### Writing Mini-Conference

5.5 hours PD credit available

***Louisville Writing Project***

**Saturday, September 7, 2019**

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

**Bingham Humanities Bldg.**

**University of Louisville**

* **Lessons and Strategies for *P-12, all contents***

***ONLY* $100** *(includes box lunch\*).*

***\*Registrations must be received by September 4 for the LWP Mini-Conference in order to receive a free lunch.***  ***Special $25 fee for pre-service teachers!***

**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

Louisville Writing Project Mini-Conference Jean Wolph

Education 240E

Number of Registrations \_\_\_\_\_\_\_\_\_\_\_ University of Louisville

Louisville, KY 40292

TOTAL: \_\_\_\_\_\_\_\_\_\_\_ **FAX: 502/852-4634**

**NAME(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Questions: 502-852-4544;** [**lksatt01@louisville.edu**](mailto:lksatt01@louisville.edu) ***Note: Registrations are non-refundable after Sept. 4.***

***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. Turn left at the stoplight onto E Brandeis/Cardinal Blvd. Go through next light and left into campus (North Campus Entrance). As you approach the Information Center, the Bingham Humanities is past Davidson Hall. Additional parking available in Music/Business lot (to the right) as you face the Visitors Information Center or in ANY RED OR BLUE lot.**

**On I-65, heading south, take the Arthur Street exit; turn right after the gas station. Go straight 2 blocks, turning left at the stoplight. Turn right at the next light, then immediately left into campus. As you approach the Information Center, the Bingham Humanities is past Davidson Hall. Additional parking available in Music/Business lot (to the right) as you face the Visitors Information Center or in ANY RED OR BLUE lot.**

**Nearby hotels:** [**Ramada Limited Louisville/Near Expo Center**](javascript:hotelDetail(426329,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**La Quinta Inn & Suites Louisville Airport & Expo**](javascript:hotelDetail(899579,%201,%200,%20-30461,%200,%200,%200,%201,%201);)**,** [**Courtyard by Marriott Louisville Airport**](javascript:hotelDetail(874388,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Springhill Suites by Marriott Louisville Airport**](javascript:hotelDetail(1793667,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Residence Inn by Marriott Louisville Airport**](javascript:hotelDetail(329248,%201,%200,%20-30461,%200,%200,%201,%200,%201);)**,** [**Hilton Garden Inn Louisville Airport**](javascript:hotelDetail(973706,%201,%200,%20-30461,%200,%200,%200,%201,%201);)

***Louisville Writing Project***

### Writing Mini-Conference *TENTATIVE* Schedule

**Saturday, SEPTEMBER 7, 2019, 8:00 a.m. - 2:30 p.m.**

**Bingham Humanities Building, University of Louisville**

**8:00 - 9:30 Choice Sessions:**

**A SHOULD DANIEL BOONE BE CALLED A KENTUCKY HERO? *Stephanie Wilson NBCT, BGWP, KWP C3WP Elementary Co-Director.*** Intermediate students will be introduced to Daniel Boone, while building knowledge through different aspects of his life. Using an inquiry approach, students will form their opinion through their research, building their draft in the process. **Intermediate.**

**B TEACHING WRITING STRUCTURE WITHOUT USING A FORMULA. *Jennifer Miescke, NBCT, LWP XXXVI, JCPS ESL Instructional Coach*.** In this workshop-style session participants will learn an approach to teaching writing organization without teaching a formulaic structure. **MS and HS Teachers of ELs.**

**C MINDFULNESS: DEVELOPING RESILIENCY THROUGH MUSIC AND POETRY. *Synthia Shelby, LWP XXI, Carrithers Middle School.*** This workshop utilizes a variety of music and poetry to promote student self-awareness, discussion, reflection, and healing through their writing. You will read student writing, hear from students about their process, and create your own pieces during this session. This writing is for student writer’s notebooks, any content area, and/or backpack presentations. **Middle School.**

**D LITERACY IN ELEMENTARY MATH CLASSROOM.** ***Cara Caudill, LWP XXXIV, Co-Director.*** Is there more to writing in the math classroom than answering extended response questions? How do writing strategies help build math proficiency? Join the conversation to learn more about best practices in writing that transfer to reasoning, questioning, and convincing an audience in the mathematics classroom. **K-5.**

**E WRITING OUR OWN AMERICAN CREED.** ***Maggie Brewer Eastern KY University Writing Project.*** In a nation made up of various ethnicities, religions, beliefs, and backgrounds,

how do we determine what makes us American? This session will examine the PBS film American Creed using resources created by National Writing Project teachers across the country. **All Grades.**

**F USING COLORED WRITING: A TOOL FOR STUDENT SELF-REFLECTION AND REVISION. *Taylor Luckett, LWP XXXVIII, Westport Middle School.*** Tackling the writing process can seem daunting to students still enamored with their own and others’ bodily functions. Learn a fun, colorful way to help students break down the writing process recipe so that your anything-but-writing students can revise without your peering over their shoulders. Reduce the time you spend commenting on student work by teaching students to see what you see. **MS/HS.**

**9:30 -10:55 Choice of Sessions:**

**G CONVENTIONS: SO MUCH MORE THAN CORRECTNESS. *Patti Slagle LWP I, Co-Director.*** Editing for “correct” use of conventions is a writing priority for many teachers. Yet beyond struggling to “follow the rules,” the symbols and “little marks” often have minimal meaning for students. Lynn Truss suggests that “Punctuation marks are the traffic signals of language.” Jeff Anderson recommends that young writers “explore conventions as special-effects devices.” What novel - yet significant - ideas! When students understand how “those little marks” help writers communicate with their readers, they are more likely to incorporate them meaningfully in their own writing. This session will explore a fresh approach for teaching conventions informed by Janet Angelillo, Jeff Anderson, and other notable researchers and practitioners. **Grades 3-12.**

**H DEEPER LEARNING THROUGH KYVL. *Aven Cook, LWP XXXVII, Butler Traditional HS.*** How we explore and use the Kentucky Virtual Library (https://www.kyvl.org) as a vehicle to deeper learning. Specifically geared toward 9th grade, ECE, and EL students. **MS/HS.**

**I RE-INVENTING RESEARCH WRITING.** ***Dr. Kristie Hofelich Ennis, NBCT, KY Council of Teachers of English, Murray State University & JCTC.*** In this session, participants will begin by confronting typical challenges to authentic and engaging research writing in the middle, high, and college classroom. One the negativity has been aired, the session will provide opportunities for re-inventing research writing to include student-driven inquiry, skills-based assessment, and action that can make a real impact in the community beyond the classroom. **High School and college.**

**J PLANING FOR SUCCESS WITH BEGINNING WRITERS. *Dr. Sandra Hogue, LWP Co-Director; Jennifer Schulz O’Brien, JCPS Literacy Coach; Melissa Lowe, LWP XXXVIII Teacher Consultant; Sheryl Block, LWP Vlll -LWP Professional Development Coordinator and KWP Teacher Consultant.*** We will share the NWP latest research on Kid Writing, a process with 20+ years of success in nurturing beginning writers. We will analyze behaviors of student writers while sharing strategies for supporting their growth and development. **Audience: Primary teachers, coaches, & administrators.**

**K “ABSTRACT”ING IDEAS: DEEPER THINKING ABOUT ABSTRACT IDEAS. *Mary Kenzer, LWP XXII, Fairdale High School.*** Some students struggle with understanding abstract ideas. In this session, there will be discussion about different strategies for thinking critically about abstract ideas. In a modern society with visual perception being important, participants will also take photos, analyze the photo, and create an analysis/argument for an abstract idea. **MS/HS.**

**L REVISING FOR COMMENTARY OR IMPOSSIBLE IS NOTHING? *Tyler Jones, LWP XXXVI, Carter Traditional Elementary School.*** Revising for commentary empowers teachers to help students add voice to their opinion/argument pieces (writing in general). In this session we will explore student samples for commentary, develop strategies to create more effective commentary, and enable you to teach students to revise for commentary, using research based practices developed by the NWP (C3WP). **Intermediate.**

**M CAN WE GROW THROUGH TALKING? PARAPHRASING AND POSING QUESTIONS. *Dr. Winn Wheeler, Bellarmine University, LWP XXIV*.** Interaction with colleagues through professional learning communities and coaching relationship is a significant way to support professional learning. Pausing and paraphrasing are powerful tools for improving communication and thinking. Come learn specific strategies to enhance these skills to empower discourse with colleagues and students**. Intermediate.**

**N INDEPENDENT READING: THE INFLUENCE OF KBA BOOKS ON STUDENT LEARNING. *Tonie Weddle, NBCT, LWP XXX1, Mount Washington Middle School.*** Looking for ways to engage students in independent reading? Try using Kentucky Bluegrass Award novels. Join in this presentation that encourages student reading choice in K-12. **All Levels.**

**11:00-12:00 Lunch**

*Bingham Humanities Auditorium*

**12:05-1:25 Choice of Sessions:**

**O IMPROVING READING RATE AND COMPREHENSION. *Suzanne Jackson, LWP XIX-2***, ***KWP C3WP Co-Director and Tonie Weddle, NBCT, LWP XXX1, Mount Washington Middle School.*** Looking for ways to improve independent reading time in your middle or high school classroom? Learn about common reading rate inhibitors and strategies for encouraging and monitoring independent reading. **Grades 6-12.**

**P SUPPORTING WRITERS THROUGH THE GRADUAL RELEASE OF RESPONSIBILITY. *Dr. Winn Wheeler, Bellarmine University, LWP XXIV and Dr. Mary Ann Cahill, Bellarmine University, University of California -Irvine Writing Project X.*** Join us to explore the writing workshop of a fourth grade teacher to see how the gradual release of responsibility supports writers' growth. Work analysis (student and lesson transcripts) and small group discussion will be used to engage participants.**Intermediate.**

**Q PLANING FOR SUCCESS WITH BEGINNING WRITERS. *Dr. Sandra Hogue, LWP Co-Director; Jennifer Schulz O’Brien, JCPS Literacy Coach; Melissa Lowe, LWP XXXVIII Teacher Consultant; Sheryl Block, LWP Vlll -LWP Professional Development Coordinator and KWP Teacher Consultant.*** We will share the NWP latest research on Kid Writing, a process with 20+ years of success in nurturing beginning writers. We will analyze behaviors of student writers while sharing strategies for supporting their growth and development. **Audience: Primary teachers, coaches, & administrators.**

**R STORY MATTERS: HOW TO BLEND NARRATIVE INTO ARGUMENTATIVE AND INFORMATIONAL TEXTS*. Liz Prather, Teacher consultant for the Morehead Writing Project*.** Students can learn to use techniques they normally see in fiction to engage a nonfiction audience. This session shows teachers how to help students find nonfiction topics in their personal stories and use their personal stories to illustrate their nonfiction texts. By examining mentor texts and observing narrative techniques, participants will have six classroom activities to invite their students to join the narrative revolution. **Middle and High**.

**S BEYOND RIF: BECAUSE INDEPENDENT READING IS MORE THAN FUNDAMENTAL. *Aven Cook, LWP XXXVII, Butler Traditional High School & Rhonda Nett, LWP XXI, Co-Director, duPont Manual High School.*** In their most recent book, 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents, Kelly Gallagher and Penny Kittle emphasize what we all know: that student choice is critical to student learning. Student choice, though, does not sideline the teacher. We need to help students make the most of their self-selected learning experiences. This session is an informal, participant-driven idea-swap. Come ready to talk about what you do to harness the power of IR in your classroom. **MS/HS.**

**T SAY, SHOW, MEAN, TELL: CITING EVIDENCE AND ANALYZING TEXTS WITH STRUGGLING READERS AND WRITERS. *Kellie Duke Arnold, LWP XXXVIII.*** Do you have experience with students who are checked out? disengaged? biding time until graduation? Do you struggle to get them to do anything, let alone perform higher-order thinking tasks? Experiment with a strategy that scaffolds the higher-order climb to the top and makes text analysis accessible to reluctant learners. **MS/ECE.**

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

**U THE WHOLE IS WORTH MORE THAN THE SUM OF THE PARTS. *Dr. Winn Wheeler, Bellarmine University, LWP XXIV*** Have you ever said, "I just know good writing when I read it?" As teachers of writing, it is important that we make the characteristics of good writing tangible and transparent to students, come consider the concept of unity in reading and writing and see how it can transform the overall coherence and cohesiveness of students' writing. **Intermediate.**

**V 0 TO 100: SCAFFOLDING KINDERGARTEN WRITING INSTRUCTION. *Jess Mosteller, LWP XXXVIII, LaGrange Elementary.*** Are you wondering how in the world you are going to introduce any of the following writing skills: detailed illustrations, beginning sounds, ending sounds, spacing, vowels in words? In this presentation, you will scaffold kindergarten writing to best support students as they engage in the writing process. **Kindergarten.**

**W ROUTINE ARGUMENT WRITING. *Sheryl Block, LWP Vlll, LWP Professional Development Coordinator, KWP teacher consultant*.** Just how should teachers engage students in developing civic arguments? During this session, instructional practices to engage students in lively, engaged conversations about issues that matter to them will be identified. Come explore instructional strategies to build your students’ capacity and stamina for writing arguments through regular, and often informal, practices. **All Levels.**

**X CREATING A WRITING ECOSYSTEM: HOW TO provide THE FIVE BASIC NEEDS OF WRITERS.** ***Dr. Deanna Mascle, Morehead State University, Morehead Writing Project, Kentucky Council of Teachers of English.***  Whether I am teaching argument, creative, or professional writing I focus on the five basic needs of my writers to create a stable life-supporting system that involves extensive interactions. As the instructor I am the center of our ecosystem and provide the energy that drives our growth, but I also must create a habitat that provides enough space and the right temperature to allow for growth. However, even with these things writers must breathe in the right ideas and input and that is supported with themes ranging from comic books to games; must be immersed in the medium of authentic meaningful work; and sustained by a supportive community. Creating a writing ecosystem is a lot of work but it is serious rhetorical work that creates confident, creative, self-regulating writers and reinvents the teacher-writer-grade relationship. This interactive session will help you craft an ecosystem that works in your specific teaching context and helps your developing writers think more about their process and less about their grade. **All Grades and college**

**Y GOING BEYOND READING LEVEL: CHOOSING CULTURALLY RELEVANT BOOKS TO HELP ACCELERATE YOUR STUDENTS. *Darlene Grove, LWP XXXIII, Elementary ESL Resource Teacher, Jefferson County Public Schools and Lori Govin, ESL GCC at Rutherford Elementary.*** In order to become successful readers, students need exposure to books that are not only on their appropriate reading level but are also culturally and linguistically relevant. In this session, participants will learn to evaluate texts based on their students' cultural and linguistic backgrounds in order to choose the best books to use for instruction. **Elementary.**

**Z PLANNING FOR CONFERRING. *Erin Dennis Ed.S. LWP XXXVI, Eminence Elementary* *School.*** In this session, we will take a look at ways to use formative assessments and writing progressions to create an if/then list for addressing student writing. We will discover ways to create a tool kit that will help keepwriting conferences quick andmeaningful so that you can meet with ALL of your students and lift their writing. **Elementary.**

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

**Thank you for joining us!**

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

**Please see the flyers in your folder and/or email** [**jean.wolph@louisville.edu**](mailto:jean.wolph@louisville.edu)

**for more information.**