

Write Here, Write Now.

Writing Across the Curriculum and Writing Centers Conference



“The call for educators at all levels, in all contexts, in all disciplines is undeniable: It is time for writing instruction that works.”

- Applebee and Langer, *Writing Instruction That Works*

October 25, 2013

8:30 - 3:30

University of
Southern Maine
*Lewiston-Auburn
College*

<http://tinyurl.com/WAC2013>

Join teacher-consultants from the National Writing Projects of Maine as they share classroom-tested strategies for incorporating writing across the curriculum.

- Learn strategies for teaching the Common Core.
- Build a toolbox of write-to-learn strategies that encourage frequent informal writing.
- Participate in workshops designed by teachers for teachers.
- Discuss best practice with other educators.

"Write Here, Write Now" includes the Annual Maine High School Writing Center Conference for students and teachers from student-staffed writing centers or those interested in creating a writing center.





SESSION A (9:00-10:10)

A1: "Write Away" - Kelly Crockett & Patricia Valley, Jordan Small Middle School

Come whet your appetite and get a taste of ideas that will get your students writing in any content area. You'll try several activities and walk away with directions, suggestions and templates for immediate use in your classroom. Use these techniques and brainstorm with your peers while updating your toolbox of WAC strategies. (6-8)

A2: Give Yourself Some Credit! Helping Adolescent Writers Show What They Know in Content-Area Constructed Response Writing - Amy Clement, Central High School

In this workshop, teachers will clarify a definition of the "constructed response writing" that is often required in our classrooms. Participants will examine student writing samples, including constructed responses created by students in a high school science class. We will work with strategies aimed at helping a wide range of students in grades six through twelve to write more effectively in content-area classrooms. (6-12)

A3: Delving into Characters Using Biopoems - Suzanne Atwood, Westbrook Middle School

Are you looking for an alternative method for students to share their analysis of a character? Using the biopoem format, students explain the inferences they have made by citing specific textual examples. In addition to literary characters, biopoems can be used as a vehicle for sharing research of historical persons or groups or for introducing themselves to classmates. This platform is easily differentiated for complexity. (6-12)

A4: Reaching the Reluctant Writer - Lorrie King, Yarmouth High School

This interactive workshop will help participants broaden their awareness about why certain students are reluctant to write and how particular weaknesses/levels of motivation can interfere. Participants will also learn several specific strategies to increase students' willingness to engage with the writing process. The workshop concepts are pragmatic and adaptable to different grade levels and teaching positions. (3-12)

A5: Writing in Elementary Science: Vital Signs - Tim Hebda, Waynflete School

Embedded in the work of scientists is the need to clearly communicate their findings. Students in elementary classrooms are natural scientists, constantly asking questions and looking for answers. Using the Vital Signs program from the Gulf Of Maine Research Institute, an in-depth study of ecosystems and purposeful writing can be created. The science investigation focuses on the interconnectedness of the natural world, spotlighting invasive and native species of Maine. While engaging in authentic work with scientists, students observe their environment, formulate questions, actively investigate, communicate findings, and reflect on results to create future actions. (3-8)

SESSION B (10:20-11:30)

B1: Multigenre Writing - Susan Inman, Greely High School

The traditional paper or short-answer question exists primarily in the world of school; in the real world, we interact with many genres. In this workshop, we'll consider ways to add multi-genre writing to your courses. Doing so often increases student engagement, opens up new lines of thinking, and helps student writers develop their skills. (6-12)

B2: Thinking and Writing Across the Curriculum - Martha Vignola, Grades 2-6 Special Education Teacher

What if you could get an informal snapshot of what your students are thinking at any time? And what if you could get all your students involved in quick writes several times every day? In this workshop, teachers will learn how to use daybooks to capture students' thinking, plus get all their students to write more often across content areas. Each teacher will leave with a list of write-to-learns and resources. (K-12)

B3: The Quiet Conversation: Writing to Learn with Digital Written Discussions - Seth Mitchell, Mt. Ararat

As simple write-to-learn strategies, written conversations allow students to process concepts, debate hot-button issues, respond to content, and co-create meaning. Free digital tools, such as Edmodo and Padlet, extend discussions beyond the classroom. In this workshop, participants will consider pedagogy and experiment with tools that encourage participation from every student. Bring your devices! (6-12)

B4: Teaching Writing in the Standards-Based Classroom - Alyssa Littlefield, Monmouth Academy

Participants will learn how to teach writing through a standards-based model with examples, experiment with the techniques provided, and discuss the challenges and triumphs teaching writing in this model. (6-12)

B5: Common Core Literacy Standards - Morgan Dunton, Maine Department of Education

When the Common Core State Standards were first published, there were many questions about what to do with those literacy standards. They were created with purpose and with an intention of supporting both instructional capacity and student learning. In this workshop, we will examine the relationship between the ELA reading and writing standards and the content literacy standards and, maybe, figure out what to do about them! (3-University)



SESSION C (12:30-1:40)

C1: Poetry for Real, PART I - Pat Lammers, Grade 4 Teacher

"Poetry for Real" integrates research with poetry. Students research subject-specific concepts correlated to the curriculum for that grade level, embed facts into poetry, and design an illustration for the poem. Engaging in the process they'll use in the classroom, participants will "mine" informational texts for details; refashion, reorder, and/or reframe the texts; and create a research poem model that can be shared as a model for students (K-5) ***Please note this is the first half of a 2.5-hour workshop and will meet for sessions C and D*

C2: From the Ground Up: Building a Writing Center - Renee Doucette, Marshwood High School

Student-staffed writing centers offer a safe place for writers in all disciplines to collaborate and grow, but these spaces are rarely found in secondary schools. In this workshop, attendees will learn how to build a writing center from the ground up. Topics will range from gaining administrative and faculty support to training tutors. A blend of theory and practice, this session gives attendees a place to get started. (9-12)

C3: Common Core Made Easy (or at least, Easier) - Lynn Mayer, Old Town Elementary School

Don't let the standards be daunting! We will discover an easy way to match the writing standards to your students' work. The method I will demonstrate can also be used with any topic to liven up even the most boring and tedious of staff meetings. Bring your laptop and your sense of humor. (K-5)

C4: Comprehensive Portfolios Using Digital Platforms - Brigid Franey, Gorham High School

At this workshop, participants will be introduced to some digital platforms, such as Google Sites and Weebly, that assist students in creating comprehensive portfolios. In addition to working with the digital tools, we will discuss the pedagogy behind keeping a portfolio of work and look at how it can be applied in various disciplines. (6-12)

C5: Student involvement in Criteria Setting: Summary Writing - Kelly Ouellette-Tukey, Elementary Teacher

In this hands-on workshop, participants will experience how the use of criteria setting enhances students' understanding of what is expected of their work by involving them deeply in the criteria setting for summary writing. During this session, participants can expect to write, assess writing, and share their work and thoughts with colleagues. (3-8)

C6: Re-Seeing Possibilities: Engaging HS Students in Down and Dirty Revision Work- Rebecca Redlon, Catherine McAuley HS

Revising is hard work, and getting students to see the benefit in it can be a challenge. This workshop offers practical advice and tips to help students get beyond surface editing and into the deep and satisfying work of meaningful revision. (9-12)

SESSION D (1:50-3:00)

D1: Poetry for Real, PART II - Pat Lammers, Grade 4

***Please note this is the second half of a 2.5-hour workshop and will meet for session C and session D*

D2: Composition, the Writing Process, Tech, and Developmental Learners - Aaron Tolbert, Schenectady County Community College

This workshop will present cognitive psychological and educational theories to better understand how developmental learners grow. A new writing process model will be discussed in reaction to these theories. Technological support, to address the specific issue of student growth within this updated writing process, will be shared and discussed. (9-University)

D3: Student-Centered Notebooks - Carolyn Nichols, Morse High School

While examining notebooks produced by high school science students, workshop participants will tour the basic tenets of using a student-centered notebook, examine embedded literacy strategies, and inspect different forms of writing. There will be an opportunity to ask questions, review different types of notebooks, and observe literacy strategies that are woven seamlessly into the curriculum. (K-12)

D4: Superhero, Superfun! - Kent Chapman, Sea Road School

Captain Adjective needs your help! Ignite your inner Superhero, and come help Captain Adjective defeat the dreaded Bookworm. This action-packed seminar will give you a plethora of ideas to help your students engage in creative writing. You will create Spheres of Knowledge, build Crimeville, and use teamwork to write your way to victory. Let's roll! (3-8)

D5: Developing Critical Thinking in the K-12 Classroom - William St. John, University of Maine

Would you like to have a clearer idea of what Critical Thinking skills are, and how we can teach them? Would you like to develop Critical Thinking skills in whatever subject and level you teach? In this workshop, we will define Critical Thinking, share ways of fostering Critical Thinking skills in our classrooms, and discuss how schools can raise awareness of Critical Thinking development. (K-12)

D6: Meridian Stories - Brett Pierce, Meridian Stories

This workshop will introduce participants to Meridian Stories, a new (non-profit) initiative that challenges teams of Middle and High School students to create short-form stories using images, words, video and music in the service of core curricular objectives and 21st century skills. The Workshop will be presentational, hands-on and discussion driven. (6-12)



- Participants earn 6 contact hours for attending.
- Registration fee includes continental breakfast and lunch.
- Free wireless internet access will be available.

To register online, visit <http://www.umaine.edu/mainewritingproject/>

Name: _____ Phone: _____

Address: _____

School: _____ Email: _____

Special Dietary Needs: _____

Workshop Registration (please indicate your preferred selection and a backup):

SESSION A: (1st choice) _____ (2nd choice) _____

SESSION B: (1st choice) _____ (2nd choice) _____

SESSION C: (1st choice) _____ (2nd choice) _____

SESSION D: (1st choice) _____ (2nd choice) _____

Payment Information

_____ \$75 Conference Registration

_____ \$65 SMWP/MWP Teacher-Consultant

_____ \$55 Presenter Rate

_____ Payment Enclosed*

_____ Purchase Order - Number: _____

*Please write checks to "University of Maine"

Register online or mail payment and a completed registration form to the Maine Writing Project:

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151 Shibles Hall
Orono, Maine 04469-5766

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For more information about the Maine and Southern Maine Writing Projects, visit us on the web:

MWP: umaine.edu/mainewritingproject/

SMWP: southernmainewritingproject.org

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