

Tuesday,  
December 15,  
2015  
8:00am- 3:45pm

# Annual Conference For Teachers, Grades K-12

UCI Student  
Center

Keynote Speakers:

Penny Kittle &  
Kelly Gallagher

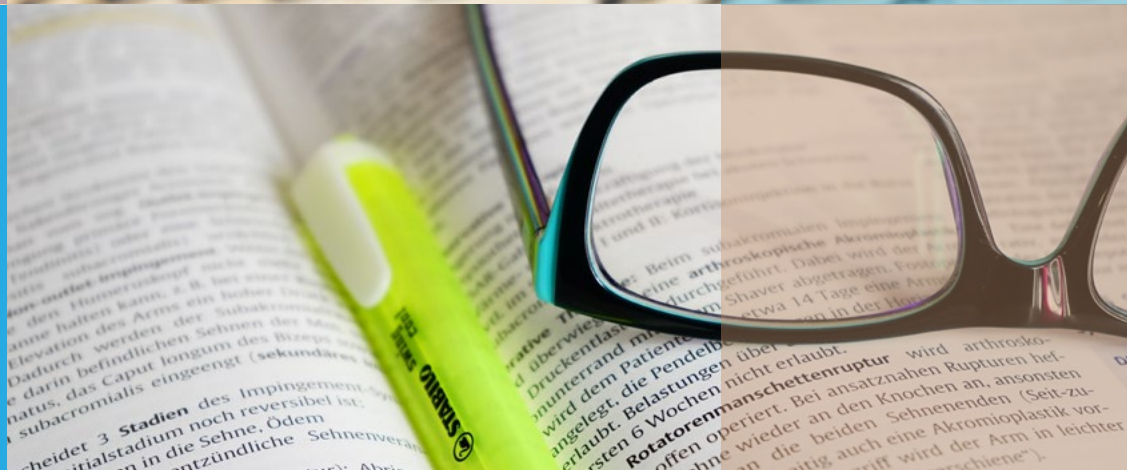
*Teaching Practices and Instructional Strategies that  
Position Students Closer to Reading and Writing  
Excellence*



UCI Writing Project

School of Education

University of California,  
Irvine



# Register Today!

**Register early! The Student Center Auditorium can only seat 450 people. Late registrants will have to be seated in the overflow room for the keynote addresses.**

**Registration Fee: \$225** (parking, continental breakfast, lunch, and afternoon snack included)

**Lunch Choices** (choose one):  Ham Sandwich  Veggie Sandwich  Tuna Sandwich  Turkey Sandwich

## **SESSION 1 WORKSHOPS** (CHOOSE ONE) **10:15 – 11:45 am**

- Joni Chancer** - Using Visible Thinking to Implement Thinking Routines into the Reading/Writing Classroom that Promote the Common Core ELA Standards, Grades K-3
- Lynn Dorfman** and **Rose Cappelli** - Mentor Poetry: Making Reading and Writing Connections, Grades K-8
- Teri Lesesne** - Taking CARE (Community/Choice, Access, Response & Engagement of Readers) to Promote Free Voluntary Reading, Grades 4-12
- Barry Gilmore** - Academic Moves for College and Career Readiness: What Happens When We Ask students to Summarize, Synthesize or Transform Texts?, Grades 5-12
- Heather Lattimer** - Building upon NCTE's Literacies of Disciplines Policy Research to Move from the Information Age to the Imagination Age: Instructional Approaches with Proven Success, Grades 6-12
- Jennifer Fletcher** - Teaching Arguments Rhetorically: Fostering a Deeper Understanding of Ethos, Pathos, and Logos, Grades 7-12
- Rachel Bear** - Evaluating the Quality of Evidence to Support a Claim: A Mini-Unit on Teaching Argument, Grades 7-12

## **SESSION 2 WORKSHOPS** (CHOOSE ONE) **2:15 – 3:45 pm**

- Lynn Dorfman** and **Diane Dougherty** - Grammar Matters: Embedding Grammar Instruction across the Day, Grades K-8
- Teri Lesesne** - WNDB (We Need Diverse Books) to Motivate and Engage Readers Inside and Outside the Classroom, Grades K-12
- Joni Chancer** - Using Visible Thinking to Implement Thinking Routines into the Reading/Writing Classroom to Promote the Common Core ELA Standards, Grades 4-6
- Barry Gilmore** - Speaking Volumes: How to Get Students Discussing Books (Fishbowls, Grids, Brainstorming Methods, Online Discussions, and More) to Enliven and Deepen Literacy, Grades 5-12.
- Heather Lattimer** - Writing for Real: Building Authentic Writing Experiences across Content Areas, Grades 6-12
- Jennifer Fletcher** - Close and Critical Reading Strategies to Support Argument Writing, Grade 7-12
- Rachel Bear** - Evaluating the Quality of Evidence to Support a Claim: A Mini-Unit on Teaching Argument, Grades 7-12 (Repeat of Workshop Session #1)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Day Phone \_\_\_\_\_ Evening Phone \_\_\_\_\_

Paying by  Check (Make check payable to : UC Regents)  District P.O. in progress  District P.O. attached

**Fax registration form with Purchase Order # to (949) 824-6685. Or**

**Mail registration form with check to: UCI Writing Project, 401 East Peltason, Suite 3100, Irvine, CA 92697-5510**

**For more information, please call The UCI Writing Project at (949) 824-5922**



## The Schedule

Tuesday, December 15, 2015

REGISTRATION / COFFEE & PASTRIES

8:00 – 8:45 am

KEYNOTE ADDRESS

8:45 – 10:00 am

### *The Art of Teaching: Crafting Classrooms that Inspire and Challenge All Students (Part 1)*

Recent research indicates that students are reading less as demands for literacy increase across all professions. Now is the time for the artful teaching of reading: to teach young readers the moves necessary to make sense of difficult texts; to motivate students to read independently; to create classrooms that inspire students to be lifelong readers.

When it comes to teaching young writers, how do we move students beyond the “flat and stagnant” writing that has become the normal in many schools? Our democracy demands engaged writers who craft voices that are heard and valued. The conditions we create in classrooms build trust in young writers, thus increasing their willingness to take risks. Daily writing deepens an understanding of tone, genre, and structure, building our students’ stamina, fluency and “writerly” habits of mind. Most importantly, we seek to increase the likelihood that our students become lifelong writers.

How do we decide what and what not to teach? With increased expectations and so little time to meet them, the time is right for teachers to reflect professionally on the balance between process and outcome, or in the words of Rock and Roll Hall of Famer, Bob Seager, to carefully consider our “deadlines and commitments—what to leave in, what to leave out.” Positioning our students closer to reading and writing excellence begins with decisions we make before, during, and after today’s lesson. This session will explore those decisions, as Penny and Kelly co-plan a year of teaching together and how they form the basis of artful teaching.



**Penny Kittle** teaches high school English and is a K-12 literacy coach in North Conway, New Hampshire. She is the author of *Book Love* and *Write Beside Them* (Heinemann) which won the James N. Britton Award from NCTE. She co-edited *Children Want to Write: Donald Graves and the Revolution in Children’s Writing* (Heinemann) with Tom Newkirk. Penny teaches in the Summer Literacy Institutes at the University of New Hampshire and works with teachers throughout the United States, Canada, and Asia. Penny was given the 2015 Exemplary Leader Award from the Conference on English Leadership through NCTE. Penny is the founder and President of the Book Love Foundation, which has granted \$100,000 to teachers in the past three years.



**Kelly Gallagher** teaches at Magnolia High School in Anaheim, California, where he is in his 31st year. He is the former co-director of the South Basin Writing Project at California State University, Long Beach, and author of *Reading Reasons: Motivational Mini-Lessons for the Middle and High School*; *Deeper Reading: Comprehending Challenging Texts, 4-12*; *Teaching Adolescent Writers*, *Readicide: How Schools Are Killing Reading and What You Can Do About It*; and *Write Like This* (Stenhouse). Kelly’s latest book is *In the Best Interest of Students* (Stenhouse). Follow Kelly on Twitter @KellyGToGo, and visit him at [www.kellygallagher.org](http://www.kellygallagher.org).

**BREAK** \_\_\_\_\_ **10:00 – 10:15 am**

**SESSION 1 WORKSHOPS (CHOOSE ONE)** \_\_\_\_\_ **10:15 – 11:45 am**

**Using Visible Thinking to Implement Thinking Routines into the Reading/Writing Classroom that Promote the Common Core ELA Standards, Grades K-3**

**Joni Chancer**, Former Co-Director, South Coast Writing Project, UC Santa Barbara; Educational Consultant; Author, *Moon Journals: Writing, Art, and Inquiry through Focused Nature Study* (Heinemann).

**Mentor Poetry: Making Reading and Writing Connections, Grades K-8**

**Lynn Dorfman and Rose Cappelli**, Co-Authors, Mentor Texts: *Teaching Writing through Children's Literature, K-8*; Poetry Mentor Texts: *Making Reading and Writing Connections, K-8* (Stenhouse).

**Taking CARE (Community/Choice, Access, Response & Engagement of Readers) to Promote Free Voluntary Reading, Grades 4-12**

**Teri Lesesne**, Professor, Library Science, Sam Houston University; Author, *Making the Match, Naked Reading* (Stenhouse) and *Reading Ladders* (Heinemann).

**Academic Moves for College and Career Readiness: What Happens When We Ask Students to Summarize, Synthesize or Transform Texts?, Grades 5-12**

**Barry Gilmore**, English Teacher, Hutchinson School, Memphis: Co-Author (with Jim Burke), *Academic Moves for College and Career Readiness* (Corwin); Author, *Is It Done Yet? Teaching Adolescents the Art of Revision* (Heinemann); Co-Author (with ReLeah Lent), *Common Core CPR: What About Adolescents who Struggle ... Or Just Don't Care?* (Corwin).

**Building upon NCTE's Literacies of Disciplines Policy Research to Move from the Information Age to the Imagination Age: Instructional Approaches with Proven Success, Grades 6-12**

**Heather Lattimer**, Associate Dean and Professor, School of Leadership and Education Services, University of San Diego; Author, *Thinking through Genre: Units of Study in Reading and Writing Workshops, 4-12* (Stenhouse) and *Real*

*World Literacies: Disciplinary Teaching in the High School Classroom* (NCTE).

**Teaching Arguments Rhetorically: Fostering a Deeper Understanding of Ethos, Pathos and Logos, Grades 7-12**

**Jennifer Fletcher**, Associate Professor of English, Cal State University, Monterey Bay; Author, *Teaching Arguments: Rhetorical Comprehension, Critique and Response* (Stenhouse), and *Fostering Habits of Mind of Today's Students: A New Approach to Developmental Education* (Stylus). Member, Steering Committee, ERWC (Cal State Expository Reading and Writing Course).

**Evaluating the Quality of Evidence to Support a Claim: A Mini-Unit on Teaching Argument, Grades 7-12**

**Rachel Bear**, Program Associate, National Writing Project College Ready Writers Program; Teacher/Consultant, Boise State Writing Project.

**LUNCH** \_\_\_\_\_ **11:45 – 12:45 pm**

**KEYNOTE ADDRESS** \_\_\_\_\_ **12:45 – 2:00 pm**

*The Art of Teaching: Creating Classrooms that Inspire and Challenge All Students (Part II).* - Penny Kittle and Kelly Gallagher

**BREAK AND REFRESHMENTS** \_\_\_\_\_ **2:00 – 2:15 pm**

## SESSION 2 WORKSHOPS (CHOOSE ONE)

2:15 – 3:45 pm

### Grammar Matters: Embedding Grammar Instruction across the Day, Grades K-8

**Lynn Dorfman and Diane Dougherty**, Co-Authors, *Grammar Matters: Lessons, Tips and Conventions Using Mentor Texts, K-6* (Stenhouse).

### WNDB (We Need Diverse Books) to Motivate and Engage Readers Inside and Outside the Classroom, Grades K-12

**Teri Lesesne**, Professor, Library Science, Sam Houston University; Author, *Making the Match, Naked Reading* (Stenhouse) and *Reading Ladders* (Heinemann).

### Using Visible Thinking to Implement Thinking Routines into the Reading/Writing Classroom to Promote the Common Core ELA Standards, Grades 4-6

**Joni Chancer**, Former Co-Director, South Coast Writing Project, UC Santa Barbara; Educational Consultant; Author, *Moon Journals: Writing, Art, and Inquiry through Focused Nature Study* (Heinemann).

### Speaking Volumes: How to Get Students Discussing Books (Fishbowls, Grids, Brainstorming Methods, Online Discussions, and More) to Enliven and Deepen Literacy, Grades 5-12.

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### Writing for Real: Building Authentic Writing Experiences across Content Areas, Grades 6-12

**Heather Lattimer**, Associate Dean and Professor, School of Leadership and Education Services, University of San Diego; Author, *Thinking through Genre: Units of Study in Reading and Writing Workshops, 4-12* (Stenhouse) and *Real World Literacies: Disciplinary Teaching in the High School Classroom* (NCTE).

### Close and Critical Reading Strategies to Support Argument Writing, Grades 7-12

**Jennifer Fletcher**, Associate Professor of English, Cal State University, Monterey Bay; Author, *Teaching Arguments: Rhetorical Comprehension, Critique and Response* (Stenhouse), and *Fostering Habits of Mind of Today's Students: A New Approach to Developmental Education* (Stylus). Member, Steering Committee, ERWC (Cal State Expository Reading and Writing Course).

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**Rachel Bear**, Program Associate, National Writing Project  
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Education Building

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