

*Kentucky Writing Project
State Network*

**2015 Fall Conference
on Schoolwide Literacy**

Keynote:

**Dr. Bryan Ripley
Crandall & his
work with both
The Newtown (CT)
Poetry
Project & the
Ubuntu Academy**

*Improving K-12
Student Achievement
Through
Best Practices in
Writing*



Boone Center
University of Kentucky
Lexington, Kentucky

**Saturday, September 12
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. Some sessions draw on the argument/opinion writing i3 College Ready Writing Program work of the National Writing Project.

Schedule

7:30	Check-in / Coffee and breakfast snacks / Vendors open for browsing and purchases
8:00-9:30	Choice of sessions A, B, C, D, E, F
9:40-11:00	Choice of sessions G, H, I, J, K, L
11:00-12:20	Keynote Luncheon Speaker, Dr. Bryan Crandall Deli Buffet and Salad Bar provided with registration. Vendors open (they leave after lunch) .
12:25-1:25	Choice of Sessions M, N, O, P, Q, R
1:30-2:30	Choice of Sessions S, T, U, V, W, X
2:30	Conference Ends / Writing Projects cohorts meet 2:30-3:30.

Dr. Bryan Ripley Crandall, keynote speaker

Bryan Ripley Crandall is the Director of the Connecticut Writing Project at Fairfield University and a Fellow of the Louisville Writing Project, XXI. For 10+ years Crandall taught at the J. Graham Brown School in Louisville, Kentucky, where he was the portfolio cluster leader and where he oversaw senior culminating projects, including the annual ten-minute play festival. From his classroom, he volunteered with Kentucky Refugee Ministries to support several relocated men known as the “Lost Boys of Sudan.” The Kentucky Writing Portfolio, his teaching experiences in Louisville, and his mentoring of refugee families led to his dissertation, “A Responsibility to Speak Out: Perspectives on Writing from Black African-Born Male Youth with Limited or Disrupted Formal Education,” which won a Syracuse University doctoral prize for research. Now in Connecticut, Crandall continues his work through collaboration with urban schools where he also hosts WRITING OUR LIVES events each year (conferences for student writers). He writes, publishes, and presents on the teaching of writing, youth advocacy, activity theory, and the importance of community outreach.

Tentative Session Choices

8:00

A. Literacy4Life: Sports, Youth, Collaboration, and Teamwork. *Dr Bryan Ripley, director of the Connecticut Writing Project at Fairfield University.* Learn about a unique partnership with Fairfield University Athletics in support of 'literacy' in and out of school and on and off the court, field, and arena, including a game day for 1,300 K-8 students, the Mentor4Life Contest, a Youth Leadership Academy, and a summer partnership between athletes, teachers, and students. **All levels. Hunt Room.**

B. A Fresh Look at Questioning. *Dr. Debbie Bell, Purchase Area Writing Project.* Come to think and learn together about teachers generating questions, students generating questions, and questions that lead to learning. **All levels. President's Room.**

C. Building and Sustaining a Community of Writers. *Leslie Workman, Morehead Writing Project.* Experience writing activities to build community at the beginning of a year/semester/class. The presenter will share an overview of activities she uses in her classroom as well as community building activities that maintain community throughout the year. **Middle/High. Library.**

D. Alternative Structures to the Age-Old Five-Paragraph Essay. *Stephanie Wilson and Sherry Logan, Bluegrass Writing Project.* Universities do not expect incoming freshmen to write five-paragraph essays. Yet across the state, that is the only structure our middle and high school students seem to be able to write. In this session, you will experience alternative essay structures that will enable your students to compete with incoming freshmen from other states across the country. Writing Standards 1, 2, 3. **MS/HS. Conference Room.**

E. Changing Places: Analyzing the Impact of Community Service and Civic Engagement. *Dr. Dottie Willis, Louisville Writing Project and Bellarmine University.* Participants will explore a Common Core ELA Unit that challenged high school students to analyze how their volunteer service has changed them as well as their community. Participants will engage in real-world literacy lessons that can produce powerful college admission essays and scholarship applications as a result of students' reflections on civic engagement. **HS/College. First Lady Room.**

F. RSPDI FOLLOW-UP. (For lead teachers of the Rural Schools Professional Development Initiative only.) **Bar Room.**

9:40

G. The Rebel Poet Society: Sneaking Poetry Back into the Classroom. *Lindsey Depenbrock, Bluegrass Writing Project.* Join the cause to bring poetry writing back! Or did it ever leave? Poetry is all around us and just because it is mentioned explicitly in only two reading standards doesn't mean we can't write it. Author Frank Smith says that we must "read like writers," meaning that to understand a form, we should study it for the author's techniques. And what comes naturally after that? Writing! Like learning any other skill, to truly understand poetry, we must try it ourselves! Learn several strategies to incorporate poetry into opinion, informative, and narrative writing. Hear what Georgia Heard, Ralph Fletcher, Allan Wolf, and Paul Janeczko have to say about writing poetry and how to fit it into the classroom. Then you won't have to ask for permission or forgiveness! Writing Standards 1, 2, 3; Reading (L) Standards 2, 5. **Primary, Intermediate. First Lady Room.**

H. A New Approach to Argument Writing. *Tasha Bowlin, Eastern Kentucky Writing Project.* The new Common Core standards expect students to write arguments that support claims, but don't necessarily offer teachers notes on the skills required for students to reach mastery in this process. Recent classroom research and studies conducted by the National Writing Project as well as the Kentucky Writing Project and their Teacher Consultants across the state have determined a successful instructional path that leads students to mastery of these writing standards. This session will introduce teachers to mini-units designed to embed the necessary skills of successful argument writing in their classrooms throughout the school year; by teaching *skills* (such as the Harris Moves) and emphasizing the *process* of argument writing from August through May, students will develop argumentative writing stamina and fluency that consistently help them create original claims and successfully connect evidence from nonfiction texts to support their claims, just as the new standards demand. Writing Standard 1. **Middle, High, College. Conference Room.**

I. Beefing Up Your Vocabulary Buffet. *Kim Haggerty, Angel Peavler, and Dr. Margaret Rintamaa, Bluegrass Writing Project.* A practical approach to generating and using Vocabulary/Word Choice with a variety of learners (including ELL) across multiple levels from early Elementary through College in order to expand writing skills. **K-16, all contents. President's Room.**

J. Everyone has genius inside of them! *Mallory Howard and Amy Givens, Morehead Writing Project.* Access your students' inner genius as you learn about how to incorporate Google's Genius Time into any grade level and content area. Genius projects cover all reading, writing, 21st Century learner, and writing program review standards. Genius Time allows students to do genuine, project-based learning through research, writing reflections, and individualized presentations. It

(continued on next page)

will give students writing and research experience that helps students become more effective writers. **All grades, all contents, librarians; applications for college level. Library.**

K. A Teen Writing Program that Works. *Bryan Crandall, Director of the Fairfield (CT) Writing Project.* The Power of Words! Young Adult Literacy Labs and a Redesign of the Summer Invitational—in this session, I will share how research at Syracuse University with Kelly Chandler-Olcott helped me to rethink the ways CWP work with teachers and youth during the summer month. The result has been an increase of our student participation by 185% in several summer writing labs including: Little Lab for Big Imaginations, Stop the Presses!, Project Citizen, Ubuntu Academy, Speak Your Self, It Was a Dark and Stormy Night, The TEDx Lab, and Who Do You Think You Are? As effective writing practices are explored in the ISI we also have live laboratories in which to bring our discussions to life. By the way, Young Adult Literacy Labs was created using the idea that it is writing “Y’ALL). **MS/HS. Hunt Room.**

L. RSPDI FOLLOW-UP. (For lead teachers of the Rural Schools Professional Development Initiative only.) **Bar Room.**

11:00

Lunch / Bryan Crandall, Keynote Speaker: Ubuntu Matters: From Louisville to Syracuse to Bridgeport & Back. Prepare to be inspired anew about the role of community in writing achievement!

12:25

M. Three Ways to Use Journals in any Classroom. *Vickie Moriarity, Morehead Writing Project.* Learn how to create and use two-sided journals, theme journals, and interactive notebooks in their classrooms to increase student learning. Notebooks are a terrific way to keep content organized for the teacher and the student, effectively document 21st century thinking skills, incorporate a variety of learning styles, improve writing fluency, serve as a terrific storage place for writing for schools' writing reviews, and provide a place where students can effectively document and set goals. **Primary, Intermediate, Middle, High, College, All Content Areas. Hunt Room.**

N. Rubric Basics: *Carol Franks, Kentucky Department of Education Effectiveness Coach and Fellow of the Louisville Writing Project, and Rebecca Woosley, KDE.* In this session, refine your assessment literacy skills by learning more about developing quality rubrics that support and engage students in their learning. You'll also learn how rubrics support the TPGES student growth process. **All levels. First Lady Room.**

O. Clinic in Arts Integration with Writing, Music, and Art. *Liz Prather and Cathy Rowland, Morehead Writing Project.* The School for Creative and Performing Arts at Lafayette High School in Lexington has developed an intentional and meaningful integration of arts through a program called the SCAPA Arts Collaborative, where five arts areas produced two concerts of distinction in a unique and dynamic collaborative performance. The two-hour event, directed by teachers Cathy Rowland, Liz Prather and Jason Sturgill, featured as its center piece music performed by SCAPA Lafayette piano students. Literary Arts students read original poetry, dance students performed original choreography, and art students created spontaneous art work as the pianists performed. As each piano student performed, they were accompanied by either a piece of drama, art, poetry or dance. Each student artist created a piece of art in his or her discipline, based on the music of featured composers. In this session, presenters provide a clinic for other educators to replicate this unique arts integration at their schools. The session will include a taped sampling of the student performances as well as resources for writing and collaborating across all arts disciplines. Standards addressed: KCAS CCSS.ELA-LITERACY.W.11-12.3. **Conference Room.**

P. Opinion Writing Mini-Units: Scaffolding and Spiraling to Proficiency. *Nikki Hunt, Bluegrass Writing Project, and Harold Woodall, Eastern Kentucky University Writing Project.* Experience a new approach to writing instruction developed by the National Writing Project which focuses on building skills instead of just “writing a piece.” These units have been piloted in classrooms and are showing great results in improving student writing. Plus...kids love them! **K-5. President's Room.**

Q. Using whole brain techniques in writing for the primary classroom. *Tammy Gallenstein, Morehead Writing Project.* How does using hand signals help students writing? Participants will be provided examples of this and other whole brain techniques, plus and hands-on use of the whole brain in the classroom. **Primary, with applications to any classroom. Library.**

R. Developing a Line of Reasoning: Strategy Lessons for Argument Writing. *Jean Wolph, Louisville Writing Project.* When students understand how to make a claim, how to find relevant evidence, then what's next? Experience lessons that will ramp up the rigor and support students in making their logic clear to a reader. Writing Standard 1. **MS/HS. Bar Room.**

1:30

S. Using Graphic Organizers to Foster Academic Writing. *Mary Webb and Jessica Zaker, Social Studies, Bluegrass Writing Project.* Practical uses for graphic organizers to foster academic, nonfiction writing in any content area classroom. The graphic organizers are engaging, collaborative learning strategies that can be scaffolded to assist in informal and formal writing pieces. Standards addressed: Writing WH.6-8.1: Write arguments focused on *discipline-specific content*. RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text. SS-7-1.1.1: Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. **Intermediate through HS. All contents. Bar Room.**

T. Designing standards-based rubrics. *Carol Franks, Kentucky Department of Education Effectiveness Coach and Fellow of the Louisville Writing Project, and Rebecca Woosley, KDE.* In this session, you will practice a process for designing rubrics tightly aligned to standards and that can be used to support goal-setting for student growth. **All levels. First Lady Room.**

U. Reinforcing Content Through Creative Word Play. *Deanna Mascle, Morehead Writing Project.* This session will explore methods of creative word play to reinforce content knowledge and summary skills as a stepping stone to creating larger writing projects such as research papers and written arguments. **Middle - High - College. Library.**

V. Exploding a Moment. *Johnnie Miller & Valerie Rister, Bluegrass Writing Project.* How do you lift a small moment and increase detail to draw in and engage the reader? The workshop presents multiple ways help students develop their writing. We'll focus on Barry Lane's ideas of Exploding a Moment, Tinting a Page, and Slowing the Action Down. The strategies can be applied to both fiction writing and informative writing at all grade levels and subjects. Writing Standards 5. **Intermediate and up.**

W. Writing in Primary. *Brandis Carlson and Jennifer Kidd, Morehead Writing Project.* Fun strategies to teach writing to primary students through games, songs, dance, engaging activities, and children's literature using the common core standards.

X. Argument Writing Mini-Units: Scaffolding and Spiraling to Proficiency. Experience a new approach to writing instruction developed by the National Writing Project which focuses on building skills instead of just "writing a piece." Preliminary results of use in 22 different states show improvement in student achievement in argument writing after using this approach, including on on-demand assessments. **MS/HS (ELA, SS, Sci). Lisa Johnson, Eastern Kentucky University Writing Project.**

2:30 Conference ends *Thank you for joining us. PD certificates are available in your last session.*

2:30-3:30 Post-Conference Writing Project meetings

Bluegrass Writing Project: President's Room
Eastern Kentucky University Writing Project: First Lady's Room
Louisville Writing Project: Conference Room
Morehead Writing Project: Bar Room

Mountain Writing Project: Conference Room
Northern Kentucky Writing Project: Fireside
Purchase Area Writing Project: Library
Western Kentucky Writing Project: Library

Stay Connected with the Kentucky Writing Project!

- WEBSITE: www.kentuckywritingproject.com. (See "Member Sites" for links to the 8 KWP sites in our state.)
- FACEBOOK: <https://www.facebook.com/kentuckywritingproject>
- TWITTER: <http://twitter.com/KentuckyWP>
- PINTEREST: <https://www.pinterest.com/kwritingproject/>
- YOUTUBE: <https://www.youtube.com/user/NatlWritingProject>
- EKWWP CONTENT AREA WRITING NEWSLETTER: <http://www.ekuwritingproject.org/content-area-literacy-newsletter.html>
- National Writing Project: www.nwp.org

Registration Deadline: September 8

You may send a photocopy of this page (the schedule is on the other side).

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

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_____ Last First email

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

NOTE: Registrations are non-refundable after September 8

Location: Hilary J. Boone Center, University of Kentucky
500 Rose St, Lexington, KY 40508
(859) 257-1133

Directions available at <https://www.google.com/maps/dir/'/'/boone+center+lexington+ky/@38.035167,-84.5370248,13z/data=!>

Email to linda.mcfadin@louisville.edu
OR
Fax to **502-852-4634**.
OR mail your registration form to

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

**Registration questions:
502-852-4544**

Conference Questions:

margaret.rintamaa@uky.edu
or
jean.wolph@louisville.edu



A few lodging options:

Quality Inn, about \$85/night
2381 Buena Vista Rd off I-75 at Winchester Rd.
1-859-299-0302

Hilton Garden Inn, \$93/night.
1973 Plaudit Pl,
1-859-543-8300

Ramada Lexington North, about \$79/night
2143 N Broadway
Exit 113 I-64 and I-75
1-859-299-1261

Area Attractions:
www.visitlex.com

PARKING:

Parking is free. There are 86 spaces immediately behind the Boone Center, an "E" parking deck next door, and another "E" lot behind that. All "E" spots are free; no ticketing on Saturdays.