

Helping Students
Read and Write about Complex
Literary and Nonfiction Texts
in the
Era of Common Core



Annual Conference For Teachers Grades K-12

Thursday, December 11, 2014 | UCI Student Center

UCI Writing Project | School of Education | University of California, Irvine

The Schedule

Thursday, December 11, 2014

gty.im/
452669363

REGISTRATION / COFFEE & PASTRIES

8:00 – 8:45 AM

KEYNOTE ADDRESS

8:45 – 10:00 AM

*Upon a Painted
Ocean: Helping Students
Navigate Complex
Literature and
Literary Nonfiction*

Essential as preparing students for college and career is preparing them for life. English and English Language Arts teachers have in their hands one of the most powerful tools ever invented for accomplishing this goal: rich, compelling literature. Reading complex texts, particularly at a time when the technologies of interruption are outpacing the habits of concentration, requires that students downshift - go slower with more power. Carol Jago will discuss the rationale for inviting all students to take this journey into uncharted and sometimes choppy imaginary waters. She will also offer instructional approaches for making the journey a success: close reading techniques that lead to deeper learning, word study that develops students' vocabularies, and authentic incentives for reading. There really is "no frigate like a book to take us lands away."



Carol Jago has taught English in middle and high school for 32 years and is associate director of the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and chairs the College Board's English Academic Advisory committee. She has published many books with Heinemann including *With Rigor for All: Meeting Common Core Standards for Reading Literature*. She has also published books on contemporary multicultural authors for NCTE. Carol wrote an education column for the Los Angeles Times, and her essays continue to appear in educational journals and online forums. She edits the journal of the California Association of Teachers of English and worked on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework. Carol was awarded the 2014 Adolescent Literacy Thought Leader Award by the International Reading Association.

COFFEE BREAK

10:00 – 10:15 AM

SESSION 1 WORKSHOPS (CHOOSE ONE)

10:15 – 11:45 AM

**Inside the Collaborative Classroom:
Developing Writers for Life in a
"College and Career-Ready" World,
Grades K- 5 (Includes best practice
video)**

Linda Rourke, National Consultant,
Developmental Studies Center,
Emeryville, California

**Conferring With Readers:
Bringing Energy to Our Reading
Conferences, Grades 2-6**

Patrick Allen, Elementary Teacher,
Denver, Colorado; Author, *Conferring: The
Keystone of Reader's Workshop*; Co-Author,
Put Thinking to the Test (Stenhouse).

**Using Project - Based Learning
Day-by-Day: Teaching Narrative,
Informational, and Argumentative
Writing, Grades 4-12**

Mary Widtmann, Elementary Teacher,
Newport Elementary, Newport, USD;
Teacher/Consultant, UCI Writing Project;
and **Heather Wolpert-Gawron**, English
Teacher, Jefferson Middle School, San
Gabriel USD; Teacher/Consultant, UCI
Writing Project; Author, *Tween Crayons
and Curfews: Tips for Middle School
Teachers and Writing behind Every Door:
Teaching Common Core Writing in the
Content Areas* (Routledge).

**Kernel Essays, Text Structures, and
World Literature, Grades 4-12**

Gretchen Bernabei, English Teacher, San
Antonio, Texas; Co-Author, *The Story of
my Thinking: Expository Writing Strategies
for 13 Teaching Situations*; and, Co-Author,
*Fun-Size Academic Writing for Serious
Learning: 101 Lessons & Mentor Texts*
(Corwin).

**Uncommon Core: Challenging
the Authors of the Common Core
Standards with Best Practice,
Grades 6-12**

Deborah Appleman, Hollis L. Caswell,
Professor of Educational Studies,

Carleton College, Minnesota; Co-Author, *Uncommon Core: Where the Authors of the Standards Go Wrong About Instruction- and How You Can Get It Right* (with Michael Smith and Jeff Wilhelm) (Corwin); Author, *Crucial Encounters in High School English: Teaching Literary Theory to Adolescents* (Teachers College Press).

When Everything's An Argument: Evidence Based Writing, Grades 6-12

Carol Jago, Associate Director, California

Reading and Literature Project; Author, *With Rigor for All: Meeting Common Core Standards for Reading Literature and Come to Class: Lessons for High School Writers* (Heinemann).

Close Reading, Critical Reading, Misreading, and Myths of Reading: Meeting the Challenge Posed by Complex Literary Works, Grades 7-12

Sheridan Blau, Director of English Education, Teachers College, Columbia

University, New York; Author, *The Literature Workshop: Teaching Texts and Their Readers* (Heinemann).

The Art of Metacognitive Revision: Interrogating Written and Visual Texts to Help Basic High School and College Writers Become More Powerful, Critical Readers and Writers

Cheryl Hogue Smith, Associate Professor of English, Kingsborough Community College, New York.

LUNCH

11:45 – 12:45 PM

KEYNOTE ADDRESS

12:45 – 2:00 PM

Common Core CPR: What about Adolescents Who Struggle ... Or Just Don't Care?

In the push towards college and career readiness, what happens to disengaged and struggling students? What about learners who can, but won't? How do we help all students become engaged, motivated, and excited readers? Barry and ReLeah will share practical strategies for engaging and motivating such students in ways that both meet the core standards and promote authentic learning through inquiry, choice, and the promotion of self-directed, independent students. We'll look at specific classroom examples for literacy classrooms that recognize that at some point in their learning, all students are struggling learners.



Barry Gilmore, Ed.D., is the Middle School Head at Hutchinson School in Memphis, Tennessee. A former English and social studies teacher with nearly twenty years in the classroom, Gilmore is a National Board Certified educator and past President of the Tennessee Council of Teachers of English. He is also the author of seven books for teachers and students, including *Is it Done Yet? Teaching Adolescents the Art of Revision* and *Common Core CPR: What about Adolescents Who Struggle .. Or Just Don't Care?* (Heinemann), co-authored with ReLeah Lent, and books on plagiarism and discussion methods. Gilmore's teaching awards include the National Council of Teachers of English High School Teacher of Excellence Award, the Tennessee Holocaust Commissions' Teacher of the Year Award, and the Tennessee Council of Teachers of English Teacher of the Year award. In 2005 he was named an American Star of Teaching by the U.S Department of Education



Now an international consultant, **ReLeah Cossett Lent** was a secondary teacher before becoming a founding member of a statewide literacy project at the University of Central Florida. She has authored nine books, including *Common Core CPR: What About Adolescents Who Struggle ... Or Just Don't Care?* (Corwin) and *Overcoming Textbook Fatigue* (ASCD). Her work with Jimmy Santiago Baca, poet and writer, led to a book and CD for reaching at-risk students, titled *Adolescents on the Edge* (Heinemann). ReLeah is chair of NCTE's Standing Committee against Censorship and the recipient of both NCTE and ALA's Intellectual Freedom Award in addition to be honored with the PEN/Newman's Own First Amendment Award in 1999. In 2013 she received Wisconsin's Intellectual Freedom Award and Florida Council of Teachers of English President's Award.

BREAK AND REFRESHMENTS

2:00 – 2:15 PM

SESSION 2 WORKSHOPS (CHOOSE ONE)
2:15 – 3:45 PM

Inside the Collaborative Classroom: Best Practice Lessons, Teaching Structure to Develop Independent Writers, and Ongoing Assessment through Writing Conferences, Grades K-5

Linda Rourke, National Consultant, Developmental Studies Center, Emeryville, California.

Exploring “Synthesis” as a Thinking Strategy in Reader’s Workshop, Grades 2-6

Patrick Allen, Elementary Teacher, Denver, Colorado; Author, *Conferring: The Keystone of Reader’s Workshop*; Co-Author, *Put Thinking to the Test* (Stenhouse).

Adding Craft to an Essay: Three Concrete Activities for Deepening Meaning From Fun-Sized Academic Writing, Grades 4-12

Gretchen Bernabei, English Teacher, San Antonio, Texas; Co-Author, *The Story of my Thinking: Expository Writing Strategies for 13 Teaching Situations*, and, Co-Author, *Fun-Size Academic Writing for Serious Learning: 101 Lessons & Mentor Texts* (Corwin).

Building a Culture of Literacy: Specific Strategies for Balancing Activity and Rigor and Nurturing Students’ Love of Reading and Writing in the Era of the Common Core, Grades 4-12

Barry Gilmore, English Teacher, Hutchinson School, Memphis; Author, *Is It Done Yet? Teaching Adolescents the Art of Revision* (Heinemann); Co-Author, *Common Core CPR: What About Adolescents who Struggle ... Or Just Don't Care?* (Corwin); **ReLeah Lent**, International Consultant; Author, *Overcoming Textbook Fatigue* (ASCD); Co-Author, *Common Core CPR: What about Adolescents Who Struggle ... Or Just Don't Care?* (Corwin).

Using Project - Based Learning Day-by-Day: Teaching Narrative, Informational, and Argumentative Writing, Grades 4-12 (Repeat of Workshop Session 1)

Mary Widtmann, Elementary Teacher, Newport Elementary, Newport, USD; Teacher/Consultant, UCI Writing Project; and **Heather Wolpert-Gawron**, English Teacher, Jefferson Middle School, San Gabriel USD; Teacher/Consultant, UCI Writing Project; Author, *Tween Crayons and Curfews: Tips for Middle School Teachers* and *Writing behind Every Door: Teaching Common Core Writing in the Content Areas* (Routledge).

Academic Writing in a Knowledge Building Community: A Commentary Workshop Beyond and Better than Argument, Grades 6-12

Sheridan Blau, Director of English Education, Teachers College, Columbia University, New York; Author, *The Literature Workshop: Teaching Texts and Their Readers* (Heinemann).

Reading the Word and the World Through Multiple Lenses: Literary Theory and Nonfiction, Informational, and Visual Texts, Grades 6-12

Deborah Appleman, Hollis L. Caswell Professor of Educational Studies, Carleton College, Minnesota; Co-Author, *Uncommon Core: Authors of the Standards Go Wrong About Instruction-and How You Can Get It Right* (with Michael Smith and Jeff Wilhelm) (Corwin); Author, *Crucial Encounters in High School English: Teaching Literary Theory to Adolescents* (Teachers College Press).



Image from last year conference

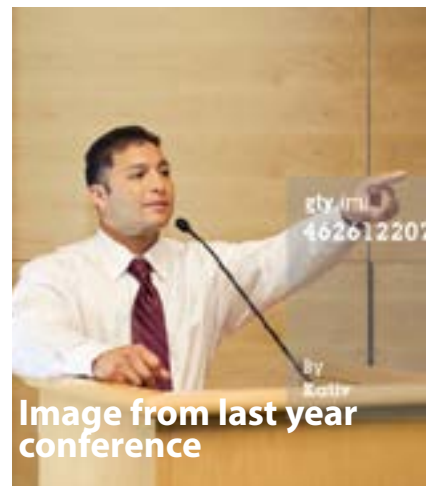


Image from last year conference



Image from last year conference

Register Today!

Registration Fee: \$200 (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)

- Linda Rourke - Inside the Collaborative Classroom: Developing Writers for Life in a "College and Career-Ready" World, Grades K-5 (Includes best practice video)
- Patrick Allen - Conferring With Readers: Bringing Energy to Our Reading Conferences, Grades 2-6
- Mary Widtmann & Heather Wolpert-Gawron - Using Project - Based Learning Day-by-Day: Teaching Narrative, Informational, and Argumentative Writing, Grades 4-12
- Gretchen Bernabei - Kernel Essays, Text Structures, and World Literature, Grades 4-12
- Deborah Appleman - Uncommon Core: Challenging the Authors of the Common Core Standards with Best Practice, Grades 6-12
- Carol Jago - When Everything's An Argument: Evidence Based Writing, Grades 6-12
- Sheridan Blau - Close Reading, Critical Reading, Misreading, and Myths of Reading: Meeting the Challenge Posed by Complex Literary Works, Grades 7-12
- Cheryl Hogue Smith - The Art of Metacognitive Revision: Interrogating Written and Visual Texts to Help Basic High School and College Writers Become More Powerful, Critical Readers and Writers

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- Gretchen Bernabei - Adding Craft to an Essay: Three Concrete Activities for Deepening meaning From Fun-Sized Academic Writing, Grades 4-12
- Barry Gilmore & ReLeah Lent - Building a Culture of Literary: Specific Strategies for Balancing Activity and Rigor and Nurturing Students' Love of Reading and Writing in the Era of the Common Core, Grades 4-12
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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**

NOTE: We anticipate the conference will sell out at 430 registrations. Be advised to register early!

**2014 ANNUAL CONFERENCE FOR TEACHERS,
GRADES K-12**

**Helping Students To Read and Write about Complex Literary
and Nonfiction Text in the Era of Common Core**

Featuring a Keynote Speech By Carol Jago

from 8:45a.m.-10:00a.m.

*Upon a Painted Ocean: Helping Student Navigate Complex
Literature and Literary Nonfiction*

Featuring a Keynote Speech By Barry Gilmore & Releah Cosset Lent

from 12:45pm. - 2:00p.m.

*Common Core CPR: What about Adolescents Who
Struggle ... Or Just Don't Care?*

UCI WRITING PROJECT

UNIVERSITY OF CALIFORNIA, IRVINE