two well-constructed authentic sentences can form the basis of meaningful grammar instruction that leads not only to student mastery of a grammar concept but also to its use in students’ writing. This session will explore several strategies utilizing mentor sentences from authentic texts to foster students’ application of grammar concepts as part of their craft in producing writing that “speaks” to readers. Grades 4-12. **Room 104A.**

**I. CREATION 2.0. Lisa Ison, Mountain Writing Project Director; & Sabrina Back, Mountain Writing Project Co-Director.**

Sure, you've heard about cool websites/apps like Voki, Vine, and others, but how can teachers fully integrate these tools with what they are already teaching? Technology shouldn't just be an add-on. Standards-based writing instruction meets easy-to-utilize tech tools in this session that will provide support and exploration time. Come with an idea in mind, and we will help you find tools to enhance your instruction. **Computer Lab 1.**

**J. THE ART OF WRITING NARRATIVES WITH ENGLISH LANGUAGE LEARNERS. Irina McGrath, ESL, Louisville Writing Project.**

Learn about narrative writing and English Language Learners. Explore creative ways to reach all students in your classroom by combining the art of writing with visual arts. For K-12 ESL and content area teachers. **Room 110.**



**K. USING AN HISTORICAL NOVEL IN YOUR CLASS. WR Cooper, Ken-**

**tucky YA Author, Morehead WP.** The author of the *Oriana Oakleigh* books explains how these texts can be used to help implement the Common Core State Standards, learn content, and engage students in reading and writing. **MS/HS; SS, LA. Room 112.**

**L. SCIJOURN STRAND: Key SciJourn Strategies: Moving Students Ahead as Readers, Critical Thinkers, and Consumers of Science Information. Billie Jo Thornsberry, Lewis Co.**

**MS; Marsha Buerger, KWP SciJourn Director.** This introduction to the SciJourn approach will focus on key SciJourn strategies such as the SciJourn Read-Aloud/Think-Aloud, and Assessing Credible Sources. Students who experienced instruction using these tools scored significantly higher than their peers on science literacy assessments. We'll look at websites as critical thinkers as well as identify web-based articles that you can use in your classroom on Monday. We'll also analyze a SciJourn article using standards for science news writing. **Computer Lab 2.**

**M. PGES: Rubrics that Support Student Growth Goal-setting. Carol Franks, LWP, KDE Effectiveness Coach.; & Rebecca Woolsey, KDE Effectiveness Coach.**

How can instructional rubrics be used to support student-growth goal-setting? What characteristics of a rubric are necessary to support student growth? In this session, participants will be introduced to a tool for evaluating rubrics designed, found, or already in use. Additionally, teachers will learn a process for developing standards-based rubrics. **All levels. Room 118.**

**N. Using Text-Dependent Questions and Reading Strategies to Improve Student Engagement. Leslie Workman, Morehead Writing Project.**

This session will focus on using Text-Dependent Questions and Reading Strategies to get students more actively engaged with a variety of texts. There will be a brief overview of what makes a text-dependent question as well as how they can be used as a spring board to student writing and as a way to improve other literacy skills. **All grades, all contents.**

**10:50-11:40 LUNCH (provided)**

**Please visit our vendors! (vendors close after lunch) WR Cooper available to sign books.**

**11:40-1:00 Choice of sessions such as...**

**O. Teen Brains: Engaging Texts to Engage Student Writers in Argumentation. *Jean Wolph, LWP Director, and Amy Vujaklija, Louisville Writing Project.***

Experience a National Writing Project mini-unit designed to introduce middle/high schoolers to argument writing. A set of high-interest texts are used to invite students to think about what research says about their developing brains and to challenge them to make a claim that they can defend. **Room 104A.**

**P. PEER COLLABORATION OR BACKCHANNEL? *Gerald Brashear and Michael Combs, Mountain Writing Project.***

Whether in a virtual environment or an in-person setting, teachers want students to collaborate with one another. There are advantages to both types of collaboration, but this session will emphasize *virtual* collaboration. Microblogging sites like Twitter, backchanneling options like Today'sMeet and WallWisher, and safe social networking sites like Edmodo can greatly enhance collaboration in your classroom. Come ready to explore these tools and share ideas with the support of Gerald and Michael! **Computer Lab 1.**

**Q. SciJourn Strand: Pitching a Topic and Researching It. *Lisa Antoniou, Eastern KY WP; Marsha Buerger, KWP SciJourn Director.***

Engage in learning how to narrow your topic and “pitch it” for feedback and approval before beginning to write. Preliminary research is a part of this process—is it new? What does the original research say? What’s your connection? Where’s the science? How is this relevant to a teen audience? Engage in the process your students will use to become confident in evaluating and locating current science resources of all types, including student-conducted interviews. **Computer Lab 2.**

**R. Expert Writing: Using the Familiar to Scaffold Informational Writing for Struggling Writers. *Darlene Grove, ESL, Louisville Writing Project.***

In this session, participants will learn a strategy to help students structure their writing by grouping information in paragraphs and sections. The strategy utilizes topics on which students already have expertise and also allows them to develop their topics with details and use domain-specific vocabulary. **Intermediate/MS. Room 110.**

**S. **PGES:** Student Voice in the Teacher Professional Growth and Effectiveness System**

**(TPGES). Carol Franks, LWP, KDE Effectiveness Coach.** Student surveys are one source of data to inform professional practice in the TPGES. In this session, learn about the student voice surveys, the kinds of data they provide, and how teachers can use student feedback to reflect on their own practice. **All levels. Room 118.**

**T. Get Out of the Way: Minilessons that Mean Something. Dr. Gill Hunter, ECU Writing Project Co-Director.**

In every class, students need to be engaged for as long as possible in real work. Our role as teachers is changing as we differentiate and individualize instruction more and more. And those times we're up in front of the class? They better pack a punch. Learn the ins-and-outs of Mini-lessons in this demonstration that will get you thinking seriously about how you use your time in class. **All levels. Room 113.**

**U. Using the Principles of Universal Design for Differentiation. Dr. Peggy Otto, Western Kentucky University Writing Project.**

Participants will be introduced to the basic framework of Universal Design for Learning, learn about available resources, and participate in an activity for revising a lesson using UDL guidelines. TPGES Indicators Addressed: 1C-Planning and Preparation: Diverse Learners; 3C-Instruction: Student Engagement; 3D-Instruction: Assessment; and 3E-Instruction: Flexibility & Responsiveness. **All levels. Room 112.**

**1:10-2:30 Choice of sessions such as...**

**V. TEACHING WITH ZOMBIES AND CAPED CRUSADERS. Dr. Deanna Mascle, Morehead Writing Project Director.**

Harnessing the power of comics to inspire engagement and foster reading, writing, and critical thinking across disciplines, this session will share the scaffolding and assignments used to create comic projects demonstrating college readiness for first-year college students with developmental needs. **Room 110.**

**W. SCIJOURN STRAND: Helping Students Research, Paraphrase, and Write Science Articles. Marsha Buerger, KWP SciJourn Director.**

Kentucky Core Academic Writing Standards require students to develop a topic with relevant, well-chosen facts, definitions concrete details, quotations, and other information and examples. How do we, as teachers, meet this standard through SciJourn? Then try your hand at developing a lead, using the inverted triangle structure for articles, and creating an effective title. Experience peer editing. We'll look at key resources such as *Front Page Science*, [Teach4SciJourn.org](http://Teach4SciJourn.org), and [SciJourn.org](http://SciJourn.org). How are teachers using these in the classroom? Learn about a graduate online course that you can take as you engage in science writing with your students, the KWP SciJourn Network, and summer opportunities to dig deeper into SciJourn. **Computer Lab 2.**

**X. Dem Bones, Dem Bones, Dem Book Bones: Taking an “X-Ray” of Informative Text Structures to Foster Authentic Student Writing. *April Garrett, ECE, Louisville Writing Project.***

In this session, teachers will learn the steps to guide their students to analyze the structures of informative texts and then apply this knowledge to their own informative writing. **Elem. Room 113.**

**Y. **PGES:** Effective Feedback: The Role of the Peer Observer. *Carol Franks, LWP, KDE Effectiveness Coach.***

The role of the peer observer is to help the classroom teacher reflect on his or her practice. How does that happen? In this session, participants will learn how to guide a reflective discussion. **All levels. Room 118.**

**Z. “FOR-REAL” WRITING WITH A TECH EMPHASIS. *Lisa Ison, Mountain Writing Project Director; & Sabrina Back, Mountain Writing Project Co-Director.***

Two teachers, one from middle school and the other a post-secondary educator, share two different projects in this workshop where you’ll create along with us. One project emphasizes digital arguments, the other ramps up a traditional multi-genre project by having students create websites to demonstrate their understanding of the three modes of text. Handouts will be provided, as well as exploration time with support from the facilitators. **Computer Lab 1.**

**AA. PRIMARY WRITING ACTIVITIES USING CHILDREN'S LITERATURE. *Brandis Carlson & Jennifer Kidd, Morehead Writing Project.***

Fun and exciting ways to use all different types of literature to get children to create awesome writing pieces. **Room 112.**

**BB. SHOULD THE KENTUCKY WRITING PROJECT SPONSOR THE Scholastic Art & Writing competition? *Jean Wolph, KWP Director.***

Come to this discussion session if you are a Writing Project educator and are interested in working on this project! **Room 104A.**

**2:30-3:30 Writing Project Site Meetings / Summer Institute Follow-ups**

**Lexington, Room 110**

**Louisville, Room 104A**

# Registration: KWP Conference, Sat., Sept. 27, 2014

*You may fax to 502-852-4634 or scan/email this page to lksatt01@louisville.edu..*

School \_\_\_\_\_ District \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ e-mail contact: \_\_\_\_\_

Cost: \$75 per person if registered by September 8. Registrations after Sept. 8 & walk-in registrations: \$100. (Lunch not guaranteed for walk-ins.)

\_\_\_\_\_ Number of Conference Registrations Rate: \$75 \_\_\_\_\_ (before Sept. 8) or \_\_\_\_\_ \$100 (after Sept. 8)

TOTAL DUE: \_\_\_\_\_ School P.O. # \_\_\_\_\_ or check enclosed \_\_\_\_\_

(payable to Kentucky Writing Project Network)

Name(s) \_\_\_\_\_ email \_\_\_\_\_

First Last

Please fax to 502-852-4634

OR

scan/email this page to lksatt01@louisville.edu

OR

mail your registration form to

Jean Wolph  
CEHD 105 / University of Louisville  
1905 S. 1st St.  
Louisville, KY 40292.

**If you do not receive a confirmation email,  
please contact lksatt01@louisville.edu.**

## Lodging Suggestions:

- [BEST WESTERN Danville Inn](#)
- [Quality Inn Danville](#)
- [Comfort Suites Danville](#)
- [Country Hearth Inn Danville](#)
- [Hampton Inn Danville](#)