**Kentucky Writing Project State Network**

**2012 Fall Conference on Literacy**

**Porter Education Building**
University of Louisville
September 8, 2012

**Save the date!**

**FEATUREING strategies for meeting the New Literacy Standards**

- Teaching Argument
- Teaching Grammar
- Literacy in History/SS, Science, & Technical Subjects
- Integrating Technology into Teaching and Learning

and more!

**Authors Jean Anne Clyde & Shelli Barber of Breakthrough to Meaning**

**Picture book author Peggy Mercer, There Come a Soldier**

**6 hours professional development credit available**

For P-12 teachers of all content areas, special education & ESL; Administrators & Curriculum Specialists

**Special Pre-Conference Opportunity: Open Mic Night!**
Friday, September 7, 7 pm till ?

Co-hosted by the

**Louisville Writing Project**
and the

**Bluegrass Writing Project**
2012 Kentucky Writing Project Conference on Literacy

**Friday**

7:00 p.m., Eastern  Pre-Conference Open Mic Night

**Saturday**

7:30a.m., Eastern  Check-in / Coffee / Book Fair services courtesy of Courtlandt Books

8:00-9:10  Choice of Sessions

9:20-10:30  Choice of Sessions

10:30-11:00  Writing Project Demonstration Gallery / Exhibits open / early lunch shift!

10:45-12:00  Buffet Lunch

Writing Project Demonstration Gallery / Exhibits open (Note: exhibits close after lunch)

11:30-12:00  Keynote Speaker: Author Peggy Mercer

12:10-1:15 p.m.  Choice of Sessions

1:25-2:30  Choice of Sessions

**Luncheon Keynote Speaker: Peggy Mercer**

It’s not surprising that our award-winning author and musician was born in a building in Douglas, GA, that later became the first public library in the area. She is the author of an adult novel, STRANGERS IN EDEN, and three children's books, TEN COWS TO TEXAS, PEACH WHEN THE WELL RUN DRY, and THERE COME A SOLDIER. Peggy has a foundation called *Give a Child a Book and a Chance* and presents programs to school classes and assemblies. One of her guiding mottoes is: “It doesn't take a village to raise a child. It takes books. Give a child books and he can raise himself!”
A. **Disciplinary Literacy is MORE than Reading in the Content Areas.** Carole Mullins, KDE English/LA Regional Content Specialist. This session will provide an introduction to the KCAS Literacy Standards and their importance in the development of effective instruction that impacts student learning and assessment. Session goals include to explain the concept of disciplinary literacy and the Common Core standards; provide an overview of the KCAS Literacy Standards in all content areas; and activate thinking as to how all of this will translate into classroom practice within your district/school. MS/HS. ED 117

B. **Standards Based Grading for Clarity, Communication and Motivation.** Sarah Yost, Louisville Writing Project, and Lee Wilkinson, Westport Middle School. Using a standards-based grading method, instead of the classic assessment-based grading method, leads to clearer objectives for teachers' instruction, more precise identification for Response to Intervention, better communication with parents, and increased motivation for students. This presentation introduces the philosophy behind SBG, as well as provides practical advice about implementation. Applicable to all grades and contents. ED 116

C. **Deconstruction + Integration + Technology = Success!** Vickie Moriarity, Morehead Writing Project; Shannon Hill, Owingsville Elementary Tech Coordinator; Sandra Jordan, Louisville Writing Project; Dr. Peggy Otto, Western Kentucky University Writing Project. What does Writing Standard 6 really entail? After deconstructing this technology-in-writing standard, we’ll explore ways to efficiently and effectively integrate other standards with Standard 6. A model for understanding the implications of any standard, while integrating it into your instruction—try this with your colleagues! All levels. 201B

D. **Digital Storytelling in a Place-based Composition Course.** Dr. James S. Chisholm, UofL, and Brandie Trent, Morehead Writing Project. In this presentation, we will (1) explore how a particular tool—digital storytelling—mediated (or failed to mediate) and evidenced 10th-grade students’ development of an increasingly abstract concept of place; and (2) provide participants with the instructional tools that were used to facilitate students’ development of the concept of place during this course. ED 248

E. **Author Strand: There Come a Soldier: Reading Like a Writer.** Amy Vujaklija, Louisville Writing Project. Experience a strategy for using a strong text as a model for student writing. We’ll even have the author present to read her book to us! All levels. ED 232

F. **Teaching Literacy in a Digital World.** Amanda Klare, Northern Kentucky Writing Project. Learn how to use tools such as Edmodo, Storybird, and Ipods/Flip Cams to enhance literacy skills. Appropriate for intermediate teachers. ERTC, 201C

G. **Get with the Program!** Rebecca Pitman and Beth White, Louisville Writing Project. Get with the Program Review, that is! Don’t feel overwhelmed by the new standards. Come to this session where we will take a deeper look at the Program Review for K-5 teachers. We will share fresh ways to meet the technology and writing requirements. Come and get with the program! K-5. ED 102

H. **Teaching Students to be Reflective Writers.** Rayna Eberhardt, Louisville Writing Project. This session will feature strategies to guide students in becoming more reflective in their reading and writing using writers’ notebooks and reading journals. HS. ED 107

I. **Exploring Multiple Perspectives Through Critical Literacy.** Bianca Nightengale-Lee, Louisville Writing Project. Experience how to help readers improve their reading by putting themselves in the shoes of a character as well as how to improve their writing by putting themselves in the shoes of their audience. Elem/early MS. ED 113

I. **RSS Feeds, Podcasts, and QR Codes.** Sabrina Back & Michael Combs, Mountain Writing Project. Here’s why and how to use these in your classroom. Hands-on help!! All levels. ERTC, 201G

J. **Using Interactive Writing with Young Writers, Struggling Writers, and English Language Learners.** Catherine Piatt, Bluegrass Writing Project. In this session we will explore the connection between reading and writing for early learners. The use of Interactive Writing as an instructional practice for early learners, struggling writers, and English Language Learners will be explored with video examples. Elementary, Intervention, ESL. ED 151

K. **The Teacher Toolbox: Strategies for Teaching On-Demand Writing.** Dr. Debbie Bell, Purchase Area Writing Project. On-demand writing continues to present challenges for Kentucky teachers. This session will provide hands-on activities and resources for leading students to proficiency on on-demand writing. MS/HS. ED 262

**OR WORKSHOP, 8-10:30**

L. **Data-Driven Instruction.** Missy Callaway and Tonie Weddle, Louisville Writing Project. Research-based strategies to inform writing instruction with proven, high-yield results. All content areas. MS/HS
9:20-10:30  Choice of sessions such as...

L. Data-Driven Instruction (continuing from last round).  Missy Callaway and Tonie Weddle, Louisville Writing Project.  MS/HS.  ED 272
M. Using “This I Believe” to Teach Authentic Argumentation.  Dr. Dottie Willis, Bellarmine University & Louisville Writing Project.  In this interactive workshop, participants will explore new literacy lessons and new media resources designed to guide secondary students in writing “This I Believe” essays. Teachers will discover motivating mini-lessons to develop critical thinking, reading, writing, listening and speaking skills in the classroom. This session will demonstrate how teaching the art of authentic argumentation not only meets Kentucky Core Academic Standards but also prepares students for college and career life.  ED 117
N. Text Complexity: It’s More Than A Number.  Denise Amos, Louisville Writing Project.  This session will look at all three prongs of text complexity as defined by the Common Core Standards. 1. Quantitative evaluation, like Lexile or DRA, 2. Qualitative 3. Matching reader to text and task.  ED 116
O. Author Strand:  Peggy Mercer, author of There Come a Soldier, Peach When the Well Runs Dry, and Ten Cows to Texas shares her books and discusses using picture books in the classroom. ED 232
P. The Digital Writing Workshop.  Amy Braunwart, Northern Kentucky Writing Project.  Participants will learn how to make the writing process completely digital through various tools such as iPads, a wiki site, and other digital sources.  Participants will have the opportunity to create their own wiki site.  Grade 3 and up.  ERTC, 201G
Q. What Happens When Science Students WRITE about Science?  Marsha Buerger, Louisville Writing Project.  Come hear from the students how they became excited about science by writing for publication. (Check out their articles on www.scijourner.org—search Farnsley Middle; and at http://signature.reallibrary.com) Experience part of the process that turned students into critical consumers of web-based information.  Applications to all contents.  ED 113
R. Agree, Disagree, or Undecided?  Sabrina Back & Jerry Michael Combs, Mountain Writing Project.  A strategy to help writers determine their stance on an issue, plus ideas beyond the 5-paragraph essay for helping them structure their pieces.  ED 201-B
S. Using Graphic Novels in the Middle and High School Classroom.  Peter Reed, Louisville Writing Project.  Explore a variety of graphic novels that will engage students, especially reluctant readers.  In addition, learn how these literary works can be used in part or in whole to assist students as they explore a multi-level literacy experience. ED 100
T. Playwriting Strategies for You and Your Students!  Dr. Elizabeth Best & Mary Kenzer, Louisville Writing Project.  Come try your hand at writing a short scene that can become a model to share with your classes.  ED 248
U. Literacy Relaunched: Using Digital Tools in Language Arts Instruction.  Jeanette Barreiro, Louisville Writing Project.  Learn about a variety of online and computer-based tools now available to help 21st century learners to read and write in the "digital age" in which we live.  The focus will be on tools for reading, writing and grammar instruction that can serve to make the Language Arts classroom more efficient, more productive, and more fun for both the teacher and the students!  ERTC, 201C
V. Helping Students Reach Deeper Levels Through Critical Thinking.  Caitlin McClure, Louisville Writing Project.  This session will address how to read to determine both explicit and implicit meaning. These strategies engage students in having the kind of substantive conversations about text that lead to deeper critical thinking.  Practice it today and try it in your classroom on Monday!  MS/HS.  ED 114
W. Integrating Marzano's "Building Academic Vocabulary" into the ELL classroom.  Gwen Snow, Louisville Writing Project.  Learn how to build background for English Learners and Culturally and Linguistically Diverse learners to help them to learn new academic concepts.  All grade levels, ESL.  ED 151

10:30-11:00  Writing Project Demonstration Gallery Walk.  Vendors open now and during lunch

Lunch buffet open for early-birds!

10:45-12:00  BUFFET LUNCH at the University Club
X. GRAMMAR IS EVERYWHERE! Making Grammar Connections in the Real World. Patti Slagle, Louisville Writing Project. When students think of grammar, they think of disembodied sentences in textbook exercises. Yet grammar is all around us and our students. Why not incorporate authentic language experiences into your grammar instruction to make it more interesting, more fun and more relevant? In this session you’ll see numerous examples of grammar from the real world as well as ways to incorporate it into your classroom grammar instruction. All levels. ED 27

Y. The Magnificent 7 and Writing to Learn. Robin Hebert, English/Language Arts Specialist, KDE, & Louisville Writing Project. Explore the 7 high-impact reading strategies and teaching tools/activities (particularly writing to learn) which reinforce these as students interact with text. MS/HS. ED 117

Z. Shhh! We’re Reading!!! The Reading Workshop Approach. Laurel Oskins, Louisville Writing Project. Organize and manage an effective reading workshop that builds independent, strategic readers. Elem. ED 114

AA. Empathy and Argument. Randi Skaggs, Louisville Writing Project. The new standards place a strong emphasis on argumentation. Experience the role empathy plays during pre-writing in strengthening students’ arguments. ED 113

BB. Flip Your Classroom! Billie Jo Thornsberry and Laura Daniels, Morehead Writing Project. Tired of teaching and then reteaching students about the finer subtleties of a metaphor or the formula for the perimeter of a triangle? Flip Your Classroom! Create short videos to put on your school web site, blog, edmodo, or youtube. Most students can then watch your videos (and parents, administrators, etc...) to get the direct instruction they need to be ready to apply what they have learned. This session will give you the basic set up and some examples of a flipped classroom at work. BTW, a flipped classroom doesn't require a flip cam. Any recording device can be used: laptop, smart phone, camera, etc. Based partly on work done by Jonathan Bergmann and Aaron Sams. ERTC, 201G

CC. Bringing the Holocaust and Current Social Justice Learning into the Digital Age. Erika Wardlow, Louisville Writing Project. Combining quality texts with digital, online learning is an excellent way to integrate reading for information with video testimonies and rich databases of information in order to learn about the Holocaust. Building critical thinking and literacy skills as we prepare students for college and career readiness is at the heart of the new Common Core Standards. The Holocaust Educators’ Network has provided a wealth of resources for educators to use as they tackle the tough topics of Social Justice and Holocaust Education and create meaningful learning activities to meet those standards. ED 100.

DD. Brain Research and English Language Learners. Irina McGrath, Louisville Writing Project. What can we learn that can inform our thinking about working with culturally and linguistically diverse students? ED 151

EE. Argument--Beyond the 3.5 Theme: Lori Pfeifer, Louisville Writing Project. How removing the scaffold of this traditional format led to improved writing for students. A true story of student growth! MS/HS. ED 107

FF. Digital Storytelling & Publishing. Amy Atkins, Northern Kentucky Writing Project. Participants will learn how to use several online programs (such as Go Animate and Storybird) to create digital stories and publish students' writing digitally. Participants will have the opportunity to create their own project. Appropriate for K-5 teachers. ERTC, 201C

GG. Using Socratic Circles to Support Common Core Reading & Writing Standards. Lauren Coffey, Western Kentucky University Writing Project. Workshop participants will observe a model of and participate in a Socratic circle. They then will engage in planning circles to implement the CCS. ED 232

OR Choice of Workshops, 12:10-2:30 (see next page as well)

HH. Author Strand: Sketching and Drama Meet Nonfiction: The Subtext Strategy for Critical Reading, Powerful Comprehension and Social Justice. Dr. Jean Anne Clyde, Shelli Barber, Louisville Writing Project. In this interactive session, participants will experience an arts-integrated strategy devised specifically for nonfiction. “Subtexting for Inversed Readers” is a powerful tool to develop “critical reading,” moving even “word callers” who struggle with comprehension, to be engaged learners who deeply comprehend the “texts” and issues they encounter. This strategy not only enhances the comprehension of nonfiction texts (textbooks, articles, editorials—even multimedia texts such as websites); it helps learners to explore and appreciate multiple perspectives from the inside out. Perfect for readers/writers of all ages (primary through adult) & abilities, from special needs to second language learners to the gifted student. ED 372
HH. **Comparative Thinking.** Bobbi Caranna, Louisville Writing Project. Challenge your students with critical thinking skills by using both the canon and more modern selections. We’ll look at a classic text and a modern text to unpack the similarities and differences. Language Arts, with applications to other contents. MS/HS. ED 248.

II. **Tackling Text Complexity in Middle and High.** Missy Callaway & Suanne Jackson, Louisville Writing Project. Teachers will explore a variety of texts in terms of the Qualitative and Reader/Task components of text complexity. We’ll experience what it means to “read for purpose,” and consider strategies that engage students in complex texts. You’ll receive a packet of classroom readings, plus have work time to build a packet of readings and lessons appropriate for a unit in your classroom. ED 116

JJ. **Can You Make the Connection? Standards-based Literacy in the Content Areas.** Lisa Antoniou and Maggie Brewer, Eastern Kentucky University Writing Project. Content area teachers will leave this workshop with a toolbox of informational literacy connections to the Common Core, helping them weave literacy and content together in their classrooms. ED 262

1:25-2:30 Choice of sessions such as...

GG. **Author Strand:** Sketching and Drama Meet *Nonfiction:* The Subtext Strategy for Critical Reading, Powerful Comprehension and Social Justice (continuing from 12:10). ED 372

HH. **Comparative Thinking (continuing from 12:10).** ED 248.

II. **Tackling Text Complexity in Middle and High (continuing from 12:10).** ED 116 & 201E

JJ. **Teaching and Learning can still be fun!** Beth Fuller, Louisville Writing Project. Turn your Most struggling writers into successful authors! Engaging, meaningful, and practical strategies that teach the standards in such a way that your students will be begging you for more writing time!! K-5. ED 100.

KK. **Digital Writing Workshop and Multi-modal Literacy.** Gary Watson, Bellarmine University & Louisville Writing Project. Learn how using digital writing workshop and other multi-modal literacy strategies can not only engage students effectively, improve writing, but also meet the demands of implementing Common Core standards. ERTC, 201G

LL. **LDC Modules? ModuleCreator?** Laura Daniels, Morehead Writing Project. A number of Kentucky schools as well as the KDE Language Arts Networks have been working with the Literacy Design Collaborative to plan rigorous instruction focused on reading and writing. This session will provide an overview of the module framework, which integrates the new standards, demonstrate an online planning tool, and share some sample modules. ERTC, 201C

MM. **Reaching English Language Learners: Integrating Language Learning Strategies Into Your Classroom.** Maggie Revelette, Eastern Kentucky Writing Project. How to use a thematic unit and inquiry-based strategies to teach world geography and ultimately help students publish their own book, plus differentiation for various levels of ELL using WIDA standards! Elem., ESL. ED 151

NN. **Fictional Narrative.** Sandra Jordan, Louisville Writing Project. Effective strategies to transition your students from personal to fictional narrative writing. ED 114

OO. **Content Writing in Elementary.** Samantha Simoneit, Louisville Writing Project. Experience how embedding writing into science provides a natural context for informational writing. Elementary. ED 117

PP. **Literacy Identities: Encouraging Students to Recognize Who They Are.** Melissa Shearon, Louisville Writing Project. Experience how moving to the other side of the desk will inform and enhance your literacy instruction. MS/HS. ED 232

QQ. **Making Grammar Do the Work of Reading, Writing, and ACT Prep.** Rhonda Nett, Louisville Writing Project. The role of grammar in accountability and the demands of grammar on the English clock have increased dramatically. Join the conversation on using grammar to support your goals for your students as readers, writers, and thinkers, as well as test-takers. We’ll dabble with appositives, introductory time phrases, and parallel structures. Bring a writing utensil (be ready to work), an inquiring mind, and your own grammatical experiments (successful and unsuccessful). HS. ED 102

RR. **Learning Target: I can notice what the writer is doing.** Cindy Bradley, Louisville Writing Project. Based on the work of Jeff Anderson. Upper Elem/MS. ED 113

SS. **Young Writers.** Kathy Miller and Brandis Carlson, Morehead Writing Project. Ideas for working with students to motivate and engage them in writing. Elem. ED 107

TT. **Tech and “World Studies.”** Susan Cintra, Eastern Kentucky University Writing Project. How two high school teachers are bridging the gap between English II (World Lit) and World Civilization, working together at the same time with the same students! ERTC, 201B

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

**Galt House Hotel**
140 North 4th St.
Louisville, KY 40202
1-800-The-Galt
or 502-589-5200
[www.galthouse.com](http://www.galthouse.com)

**Hilton Garden Inn**
Louisville Airport
2735 Crittenden Dr., Louisville,
KY, 40209
1-866-599-6674

**Directions to the College of Education & Human Development**

**I-65—From the South:** I-65 North to Warnock Street exit; go left on Warnock Street; follow Warnock to Floyd Street and turn right; follow Floyd to Cardinal Boulevard and turn left; follow Cardinal Boulevard to the next left and turn onto campus (sign will say Belknap Campus North Entrance); the ED building is the second on the left; free parking available to the left and right of the stop sign; pay parking is straight ahead.

**I-65—From the North or via I-64 from the East:** Upon reaching downtown Louisville, take I-65S to Arthur Street exit; follow Arthur Street to the stop sign and turn right onto Brandeis/Cardinal Boulevard; follow Brandeis (which becomes Cardinal Boulevard one block later) through two traffic lights; after the 2nd traffic light turn left onto UofL campus (sign will say Belknap Campus North Entrance); the ED building is the second on the left; free parking available to the left and right of the stop sign; pay parking is ahead.

**Traveling with family? While you’re here..**

- The Frazier History Museum
- Farmington Historic Plantation
- Kentucky Museum of Art & Craft
- Louisville Boutique Shop Hop
- Louisville Science Center’s IMAX Theater
- Louisville Slugger Museum
- Louisville Zoo
- Muhammad Ali Center
- Riverside, Farnsley-Morenland Landing
- Speed Art Museum

For more information:

**Archaeology Day**

September 8, 2012 from 9:30 a.m. - 4:00 p.m.

Just across the downtown bridge—

Sponsored by the Falls of the Ohio Archaeology Society. Enjoy educational displays with hands-on activities for the kids: atlatl throwing, three sisters bracelets, corn grinding, mock dig, pottery making, using stone tools, and more! Adults - archaeologists are available to date your artifacts and explain how they were used.

**Missouri State at Louisville**

September 8, 2012 at 1 p.m.
Papa John’s Stadium, UofL campus

**Movies Under The Stars:**

"The Zookeeper"

Sat, September 8, 2012
Doors: 7:30 pm / Show: 8:30 pm
Free at the Iroquois Amphitheater1080 Amphitheater Road/Louisville, KY, 40214
[http://www.iroquoisamphitheater.com/Movies Under The Stars](http://www.iroquoisamphitheater.com/Movies Under The Stars)
Registration:  KWP Conference, Sat., Sept. 8, 2012

You may fax to 502-852-4634 or scan/email this page to lwp@louisville.edu..
Electronic registration also available:  http://www.kywritingproject.org

School  ____________________________________________________________

Address  ________________________________  City  ________________  State  ____  Zip  __________

Phone  ________________________________  e-mail contact:  ______________________________________

Cost:  $75 per person if registered by August 25.  Late & walk-in registrations:  $100.
(Lunch not guaranteed for walk-ins.)

________ Number attending Open Mic Night (no charge), Friday, Sept. 7

________ Number of Conference Registrations

________ Total  School P.O. # __________________  Check enclosed ____  (payable to Kentucky Writing Project Network)

Name(s) __________________________  email __________________________

  Last                  First                  email __________________________

  Last                  First                  email __________________________

  Last                  First                  email __________________________

  Last                  First                  email __________________________

Fax to 502-852-4634 or scan/email this page to lwp@louisville.edu..
Electronic registration also available:  http://www.kywritingproject.org

OR please mail your registration form to
Jean Wolph
CEHD 105 / University of Louisville
1905 S. 1st St.
Louisville, KY  40292