Write On!
Engaging Student Writers
A Learning Opportunity for Teachers and Administrators

Saturday • March 3, 2012
8:00am – 12:00pm
UC San Diego

Join SDAWP Fellows in a discussion of writing instruction while sharing ideas in a community of writers. Concurrent sessions will highlight successful writing instruction from demonstrations presented by SDAWP Teacher Consultants.

Participants will choose from sessions focusing on thinking critically about texts, innovative vocabulary instruction, oral language scaffolding, descriptive writing, revision, engaging reluctant writers, persuasive writing, and writing response groups.

$30 individual / $75 team (3)
If a team of 3 or more from a school site registers, an administrator from that site may attend at no cost (registration form required)
(Registration includes light breakfast and materials • No refunds)

Registration deadline • February 20, 2012
• Confirmation and location information will be by email only •

For conference information contact: Carol Schrammel • 858-534-2576 • sdawp@ucsd.edu

Registration Form* • Write On! Spring Conference 2012

Name: ___________________________ Email: ___________________________
Address: ______________________________ Phone: _________________________
City/State/Zip: ______________________________
School/District: ___________________________ Grade / Subject: _________________

*A separate registration form is required for each participant

Please return registration form and check made payable to UC Regents to:
SDAWP/UC San Diego • 9500 Gilman Dr., Dept. 0036 • La Jolla, CA 92093-0036

WE CANNOT ACCEPT PURCHASE ORDERS FOR THIS CONFERENCE
Session 1A • K-8 • ORAL LANGUAGE / MENTOR TEXT
ORAL LANGUAGE SCAFFOLDING IN MENTOR TEXT
Presenter: Kim Fruscella, Temecula Unified

How many times have you heard, “I don’t know what to write?” As teachers, we often hear from students that they have nothing to write about or they don’t know where to start. In this session we will engage in activities that show you how to get your students filled with thoughts and words to write before their pencil even touches their paper. We will focus on how scaffolding oral language into writing instruction and mentor text will develop and expand students’ ideas and prepare them for that valuable independent writing time.

Session 1B • 5-12 • PERSUASIVE WRITING
THE ROLE OF ARGUMENT IN PERSUASIVE WRITING
Presenter: Matt Jewell, Cardiff

Tired of reading ‘persuasive’ writing that just isn’t all that convincing? In this workshop we will explore strategies that support students as they craft effective arguments—investigating and weighing the evidence on both sides of an issue; developing a claim (or thesis); and honing their ability to anticipate and address the reader’s concerns.

Session 1C • K-16 • VOCABULARY INSTRUCTION
ENGAGING VOCABULARY INSTRUCTION
Presenter: Abby Robles, Poway Unified

Would you like to learn how to make high-level vocabulary instruction interesting? This presentation introduces exciting and engaging vocabulary instruction through the use of photos, physical gestures, and precise information. We will discover the possibilities of vocabulary lessons and explore the endless applications directly related to any subject or grade level. During this session teachers will be selecting grade appropriate words for instruction; developing student-friendly definitions of new words; creating meaningful gestures; and learning how to get students thinking about, using, and noticing new high-level vocabulary words.

Session 1D • 6-16 • WRITING RESPONSE GROUPS
BUILDING STUDENTS’ CONFIDENCE AS WRITERS THROUGH WRITING RESPONSE GROUPS
Presenter: Cynthia Larkin, San Diego Unified

Writing Response Groups (WRGs) provide an opportunity for students to learn from other writers and experience growth as a writer. In small groups, students read and critique one another’s work in a supportive, constructive environment. In this session, participants will learn strategies for establishing WRGs in their own classrooms.

Session 2A • K-6 • DESCRIPTIVE WRITING
USING ILLUSTRATION TO DRIVE WRITING INSTRUCTION
Presenter: Nicole Bradshaw, Cajon Valley Union

Through the use of instruction in illustration students can create rich, meaningful, and descriptive writing across content areas. Illustration study can profoundly affect student writing stamina and has particular implications for emergent, reluctant and EL writers. In this session participants will engage in the use of illustration as an interactive writing component and demonstrate its effective use as a bridge to independent writing.

Session 2B • 6-16 • CRITICAL THINKING
SLOW DOWN . . . TO SPEED UP: ACCELERATING LEARNING IN A WRITING CLASS
Presenter: Jan Jarrell, SD Community College

Students are often afraid to be ‘wrong,’ resulting in a reluctance to engage in critical thinking about assigned texts and shallow, meaningless writing. This workshop will demonstrate how writing protocols encourage students to think critically about texts in order to make meaning and connections. Taking the time to dig more deeply into texts actually results in accelerated learning and more confident writers.

Session 2C • K-16 • WRITING CRAFT
SUPER TRICKS: ENGAGING RELUCTANT WRITERS IN THE CRAFT OF WRITING
Presenter: Barb Montfort, La Mesa-Spring Valley

Often, our most reluctant and challenging writers have the most to say. It is vital to provide them with a classroom environment that celebrates their strengths and their voice as writers. This session explores how to engage writers by providing a common, accessible language to discuss writers’ craft. Participants will learn to identify pre-defined ‘Super Tricks’ (writers’ craft) in mentor texts and how to guide their students to explore texts and identify their own favorite ‘Super Tricks’ to use in their own compositions as they draft and revise.

Session 2D • K-8 • VOCABULARY INSTRUCTION
WONDERFUL WORDS: A CELEBRATION OF WORDS THROUGH THE USE OF TRADE BOOKS
Presenter: Amy Mody, San Diego Unified

Vocabulary instruction is a key component of a rich language program, yet many teachers struggle to find the time to teach vocabulary. Participants will explore how the vocabulary from trade books used in reader’s workshop can be used to teach vocabulary. Participants will learn how to identify what vocabulary to teach, a set of quick, powerful strategies for teaching vocabulary and how this instruction helps to lift the level of student writing while building student enthusiasm around words.