

UCI Writing Project presents...

2019 Annual Literacy Conference for Teachers, Grades K-12

Motivating and Engaging Young Readers and Writers, Grades K-12

Thursday, December 5, 2019
8:00 a.m. - 3:45 p.m.

writingproject.uci.edu

Keynote Speakers:

Kelly Gallagher
Penny Kittle

Morning Keynote Address

8:45 - 10:00 a.m.

Motivating Young Writers: Relevance, Engagement, and Agency

How do we move young writers from compliance to engagement? We will consider classroom conditions grounded in the key principles for motivating young writers: relevance, engagement, and agency. We can help writers construct identities of power and opportunity and to challenge themselves through meaningful talk in writing groups both inside and outside our classrooms.

Afternoon Keynote Address

12:45 - 2:00 p.m.

Motivating Young Readers: Strategies for Engaging Inquiry with Books

There is a big difference between compliant readers and engaged readers. In this session, participants will learn strategies for moving all students—including those who have lost their momentum as readers—into engaging inquiry with books.



Kelly Gallagher teaches at Magnolia High School in Anaheim, California, where he is in his 35th year. He is the author of several books on adolescent literacy, most notably *Readicide* and *Write Like This* (Stenhouse). Kelly's latest book, co-written with Penny Kittle, is *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents* (Heinemann). Kelly is the former co-director of the South Basin Writing Project at California State University, Long Beach and the former president of the Secondary Reading Group for the International Literacy Association. Follow Kelly on Twitter @KellyGToGo and visit him at kellygallagher.org.



Penny Kittle teaches freshman composition at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years. She is the co-author of *180 Days* with Kelly Gallagher (Heinemann), and is the author of *Book Love*, and *Write Beside Them* (Heinemann), which won the James Britton award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write* (Heinemann). She is the president of the Book Love Foundation and was given the Exemplary Leader Award from NCTE's Conference on English Leadership.

Expanding Understanding: Helping Children Generate Compelling Ideas and Develop Multiple Perspectives while Engaging with Multiple Texts, Grades K-6

□ **Maria Nichols**, Director of School Innovations, San Diego School District; Author, *Building Bigger Ideas: A Process for Teaching Purposeful Talk* (Heinemann), *Expanding Comprehension With Multigenre Text Sets* (Scholastic), and *Comprehension Through Conversation* (Heinemann).

Awakening Our Dormant Writers: Practical and Creative Strategies to Engage Students in Idea Generating that Fosters Their Writing Identity, Grades K-8

□ **Lynne Dorfman**, Literacy Coach and Staff Developer, Upper Moreland School District; Co-Director, PA Writing and Literature Project; Co-Author, *Mentor Texts: Teaching Writing Through Children's Literature, Non Fiction Mentor Texts: Teaching Informational Writing through Children's Literature*, and *Grammar Matters* (Stenhouse). Her newest book *Welcome to Writing Workshops* (Stenhouse) is with Stacy Shubitz.

Kernal Essays for Autonomy: Teaching Students to Become Self-regulating Designers of Their Writing, Grades 4-12

□ **Gretchen Bernabei**, Educational Consultant, Author, *Grammar Keepers* (Corwin); *The Story of My Thinking* (Heinemann); *Text Structures from the Masters*; *Text Structures from Nursery Rhymes*, and *Text Structures from Poetry* (Corwin).

The Academic Writing Apprenticeship: Helping Students Become More Engaged Writers and Legitimate Participants in the Intellectual Life of their Classroom through the Commentary Project, Grades 6-12

□ **Sheridan Blau**, Professor, Teachers College, Columbia University; Former President, National Council of Teachers of English; Author, *The Literature Workshop: Teaching Texts and Their Readers* (Heinemann).

Workshopping the Canon: Revitalizing the "Classics" with High Interest Text Sets, Workshop Structures, and Reading Strategies, Grades 7-12

□ **Mary E. Styslinger**, Associate Professor of English and Literacy Education, University of South Carolina; Past Director, Midlands Writing Project; Author, *Workshopping the Canon* (NCTE); Co-Author, *Literacy behind Bars: Successful Reading and Writing Strategies for Use with Incarcerated Youth and Adults* (Rowman & Littlefield).

How Do We Prepare Students for Success on Unfamiliar Literacy Tasks? Cultivating Independent Learners through Rhetorical Thinking, Grades 7-12

□ **Jennifer Fletcher**, Professor of English, California State University Monterey Bay; Author, *Teaching Arguments: Rhetorical Comprehension, Critique, and Response* (Stenhouse) and *Teaching Literature Rhetorically* (Stenhouse); Co-Author, *Fostering Habits of Mind in Today's Students* (Stylus). Her new book, *Writing Rhetorically*, will be published by Stenhouse in 2020.

"All Truly Great Thoughts Are Conceived by Walking": Using the "Walkabout" Assignment to Motivate Reluctant Writers and Inspire the Creation of Multimodal/Digital Texts about Community Art, Grades 6-College

□ **Cheryl Hogue Smith**, Professor of English, Kingsborough Community College, City University of New York; Chair, Two-Year College English Association; Numerous publications in *Journal of Basic Writing*, the *Journal of Adolescent and Adult Literacy*, and other research journals.

Building Big Ideas: Strategies for Engaging and Empowering Students by Facilitating and Providing Feedback on Purposeful Talk, Grades K-6

- ☐ **Maria Nichols**, Director of School Innovations, San Diego School District; Author, *Building Bigger Ideas: A Process for Teaching Purposeful Talk* (Heinemann), *Expanding Comprehension With Multigenre Text Sets* (Scholastic), and *Comprehension Through Conversation* (Heinemann).

Everyone is a Teacher in a Writing Community: The Power of Writing Conferences and Strategies to Promote Peer Conferencing, Grades K-8

- ☐ **Lynne Dorfman**, Literacy Coach and Staff Developer, Upper Moreland School District; Co-Director, PA Writing and Literature Project; **Diane Esolen Dougherty**, Literacy Consultant; Co-Director, PA Writing and Literature Project; Co-Author, *A Closer Look: Learning More about Our Writers with Formative Assessment*, *Getting into Grammar*, and *Grammar Matters* (Stenhouse).

Text Structures from Poetry: Helping Students Read and Analyze Complex Texts and Create Poems They Will Remember, Grades 4-12

- ☐ **Gretchen Bernabei**, Educational Consultant, Author, *Grammar Keepers* (Corwin); *The Story of My Thinking* (Heinemann); *Text Structures from the Masters*; *Text Structures from Nursery Rhymes*, and *Text Structures from Poetry* (Corwin).

What's Worth Saying (and Writing) about a Literary Text? Demystifying Literary Interpretation for Discussion and Writing, while Helping Students Become Invested Participants in Literary Discourse, Grades 7-12

- ☐ **Sheridan Blau**, Professor, Teachers College, Columbia University; Former President, National Council of Teachers of English; Author, *The Literature Workshop: Teaching Texts and Their Readers* (Heinemann).

Becoming Teachers for Social Justice: Resources, Structures, and Strategies for Engaging Literacy Learners in Critical Conversations around Issues of Diversity, Equity, and Justice, Grades 7-12

- ☐ **Mary E. Styslinger**, Associate Professor of English and Literacy Education, University of South Carolina; Past Director, Midlands Writing Project; Author, *Workshopping the Canon* (NCTE); Co-Author, *Literacy behind Bars: Successful Reading and Writing Strategies for Use with Incarcerated Youth and Adults* (Rowman & Littlefield).

Strategies for Teaching Source-Based Argument Writing, Grades 7-12

Co-sponsored by the WRITE Center for Secondary Students

- ☐ **Jennifer Fletcher**, Professor of English, California State University Monterey Bay; Author, *Teaching Arguments: Rhetorical Comprehension, Critique, and Response* (Stenhouse) and *Teaching Literature Rhetorically* (Stenhouse); Co-Author, *Fostering Habits of Mind in Today's Students* (Stylus). Her new book, *Writing Rhetorically*, will be published by Stenhouse in 2020.

Note: This workshop will also be Livestreamed. Visit writecenter.org for the Livestream link.

Interrogating Texts: Addressing Obstacles to Academic Literacy by Promoting Metacognition and Revision in Reading and Writing, Grades 6-College

- ☐ **Cheryl Hogue Smith**, Professor of English, Kingsborough Community College, City University of New York; Chair, Two-Year College English Association; Numerous publications in *Journal of Basic Writing*, the *Journal of Adolescent and Adult Literacy*, and other research journals.

Registration

Pricing:

\$290

Where:

UCI Student Center
311 W. Peltason Dr.
Irvine, CA 92697

When:

Thursday, December 5, 2019
8:00 a.m. - 3:45 p.m.

Visit our website at writingproject.uci.edu for online registration (credit card) and registration forms (for P.O. and check). Scan and e-mail completed registration form with Purchase Order # to uciwritingproject@uci.edu. Or, mail registration form with a check (payable to: UC Regents) to:

UCI Writing Project
401 East Peltason, Suite 3100,
Irvine, CA 92697-5510.

All registrants will receive a confirmation e-mail within 2 business days of receipt. For more information, please call the UCI Writing Project at (949) 824-7864 or e-mail us at uciwritingproject@uci.edu.

Registration Forms: <http://writingproject.uci.edu>

Schedule

Thursday, December 5, 2019

Registration/Coffee & Pastries	8:00 - 8:45 a.m.
Morning Keynote Address	8:45 - 10:00 a.m.
Break	10:00 - 10:15 a.m.
Morning Workshop	10:15 - 11:45 a.m.
Lunch	11:45 - 12:45 p.m.
Afternoon Keynote Address	12:45 - 2:00 p.m.
Break/Refreshments	2:00 - 2:15 p.m.
Afternoon Workshop	2:15 - 3:45 p.m.

Special promotional pricing for December Conference Attendees:

All those who register for the December Conference will receive a \$75 discount for each Research-Based Strategies Workshop!

Call the office for details: (949) 824-7864

Also offered by the UCI Writing Project and the School of Education...

Research-Based Strategies Workshop Series

This workshop series was designed with input from school district administrators in the Greater Los Angeles, Orange, and San Diego Counties. Its goal is to showcase the work of outstanding scholars whose publications help teachers translate research into classroom practice and improve outcomes for all students, grades K-12. Each workshop offers administrators and teachers in all content areas cutting-edge practices that are informed by educational research. For more information, please visit our website at <http://writingproject.uci.edu>. See discount above.

Oct. 30, 2019

Nicole Mirra & Antero Garcia

Fostering Collaborative Inquiry and Civic Engagement through Youth Participatory Action Research

Jan. 22, 2020

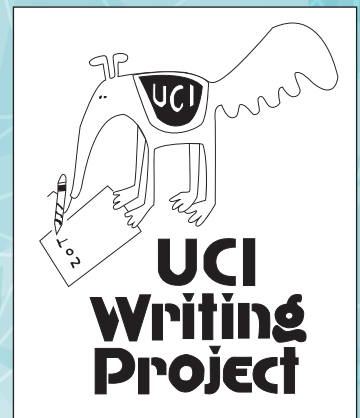
Alan November

Transforming Learning: Preparing Students for Success in the Digital Age by Promoting Digital Citizenship, Critical Thinking, and Social Emotional Intelligence

Feb. 26, 2020

Dominique Smith

All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond



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