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WRITING INSTITUTE: Content and Agenda October 5-6, 2007 | Newport Beach, CA

FRIDAY, OCTOBER 5TH, 2007

8:00 A.M.

KEYNOTE PRESENTATION: ERIN GRUWELL OF FREEDOM WRITERS

Erin Gruwell has earned an award-winning reputation for her steadfast commitment to the future of children and education. Her impact as a change agent runs deep. So deep, in fact, that her story attracted Hollywood's attention. In January 2007, Paramount Pictures released *Freedom Writers*, starring Hilary Swank as Erin. The film is based on *The Freedom Writers Diary*, the #1 *New York Times* bestseller that chronicled Erin's extraordinary journey with 150 high school students.

9:00 A.M. – 4:00 P.M.

WRITING TO LEARN: INSTRUCTIONAL STRATEGIES FOR NONFICTION WRITING

Presenter: Angela Peery, creator of the *Writing to Learn* seminars and author of *Deep Change: Professional Development from the Inside Out* and *ARRIVE: Improving Instruction through Reflective Journaling*.

Who should attend?

This seminar is designed for educators of grades 3-12, including:

- Teachers and instructional leaders who specialize in content areas other than English Language Arts and possess some experience using writing in the classroom.
- Administrators, Instructional Coaches, and Supervisors who will be responsible for teaching other educators new strategies or who will monitor implementation.

Session Overview

This session will focus on the application of various writing strategies that work across grade levels and subjects. All strategies shared are part of a framework to improve student engagement, increase critical thinking skills, and improve students' abilities to demonstrate deep subject-area understanding. Seminar participants will practice and apply approximately 7-10 strategies, including the following: think-write-pair share, ABC lists, prediction paragraphs, cubing, RAFT, and various graphic organizers for essays.

Objectives for participants of Writing to Learn: Instructional Strategies for Nonfiction Writing include:

- Learn ways to use writing to engage students, help them process information, and demonstrate deep understanding
- Learn up to 10 strategies to immediately use in any content area

- Experience the strategies, debrief them, and plan for immediate application
- Explore ways to enliven research writing
- Commit to implementing and monitoring the success of strategies used

9:00 A.M. – 4:00 P.M.

EXPOSITORY WRITING: CLEAR, CONCISE PARAGRAPHS AND ESSAYS

Presenter: Alice Greiner, author of *The Write Tools: Strategies that Make an Immediate Difference in the Classroom* and President of The Write Tools, LLC, an organization providing staff development to schools across the country.

Who should attend?

This seminar is designed for:

- Building and District Administrators, Curriculum Coordinators, and Literacy Coaches
- K-8 classroom teachers, elementary classroom teachers, English Language Arts teachers, Resource teachers, ESL teachers, and new teacher advisors/mentors

Session Overview

Strategies presented in this seminar are designed to help participants improve the writing skills of students in their building or across their districts. As educators, we instantly recognize strong writing when we see it, yet many of us have struggled with how to take the mystery out of writing for low-achieving writers as well as how to lead proficient writers to their next steps. Participants will learn and practice research-based, classroom-proven strategies that will equip students to write meaningful sentences, create useful prewriting organizers, craft clear, concise informational paragraphs and essays, and take some of the pain out of revision. Participants will leave this seminar with a wealth of practical strategies that can be immediately implemented and easily differentiated across grade levels and content areas. In addition, participants will learn the formula for successfully implementing these strategies as part of a building or district-wide writing initiative.

Objectives for participants of this seminar include:

- Review latest writing research
- Improve student achievement on writing assessments and everyday classroom work
- Learn and practice strategies to be implemented across grade levels and content areas
- Build a common language for writing instruction
- Explore methods to differentiate strategies
- Plan for successful implementation across grade levels and content areas

SATURDAY, OCTOBER 6TH, 2007

8:00 A.M.

KEYNOTE PRESENTATION: USES OF TECHNOLOGY TO IMPROVE STUDENT WRITING

Presenter: Vantage Learning and invited school districts

For several years, Vantage Learning has worked with school districts throughout the country who have successfully implemented 21st century writing using advanced technology solutions, such as the MY Access! instructional writing program. Vantage has invited school districts such as Saddleback Valley Unified School District, The Community of Writers consortium, and others to share their experiences about how they have leveraged advanced writing tools to improve instruction, student and teacher engagement, and performance on writing assessments. The capability exists to have 10X, 15X, and even 20X the amount of writing completed by students, analyzed, and scored in seconds. This presentation will help attendees gain a greater understanding of how they can accomplish this dramatic growth in writing frequency and achievement in their classrooms.

9:00 A.M. – 4:00 P.M.

WRITING TO LEARN: ASSESSING NONFICTION WRITING

Presenter: Angela Peery, creator of the *Writing to Learn* seminars and author of *Deep Change: Professional Development from the Inside Out* and *ARRIVE: Improving Instruction through Reflective Journaling*.

Who should attend?

Designed for grades 3-12 audiences:

- Teachers and Instructional Leaders who specialize in content areas other than English Language Arts and possess some experience using writing in the classroom
- Administrators, Instructional Coaches, and Supervisors who will be responsible for teaching other educators new strategies or who will monitor implementation

Seminar Overview

The focus of this seminar is the accurate scoring of cross-curricular student writing so that effective feedback is given to students to result in increased proficiency. A discussion of the qualities of writing (content, organization, conventions, and style) will be framed in terms of the state's standards and rubrics. Any applicable state writing rubrics will be "unwrapped," and student writing samples will be scored collaboratively. All participants will leave with drafts of common rubrics to be used at their school sites and action plans for collaborative scoring. This seminar is intended for teachers and instructional leaders who are currently using writing across the curriculum effectively and who want to create collaborative scoring structures.

Learning Objectives for participants of Writing to Learn: Assessing Nonfiction Writing include:

- Gain a deeper understanding of state, district, and/or local writing rubrics
- Create a common rubric to be used for collaborative scoring
- Strengthen ability to score student writing samples by way of practice and feedback

9:00 A.M. – 4:00 P.M.

THE WRITE TOOLS FOR PERSONAL NARRATIVES AND PERSUASIVE WRITING

Presenter: Alice Greiner, author of *The Write Tools: Strategies that Make an Immediate Difference in the Classroom* and President of The Write Tools, LLC, an organization providing staff development to schools across the country.

Who should attend?

This seminar is designed for:

- Building and District Administrators, Curriculum Coordinators, and Literacy Coaches
- K-8 classroom teachers, elementary classroom teachers, English Language Arts teachers, Resource teachers, ESL teachers, and new teacher advisors/mentors

Seminar Overview

This full day workshop will explore both of these important genres. Part of the day will be spent learning strategies to empower students to write focused memoirs. Participants will identify the essential elements of a personal narrative; learn how to plan one, as well as how to write the all important introduction and reflection paragraphs. Persuasive writing, another genre that is often included on state writing assessments, will be the focus of the other half of the day. Students are natural-born persuaders, but they often struggle with transferring their oral arguments to paper. Participants will examine the essential attributes of this mode of writing, analyze types of arguments and counterarguments, and learn strategies for planning and writing this important genre. There will be hands-on learning and a multitude of ideas to implement immediately.

Learning Objectives include:

- Identify essential elements of personal narratives and persuasive essays
- Examine different types of arguments/counterarguments used in persuasive writing
- Learn differentiated methods for creating prewriting organizers
- Practice methods for writing reader-engaging introductions
- Discover how to use thoughtful rather than mechanical transitions
- Create strong conclusions for persuasive essays
- Write thoughtful reflections for personal narratives