- 2016 -
Annual Literacy Conference for Teachers, Grades K-12

Teaching Better by Design: Helping Students to Dive Deep as Readers and Writers

Tuesday, December 13, 2016
8:00am - 3:45pm

UCI Student Center

Keynote Speakers:
Deborah Appleman, Jeffrey Wilhelm, & Jim Burke

• UCI Writing Project
• University of California, Irvine
• School of Education
Eyes Wide Open: Diving Deep into Reading Nonfiction

In this interactive keynote address, Deborah Appleman and Jeffrey Wilhelm will apply their research on literary reading to the increasingly important domain of nonfiction. Using short nonfiction as well as visual texts, Deborah and Jeff will focus on two overarching strategies designed to engage secondary readers of all abilities: “readers rules of notice” and the multiple perspectives offered by the lenses of contemporary literary theory. Together they will explore how using these strategies empowers and assists students to notice the topics of nonfiction reading, the key details, text structure, and how textual “codes” and contexts work together to create meaning and effect. They will offer specific lessons that they have developed with teachers in a variety of secondary classrooms.

Deborah Appleman is the Hollis L. Caswell Professor of Educational Studies and director of American Studies at Carleton College. She also directs Carleton’s Summer Writing Program for High School students. Deborah taught high school English for nine years before receiving her doctorate from the University of Minnesota. She is the author of eleven books on adolescent literacy, including Critical Encounters in High School English: Teaching Literary Theory to Adolescents (Teachers College Press), winner of the Richard A. Meade Award, and UnCommon Core: Where the Authors of the Standards Go Wrong About Instruction and How You Can Get It Right (Corwin) with Michael Smith and Jeffrey Wilhelm. Deborah’s recent research has focused on teaching college-level writing and literature courses at a high security correctional facility for men. She and her incarcerated students published an anthology of creative writing entitled From the Inside Out, Letters to Young Men and Other Writings (CreateSpace).

Jeffrey Wilhelm, Ph.D. is a Distinguished Professor of English Education at Boise State University in Boise, Idaho, and founding director of the Boise State Writing Project. Jeff has devoted his professional career to helping teachers help their students, particularly students who are considered to be reluctant, struggling, or at risk. His research agenda is organized around creating supportive inquiry-oriented contexts for developing and performing literacy, literate behaviors, and literate identities. Jeff has authored or co-authored 36 texts about literacy teaching and learning including UnCommon Core: Where the Authors of the Standards Go Wrong About Instruction and How You Can Get It Right (Corwin) with Deborah Appleman and Michael Smith, and Oh Yeah? Putting Argument to Work Both in School and Out (Heinemann) with Michael Smith and Jim Fredrickson. He has won the two top research awards in English Education: the NCTE Promising Research Award for You Gotta BE the Book (Teachers College Press), the Russell Award for Distinguished Research for Reading Don’t Fix No Chevys (Heinemann), and a second Russell Award for Reading Unbound: Why Kids Need to Read What They Want and Why We Should Let Them (Scholastic) with Michael Smith. His newest book with Michael Smith, Diving Deep into Nonfiction, Grades 6-12: Transferable Tools for Reading ANY Nonfiction, was released by Corwin.
Session 1 Workshops (Choose One) ................................................................. 10:15 - 11:45 am

Who’s Doing the Work? How to Say Less So Readers Can Do More, Grades K-8
Jan Burkins & Kim Yaris, Consultants, Burkins & Yaris Think Tank for the 21st Century Literacy; Co-authors, Preventing Misguided Reading (IRA), and Reading Wellness: Lessons in Independence and Proficiency (Stenhouse).

Scaffolding Instruction for All Learners in the Writing Workshop, Grades K-8
Mark Overmeyer, Co-director, Denver Writing Project; author, When Writing Workshop Isn’t Working (Stenhouse), What Student Writing Teaches Us (Stenhouse), How Can I Support You? (Stenhouse), and Let’s Talk (Stenhouse).

From Nursery Rhymes to Shakespeare: Borrowing Text Structures to Navigate Reading and Empower Writing, Grades K-12
Gretchen Bernabei, Educational Consultant; author, Grammar Keepers (Corwin), Text Structures From the Masters (Corwin), Fun-Size Academic Writing (Corwin), and The Story of My Thinking (Heinemann).

Teaching Argument Writing, Grades 4-12
Carol Jago, recipient of NCTE Conference on English Leadership Award, 2016, former President, NCTE; Senior Consultant, Collections (Houghton-Mifflin); author, With Rigor for All: Meeting Common Core Standards for Reading Literature (Heinemann), Come to Class: Lessons for High School Writers (Heinemann), and Nikki Giovanni in the Classroom (NCTE).

Getting Practical: Using Readers Rules of Notice to Navigate Fiction, Grades 4-12
Jeffrey Wilhelm, Professor of English Education and Distinguished Professor of Boise State University, Director, Boise State Writing Project; co-author, UnCommon Core: Where the Authors of the Standards Go Wrong About Instruction and How You Can Get It Right (Corwin), Oh Yeah? Putting Argument to Work Both in School and Out (Heinemann), and Diving Deep into Nonfiction, Grades 6-12: Transferable Tools for Reading ANY Nonfiction (Corwin).

Learning to Love Nonfiction: Lessons from a Literature Teacher’s Playbook, Grades 6-12
Deborah Appleman, Hollis L. Caswell Professor of Educational Studies, Carleton College; author, Critical Encounters in Secondary English (Teachers College Press), Teaching Literature to Adolescents (Routledge); co-author, Uncommon Core: Where the Authors of the Standards Got It Wrong and How You Can Get It Right (Corwin).

LUNCH ........................................................................................................... 11:45 - 12:45 pm

AFTERNOON KEYNOTE ADDRESS .............................................................. 12:45 - 2:00 pm

Writing Better by Design: We Are Teachers, NOT Technicians

What is “design thinking”? What can we learn from it that can help us improve not just our writing instruction but the assignments themselves? When we think of our assignments—the demands they make on our students, the opportunities they provide to create and collaborate with colleagues, the many things they need to accomplish despite the constraints that are so familiar to us all—we often do not realize our assignments are actually the operating system that runs our classes. This notion, that we are designers, raises interesting and important questions: What does it mean to “design” writing assignments? When design thinkers speak of “creating a user’s journey through an experience,” how does that change our role and responsibilities? How does seeing our students as “users” of our writing assignments affect what we teach or the way we teach it? These and other questions will be at the heart of this interactive keynote, during which participants will be asked to reflect on their own writing assignments and how they might be improved through the principles and practices of design thinking.
Jim Burke teaches English at Burlingame High School, a public school in the San Mateo Union High School District, where he has worked for over twenty years. The author of over twenty-five books, he recently published Uncharted Territory: A High School Reader (W.W. Norton) and The Academic Moves (Corwin) with Barry Gilmore. Other books include The English Teacher’s Companion (Heinemann) and School Smarts: The Four C’s of Academic Success (Heinemann). Jim has received several awards, including the California Association of Teachers of English Distinguished Service Award and the NCTE Exemplary English Leadership Award. He currently serves as the Chief Advisor to the College Board English Language Arts Framework Committee and is at work on a book for Heinemann about teaching academic writing.

BREAK/REFRESHMENTS

Session 2 Workshop (Choose One)

They Grew Up Reading and Writing: Giving Students Authentic Reasons to Read Informational Text Closely, Grades 1-8
Jan Burkins & Kim Yaris, Consultants, Burkins & Yaris Think Tank for the 21st Century Literacy; Co-authors, Preventing Misguided Reading (IRA), and Reading Wellness: Lessons in Independence and Proficiency (Stenhouse).

Grammar Keepers: How to Use a Daily Journal Routine to Teach Grammar Thoroughly, Grades 3-12
Gretchen Bernabei, Educational Consultant; author, Grammar Keepers (Corwin), Text Structures From the Masters (Corwin), Fun-Size Academic Writing (Corwin), and The Story of My Thinking (Heinemann).

The Power of Peers: Organizing and Managing Peer Conferences in Writing Workshop, Grades 4-12
Mark Overmeyer, Co-director, Denver Writing Project; author, When Writing Workshop Isn’t Working (Stenhouse), What Student Writing Teaches Us (Stenhouse), How Can I Support You? (Stenhouse), and Let’s Talk (Stenhouse).

The Role of Poetry in Our Curriculum and in Students’ Lives, Grades 4-12
Carol Jago, recipient of NCTE Conference on English Leadership Award, 2016, former President, NCTE; Senior Consultant, Collections (Houghton-Mifflin); author, With Rigor for All: Meeting Common Core Standards for Reading Literature (Heinemann), Come to Class: Lessons for High School Writers (Heinemann), and Nikki Giovanni in the Classroom (NCTE).

Getting Practical: Using Readers Rules of Notice to Navigate Nonfiction, Grades 4-12
Jeffrey Wilhelm, Professor of English Education and Distinguished Professor of Boise State University, Director, Boise State Writing Project; co-author, UnCommon Core: Where the Authors of the Standards Go Wrong About Instruction and How You Can Get It Right (Corwin), Oh Yeah? Putting Argument to Work Both in School and Out (Heinemann), and Diving Deep into Nonfiction, Grades 6-12: Transferable Tools for Reading ANY Nonfiction (Corwin).

Teaching Better by Design: How Technology Made Me a Better Teacher, Grades 6-12
Jim Burke, Recipient of California Association of Teachers of English Distinguished Service Award and NCTE Exemplary English Leadership Award; co-author, Uncharted Territory: A High School Reader (W.W. Norton), The Academic Moves (Corwin), The English Teacher’s Companion (Heinemann), and School Smarts: The Four Cs of Academic Success (Heinemann).
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