

Session A • Friday Morning • 9:30-10:45 AM

A-01 From Tech to Text: Finding Free Digital Resources for Inquiry-based Instruction in All Classrooms

Kathleen Rowlands, California State University, Northridge

Room: Cypress

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, Reading/Writing Across Disciplines

Anchor Standard 10 for Reading asks that students “Read and comprehend complex literary and informational texts independently and proficiently.” Anchor Standards 7 and 8 for Writing ask that students “Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation,” and that they “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.” In spite of limited budgets and underfunded libraries, teachers need to provide students with rich resources in order to meet the demands of these standards. In this interactive session, we will explore FREE digital resources that put thousands of texts at your fingertips and suggest strategies for classroom use.

A-02 The Forgotten Common Core Standard: Foundational Reading x.5: Love Reading

Robin Radlauer-Cramer, Oak Valley Middle School, Poway Unified School District

Room: Camino Real

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): 6-8

Strand: CCSS, Reading/Writing Across Disciplines

Isn't our goal as reading teachers to facilitate lifelong learning and reading? Why do kids who can read rarely choose to read independently? Make reading more popular than video games. Make it the backbone of your classroom community. Learn to infect your students with the bibliophile virus. A multi-pronged assault of diabolical strategies will make reading an end in itself.

A-03 Generating Good Text-Dependent Questions

JoEllen Victoreen, The College Board

Room: Bayshore

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Ensuring that students derive deep understanding of challenging texts has become increasingly important. Teachers are looking to better craft carefully-sequenced, text-dependent questions that call for students to go beyond superficial layers of comprehension and into analysis, finding textual evidence to support both what is explicit as well as valid inferences from the text. This session will model various ways to develop and scaffold effective text-dependent questioning leading to deep engagement and understanding of the text.

A-04 Don't Do It All: Responding to Student Writing

Georgina Hill, Pacific Union College

Maria Rankin-Brown, Pacific Union College

Room: Napa 2/3

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Responding to writing is hard, time-consuming work for writing teachers, yet there is little evidence that our time pays good dividends in student learning. This session will link instructional purpose with types of grading and commenting on writing assignments. The presenters will provide a variety of rubrics and discuss strategies for developing useful ones.

A-05 Creating Critical Readers: Connecting Close Reading and Technology

Heather Dean, California State University, Stanislaus

Room: Magnolia

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines,

Technology and Blended Learning

Close Reading is here to stay with the CCSS! This session will define some of the key components of a successful close reading exercise as well as explore ways to integrate technology into your close reading assignments.

A-06 Teaching Anne Frank Texts in 21st Century Representations

Bill Younglove, California State University, Long Beach

Room: 201

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Reading/Writing Across Disciplines

Anne Frank's diaries, fables, short stories, essays, and her unfinished novel come alive as never before thanks to the Internet. (Re)discover how she revised her original writings en route to fulfilling her greatest wish, "to be[come] a journalist...and...famous writer" (11 May 1944). Via selected websites, you can share with students Anne's expressions, and world, as never before.

A-07 Creating Critical Thinkers through the Study of Literature

Bill James, Franklin High School, Stockton Unified School District

Elizabeth James, Franklin High School, Stockton Unified School District

Room: 202

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Reading/Writing Across Disciplines

This session is based on the presenters' new book and provides strategies for middle and high school English teachers to increase rigor and inquiry in their classrooms—and meet the demands of Common Core—through the close study of quality works of literature.

A-08 Graphic Novels in the Classroom: A Multimodal Approach to Literature and Technology

Melissa Baldwin, River City High School, Washington Unified

Room: 203

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines,

Technology and Blended Learning

This is a hands-on session that will give participants key strategies and activities to incorporate comics and graphic novels in the classroom. We use a multi-modal approach highlighting Slides, Draw, and Pixton. Session attendees will learn how to incorporate comics and graphic novels in the classroom with traditional canon or Common Core texts through Projects Based Learning. Participants will preview student samples and create their own sample comic that they can take back to the classroom.

A-12 Why Keep Success A Mystery? Using Writing Models To Help Students Improve Their Writing

Amy Hale, San Domenico School, San Anselmo

Room: 207

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines

One of the most common student complaints in English class is that grading is subjective; students say they have no idea what their English teachers want from them in writing. The focus of this session is how incorporating more models and clear directions into our instruction can put transparency back into essay scoring. Using models, students understand how teachers score their work and how they, too, can recognize strong writing. By providing student models, setting up student essay scoring calibration, and using detailed rubrics, teachers will learn how to “objectify” what students see as a subjective process. Participants will learn strategies to teach writing through models and show students how to recognize insightful, cogent writing when they read it.

A-14 Blending Learning: High Tech, Low Tech, and No Tech

Rene MacVay, St. Augustine High School, San Diego

Room: 209

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: Social Justice/Equity Education, Reading/Writing Across Disciplines, Technology and Blended Learning

Students of today have been raised with technology while many of their teachers have needed to learn technology as adults. Often, many students know how to use technology for recreation rather than learning; the bridge to educational technology literacy needs to be built in the classroom. Through a blended method of teaching and learning both teachers and students can move out of their comfort zones as content is learned and connections are made. This session will share best practices for blending high tech, low tech, and no tech through writing, close reading, and speaking. Canonical texts and current events will be used as examples in this session. Participants will leave the session with lessons that can be immediately implemented in the classroom.

A-15 Literacy and the Law: Mock Trials to Enhance Argument Writing Using Literature

Laurie Stowell, California State University, San Marcos

Fran Chadwick, California State University, San Marcos

Room: 210

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: CCSS

Experience how a picture book or a piece of literature can be the basis for a project-based unit that includes argument writing and involves theatre through engagement in a mock trial. This session will share methods and materials that give students the basis for writing arguments using actual court cases. The materials also provide opportunities for research and critical thinking through analysis of primary sources. Students will gain an in depth understanding of the judicial branch at work!

A-17 Introducing LGBTQ Concepts to Teachers through Literature

Sharon Chappell, California State University, Fullerton

Room: 212

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-8

Strand: CCSS, Social Justice/Equity Education

In this session, teachers will learn about LGBTQ advocacy and inclusion through children’s and young adult literature, exploring concepts of gender diversity, family diversity, and sexuality. We will utilize ELA CCSS anchor standards and technology for discussion related to California law and policy that can support LGBTQ advocacy and inclusion work for teachers.

A-18 iLit- Inspire Literacy

Kajsa Freborg, Pearson

Room: Exhibit Hall

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines,

Technology and Blended Learning

iLit is a comprehensive reading intervention program for students in Grades 4-10. Teachers and students can access this fully digital program on multiple platforms and devices, and it utilizes a proven instructional model. It includes every resource you need to support your Tier 2, Tier 3, and English language learner (ELL) students: curriculum, assessment, data, and professional development. There are four different offerings within the iLit suite; iLit 90, iLit 45, iLit ELL, and iLit 20.

A-19 Getting Started? Getting Going!

Anna J. Small Roseboro, Grand Rapids, Michigan; Retired, The Bishop's School, La Jolla

Room: 205

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: Reading/Writing Across Disciplines

You've been teaching writing for years. Now take the next step. Come explore concrete ideas to get started on a new manuscript and get going with one already drafted. This published author and veteran teacher has specific tips to help you focus on audience and goals. Take confident steps towards readying your fiction or non-fiction writing for publication.

Session B • Friday Morning • 11:00 AM-12:15 PM

SPOTLIGHT SESSION

B-05 The Expert Project: A Year-Long Exploration of Topics, Texts, and Technology

Jim Burke, Burlingame High School, San Mateo Union High School District

Room: Magnolia

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Social Justice/Equity Education,

Technology and Blended Learning

Students in my senior English class choose a topic to investigate in depth over the course of a full year. In the context of the unit, they read texts of all types and media; write a range of different papers, culminating in a major paper that combines words, images, and media; and design and deliver a presentation to classmates. The session will go through the steps and explain how to adapt or adopt this assignment for participants' own students at any level. In addition, the session will examine how we use the 1:1 Google Chromebooks throughout the unit and still read and write all the other required work while continuing to work on the Expert Project.

B-01 Don't Shut It Down: Responding to Students' Personal Writing

Quinn McCutchan, Lennox Academy

Room: Cypress

Skill Level of Attendees: Beginning
Appropriate for Grade Level(s): 6-12
Strand: ELL/ELD, Social Justice/Equity Education

With a focus on the new University of California Personal Insight Questions (the required admissions essays), participants will explore a variety of strategies to respond to personal student writing. From sparking the introspection and reflection that gets students writing to providing validating, constructive responses, participants will leave with concrete ideas about how to encourage young writers.

B-02 Making Meaning of the News/Making News Meaningful

Rachel Roberson, KQED, San Francisco

Room: Camino Real

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines

This session will take a closer look at KQED's news education resources and ways to engage students in the pressing issues of the day that 1) deepen and contextualize their understanding of current events, 2) provide meaningful opportunities for nonfiction text analysis, class discussions and multimedia exploration, and 3) increase access for English Language Learners.

B-03 The Common Senior Experience: A Project-Based Focus for English Classes

Steve Rodriguez, Olympian High School, Sweetwater Union High School District

Room: Bayshore

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): 9-12

Strand: CCSS, Social Justice/Equity Education, Reading/Writing

Across Disciplines, Technology and Blended Learning

This session will describe how Olympian High English teachers have used a project-based focus in their Grade 12 English classes to ensure senior students apply reading and writing skills to real world situations, work on developing their ability to collaborate with fellow students, and develop both an I-can-make-a-difference-in-the-world perspective and a spirit of giving that can extend into their adulthood.

B-04 Cultivating the Dynamic Mindset: In Professional Development, In the Classroom, and in the Community

Brett Ashmun, California State University, Stanislaus and Columbia Junior College

Room: Napa 2/3

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12, College

Strand: Reading/Writing Across Disciplines

Are you concerned about a lack of teamwork at your school? Feeling isolated in your teaching? This session focuses on two years of collaboration that culminated in a service-learning project that raised awareness about homelessness in our city. Participants will gather strategies and resources in order to understand how to create collaborative communities within their classrooms, schools, and districts in order to assist students and colleagues in becoming more engaged and invested in their educations.

B-06 Want to Thrive at the Core? Deepen Your Students' Literacy Through Classroom Conversation

John Creger, American High School, Fremont Unified

Room: 201

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: CCSS, Reading/Writing Across Disciplines

Speaking and listening are the least-tested literacy skills. This is why too few classroom teachers develop rich face-to-face conversation among our screen-preferring students. And yet a conversation-rich classroom is the natural portal for “screenagers” to enter the joys of deepened literacy. Come enjoy the Thought Log, Written Conversation, Class Blogging, Philosophical Chairs and other dynamic classroom conversation strategies to spark your students’ commitment to literate (the verb!) more deeply.

B-07 Equity: Children’s Literature in the High School Classroom

Jennifer Howard, High Tech High North County, State Benefit Charter

Room: 202

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: ELL/ELD, Social Justice/Equity Education

Participants will discover multiple strategies, including RAFT, to enhance content knowledge, develop writing skills, and cultivate empathy. We will explore how using picture books enhances access to social justice education. Finally participants will obtain resources that foster authentic connections between literary elements and real-life social issues.

B-08 Tech and Collaboration in the Writing Process

Rachel Medeiros, San Jose Christian School, Campbell

Room: 203

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: Reading/Writing Across Disciplines, Technology and
Blended Learning

At the end of the day, we still need to teach students how to write well. Come experience how technology and collaboration impact the writing process from brainstorming to publishing.

B-09 Tomorrow, This Week, This Month: Building a Podcast that Strengthens Teaching and Learning

Kate Jackson, Corona Norco Unified School District

Ivy Ewell-Eldridge and Annemarie Cortez, Corona Norco Unified School District

Room: 204

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, Social Justice/Equity Education, Reading/Writing
Across Disciplines, Technology and Blended Learning

Podcasts and Podcasting are steadily growing in popularity. Educators continue to look for methods and means to collaborate with each other and with the families they serve. The presenters will share how they developed and produced a podcast as a unique platform to discuss topics including literacy instruction, cultural proficiency, common core math, and Edtech. Attendees will gather resources and strategies to build their own podcasts and leave with ideas for connecting with their community.

B-10 Paperless Memories: Using Oral Histories to Transform Reading and Writing in the Classroom

Von Torres, Clovis Community College, State Center Community College District

Room: 205

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: Social Justice/Equity Education

In this session, participants will learn about the power of oral histories to transform the way

instructors teach students to read and write the words and the worlds they inhabit. This session will highlight texts used to teach oral history, scaffold the oral history interviewing process, and discuss how oral history can be used as a tool to develop students' personal narratives and ownership of reading and writing assignments in secondary and postsecondary classrooms.

B-11 Literary Selfies: The Fine Art of Mimicry and Copy Change Assignments

Blake Bastain, Golden Valley High School, Kern High School District

Room: 206

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: Reading/Writing Across Disciplines

Help your students explore the fundamentals of structure, the intricacies of diction, and the interplay between the two by assigning a few mimicry and copy change assignments. Jamaica Kincaid's "Girl," Wallace Steven's "Thirteen Ways of Looking at a Blackbird," Elizabeth Bishop's "One Art," a couple of Shakespeare's sonnets, and some short excerpts from longer prose works will serve as sample mentor texts. Your students will rewrite the original material to include their own experiences and perspectives, generating interest in the original work while cultivating a better understanding of what makes truly great writing so great. "Girl" becomes "Dancer" and "Brother," while "Thirteen Ways of Looking at a Blackbird" transforms into "Six Ways of Coping with a Short Attention Span." And you'll be amazed at what your students can with a structure as rigid and demanding as a villanelle or a sonnet. We'll talk about mentor text selection and practice a few copy changes of our own, too

B-12 Maximizing the Paper Load: More Student Writing With Less Work (for the Teacher)

David Clarke, Monta Vista High School, Fremont Union High School District

Monica Jariwala, Monta Vista High School, Fremont Union High School District

Room: 207

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

We all know that writing performance improves with practice. Yet we often shy away from assigning more writing because of the amount of time it involves--not only to grade the work, but also to prepare and guide students through the process as well as provide them with effective feedback. In this session, we will examine a set of strategies you can use to increase both the quality and the quantity of student writing, while magically cutting the amount of time you have to spend on it.

B-14 Online Composition and Creative Writing

Lori Campbell, Kern Learn, Kern High School District

Room: 209

Skill Level of Attendees: Beginning, Intermediate

Appropriate for Grade Level(s): 6-12, College

Strand: Technology and Blended Learning

Presenters will show how they use multiple strategies to teach English 11-12 and creative writing for a blended learning course offered through Canvas. They will demonstrate how Google Docs, YouTube, and various other applications can be used to build student writing skills.

B-15 Classic Lit Meets Tech Apps

Jennifer Naumann, John Glenn High School, Norwalk LaMirada

Room: 210

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: CCSS, ELL/ELD, Technology and Blended Learning

This session will help teachers design lessons for classic novels while incorporating Tech Apps.

B-16 Engage Elementary Students in Academic Language through Science

Betsy Mitchell, Bay ArScience Project, University of California Berkeley Natural History Museums

Room: 211

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5

Strand: ELL/ELD, Reading/Writing Across Disciplines

Integrate literacy and build academic language into meaningful three-dimensional science lessons. Engage in a hands-on science and language learning experience that meets the demands of NGSS, Common Core and the California ELA/ELD Framework.

B-17 Technology in the Classroom: A Metamorphosis

Lara Calzada, Palmdale High School, Antelope Valley Union High School District

Room: 212

Skill Level of Attendees: Beginning

Appropriate for Grade Level(s): 9-12

Strand: CCSS, Technology and Blended Learning

This session will show how I transitioned my classroom from mostly paper-based to a modern digital and blended classroom, increasing student engagement and productivity. I will share students' online writing portfolios using Google Sites, online newsletter publication using Joomag, some essayistic documentaries, our "Being the Positive" project, and other ideas that connect students outside the classroom walls and to the real world.

B-18 I Know an Old Lady Who Swallowed an Idea

Alison Jackson, Author/Librarian Pacific Grove Library

Room: Exhibit Hall

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5

Strand: Reading/Writing Across Disciplines

Author Alison Jackson (*I Know An Old Lady Who Swallowed A Pie*) uses puppets and other media to present the steps involved in creating a story, from "swallowing an idea" to rough drafts, revisions, editing, illustrating and completion. She also includes ways to use her books creatively in order to enhance classroom or library settings.

Session C • Friday Afternoon • 2:45-4:00 PM

SPOTLIGHT SESSION

C-05 Digital Dynamics: Creating Your Cyberspace Ecosystem

Jen Roberts, Point Loma High, San Diego Unified

Room: Magnolia

Skill Level of Attendees: Beginning, Intermediate

Appropriate for Grade Level(s): 6-12

Strand: Technology and Blended Learning

Our classrooms are print-rich physical spaces where literacy thrives, but we face increasing expectations that they also be digital spaces. There are tremendous benefits to digitizing a portion of our classrooms, yet some teachers are intimidated by the process and don't know where to start. This session will highlight entry points, and next steps, with an emphasis on practices that increase achievement, access, transparency, and efficiency. We can leverage technology to increase literacy, and it is easier than you might think.

C-01 Literacy Playbooks: Integrating it All with Design and Purpose

Kriscia Cabral, Highland Ranch Elementary, Poway Unified School District

Ana Smith, Highland Ranch Elementary, Poway Unified School District

Room: Cypress

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-8

Strand: CCSS, Reading/Writing Across Disciplines, Technology

and Blended Learning

Today's teachers are overwhelmed with the need to teach it all. Finding ways to meet the requirement to cover Common Core standards at times feels impossible. This session is devoted to sharing ideas to bring these concepts together and empower students to be their own guides in literacy instruction. Learn to create digital playbooks that integrate technology. Practice the art of creating Essential Questions that will drive instruction and create open time for one-on-one conferencing with students. Learn how to create a Hyperdoc that puts learning in students hands and allows learning to happen at a pace that works best for each student. Access shared Hyperdocs and create ways to personalize them for your classroom needs.

C-02 The Zen Teacher

Dan Tricarico, West Hills High School, Grossmont Union High School District

Room: Camino Real

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

This session will show teachers a 7-step blueprint for using Zen-inspired techniques such as mindfulness, meditation, Beginner's Mind, compassion, gratitude, subtraction, space, non-judgment, and self-care to achieve a greater sense of relaxation, peace, and control in the classroom. This session is based on--and includes concepts, anecdotes, and activities--from my book entitled *The Zen Teacher: Creating Focus, Simplicity, And Tranquility In The Classroom*.

C-03 No Gimmicks! Only Classroom Management Strategies That Work!

Tonya Chrislu, Center for Teacher Effectiveness

Room: Bayshore

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Are you tired of classroom management gimmicks and cumbersome discipline bookkeeping systems? In this session, you'll learn practical, proven strategies and techniques that will eliminate 80-90% of low-level problem behavior--without any record-keeping! Learn how to get what you want the first time and eliminate multiple warnings and repeated requests, teach to classroom rules and routines, provide accurate and timely consequences, and improve relationships with students. Students are bound to misbehave but, through a non-confrontational process called Refocus, students can learn to make better behavioral choices so that you can sail through your lesson plans.

C-04 The Fellowship of the Yellow Slip: Freshman English as a Path to Success

Theron Hopkins, Inspire School of the Arts and Sciences, Chico Unified

Room: Napa 2/3

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

This session will discuss the basis, the purpose, the goals, the framework, and the outcomes to date of this program that utilizes the Common Core as its foundation, and that works to support student preparedness and success through reading, writing, speaking, listening, thinking, accountability, and teamwork.

C-06 Writing for the 21st Century Student: Relevant, Interesting, Diverse, and Effective

Ivy Ewell-Eldridge, Corona-Norco Unified School District

Annemarie Cortez, Corona-Norco Unified School District

Room: 201

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Social Justice/Equity Education, Reading/Writing

Across Disciplines, Technology and Blended Learning

What does a world class writing program look like? How can we encourage, motivate, and inspire students to find their voices in the written word? Are you ready to share and receive ideas and resources that can enhance a teacher's writing program? In this seminar, participants will be analyzing and discussing four key components of a quality writing program--personal relevance and interest coupled with diverse opportunities and academic effectiveness. We will also explore resources to support classroom instruction in these areas.

C-07 Reading Film: Effectively Developing Film Literacy to Bring Rigor and Engagement in the ELA Classroom

Nan Morris, Eastside High School, Antelope Valley Unified High School District

Room: 202

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Next to an awesome book, the next best thing for a teacher is an awesome adaptation of that book in a film, but often "showing the movie" after the novel is just a filler of time and therefore not very useful, rigorous, or all that engaging for students. In this session I will show you how to teach students to "read film." They will be able to evaluate it on the literary, dramatic, and cinematic levels that will allow students to access a deeper understanding of the semiotics of film helping them to really see how film is put together and how it juxtaposes to the novel format. Through this method students will see the strengths and weaknesses of both formats, and be capable of making choices in what formats they need to accomplish certain goals, while becoming less passive consumers and more engaged in the content of the film.

C-08 KQED Teach: Free Online Digital Media Courses for Educators

Randall Depew, KQED, San Francisco

Maria Cervera, KQED, San Francisco

Room: 203

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: Technology and Blended Learning

Centered around a community of learners making and sharing media, KQED Teach is a free online learning platform designed to improve the digital media skills educators need to meet the technological demands of the modern classroom and the Common Core. Courses cover video production, podcasting, interactive media creation and more. This interactive session will engage participants directly in activities designed to build teacher media literacy and discuss next steps to improve their digital literacy skills.

C-09 EdPuzzle: A Technological Approach to Differentiating Instruction

Stacey Cler, Monta Vista High School, Fremont Union High School District

Room: 204

Skill Level of Attendees: Beginning

Appropriate for Grade Level(s): 6-12

Strand: ELL/ELD, Technology and Blended Learning

EdPuzzle allows an instructor to take an independently-made video or any video created online and add not only oral but written questions in the video to check for understanding. Students are able to use EdPuzzle independently and rewatch sections of the video as many times as needed in order to obtain the needed information. The instructor has less of a need for overt

differentiation in the classroom and students are empowered to be independent learners with EdPuzzle.

C-12 Making with a Purpose: Exploring Reading, Writing, Presenting, and Making Connections

Jasmine McBeath, University of California, Santa Barbara

Heather Macias, University of California, Santa Barbara

Room: 207

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: Reading/Writing Across Disciplines, Technology and
Blended Learning

This interactive session, led by two teacher-consultants of the South Coast Writing Project, will provide ways to engage in purposeful making. "Making," or hands-on experimentation and creation, is very engaging for adolescent students. In this session, we will provide examples from teachers who designed a curriculum for a Reading Makerspace that blends new technologies with collaborative reading and writing strategies. We will explore how teachers work with elementary and middle school students--managing activities structured around observation, reflection, and design--to enhance both poetry and making/art sessions. We will demonstrate the types of questions and observations that helped guide learners while making, whether writing poetry or constructing miniature city models or light displays.

C-14 Writing Doesn't Have to be Intimidating

Laura Lyons, Stuart Hall High School, San Francisco

Room: 209

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

We will look at how to teach analytical writing, using a formula that decreases student anxiety by beginning with a basic paragraph and building up to a complete essay. This approach can also minimize work for teachers, as students will produce stronger pieces in smaller segments. Participants will walk away with great resources that they can immediately incorporate in their classrooms.

C-15 The Rhetorical Situation: Teaching Rhetorical Awareness for Transfer

Jennifer Fletcher, California State University, Monterey Bay

Nelson Graff, California State University, Monterey Bay

Room: 210

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): 6-12, College

Strand: Reading/Writing Across Disciplines

A rhetorical approach fosters students' capacities to be flexible and responsive thinkers and communicators. Because rhetoric is concerned with what "works" for a given situation, students who learn to read and write rhetorically approach each new literacy task considering the communication strategies that are most appropriate and effective in that setting. In this interactive session, we focus on helping students deepen their understanding of rhetoric by analyzing rhetorical situations in life and literature.

C-16 Demystifying the Socratic Seminar and Other Classroom Conversations: How to Teach Kids to Have Academic Conversations

Beau Larimer, Independence High School, Kern High School District

Room: 211

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: CCSS, ELL/ELD, Social Justice/Equity Education

Ever wish that your students could have a rich and academic conversation without your constant prodding and direction? In a social-media-obsessed culture, it seems that students in the current

generation have never struggled more to develop these skills. In order to empower students with this skillset, we have developed an approach which focuses on inquiry skills and exploring the complex roles in rich academic conversations as kids move from guided pair activity into larger student-facilitated discussions. Our hope is to provide teachers with a concrete framework that equips both students and teachers with the necessary skills to access group discussions, like the Socratic Seminar.

C-17 Writing for Publication: Tips from the Editor of *California English*

Carol Jago, California Reading and Literature Project, UCLA

Room: 212

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Interested in having your writing published? Join California English Editor Carol Jago for this interactive session exploring the ways and means of seeing your work in print and online.

C-18 Myth-ing in Action

Jeff House, author of Writing is Dialogue and Below the Moon

Room: Exhibit Hall

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: Reading/Writing Across Disciplines

Using archetypes to study literature is a more accessible approach to analysis than textual methods. By understanding how the structure of the journey can be applied to all narratives, students find difficult texts easier to analyze and write about. Incorporating modern media such as song, art, and film, this session will demonstrate the universality of archetypes, illustrating how students can find in their own culture and the world of literature the underlying themes of heroes and journeys that reveal the deeper meaning of all artistic expression.

Session D • Saturday Morning • 9:30-10:45 AM

SPOTLIGHT SESSION

D-01 Lit Circles Rebooted for Common Core and the 4Cs

Jon Corippo, CUE

Room: Cypress

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: CCSS, ELL/ELD, Technology and Blended

Learning

You can benefit from over 10 years of refinement and innovation by a teacher who's worked at the K-8 and HS levels to develop high-engagement, high-interest activities that increase reading and writing skills for all grade levels of students. This session is a tech-friendly, but not tech dependent, approach to leading Lit Circles in a far more technical, academic and exciting way.

SPOTLIGHT SESSION

D-05 Extreme Pedagogy Makeover: Inspiring Readers and Writers with Engaging Digital Lessons

Lisa Highfill, Pleasanton Unified, Pleasanton Unified School District

Room: Magnolia

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): All

Strand: CCSS, Technology and Blended Learning

Do you use Google Tools and want some ideas about how to teach with them? Join in this session for a look at ways to incorporate Google Apps, Video, and free web tools to create meaningful reading and writing lessons that get your students thinking. Experience innovative lessons that blend technology with the cognitive thinking strategies and differentiated instruction for all students. See how to make lessons of your own, and take time to CREATE! This session will leave you with many resources and ideas for implementing tech and comprehension in your classroom immediately! Bring a laptop or Chromebook to the session so you can interact and collaborate throughout this hands-on session.

D-02 If Only There Were a Google Map for ELD: Providing A Road Map for Success with English Learners

Jill Hamilton-Bunch, Point Loma Nazarene University

Room: Camino Real

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: ELL/ELD

This session will focus on strategies for academic language and vocabulary for English Learners. A strong focus will be placed on student interaction and providing students with opportunities for reading and writing.

D-03 Collaborative Conversations to Access Complex Text: Using Conversation to Build Understanding

Susan Carle, Orange County Department of Education

Room: Bayshore

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: Reading/Writing Across Disciplines

Just reading a complex text over and over does not increase student understanding. In this session, participants will learn how to choose a cross-discipline, complex text, and help their students use collaborative conversation strategies to build understanding of content and concepts. Additionally participants will learn to incorporate the Claim, Evidence and Reasoning structure from NGSS into ELA writing lessons and prompts. Scaffolding for English language learners, struggling students, gifted and quick learners will be shown and discussed.

D-04 Teaching in the *Metaphor Café*: a YA Novel with Relevance that Rocks a Classroom

Robert Pacilio, Retired Teacher, San Diego County Teacher of the Year, Poway Unified

Room: Napa 2/3

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): 6-12

Strand: Reading/Writing Across Disciplines

Bob Pacilio speaks to students. Whether he is discussing Steinbeck or Springsteen, this former San Diego County "Teacher of the Year" inspires teachers to reach out their hands and pull students forward into a world where literature, history, music and cinema play a powerful role in the American spirit. He chronicles the actual collaboration between his American Literature class and his partner's American history class. Teachers will come away with tangible lessons that meet Common Core standards. It has been adopted in Chaffey, Temecula and Poway School Districts as a part of their curriculums.

D-06 Uncommonly Good Ideas for Teaching Writing in the Common Core Era

Mary Ann Smith, National Writing Project

Pauline Sahakian, U.C. Merced Writing Project

Room: 201
Skill Level of Attendees: All levels
Appropriate for Grade Level(s): 6-12, College
Strand: CCSS

CCSS are standards, not a curriculum. We will present research-based best practices for teaching writing, and in particular, some practices for bridging the “gap” between narrative and argument and for teaching the ways these genres blend in actual writing. We will present the information through participant interaction, examination of student writing, Power Point slides, handouts, and opportunities for analysis and reflection.

Session E • Saturday Morning • 11:00 AM-12:15 PM

SPOTLIGHT SESSION

E-05 Digital Lesson Design using HyperDocs to Transform Your Reading and Writing Instruction
Lisa Highfill, Pleasanton Unified, Pleasanton Unified School District

Room: Magnolia
Skill Level of Attendees: Intermediate
Appropriate for Grade Level(s): All
Strand: CCSS, Technology and Blended Learning

Have you heard about HyperDocs and wondered what all the hype is about? This session is an introduction to the concept of HyperDocs. HyperDocs are innovative digital lesson designs that will completely shift your classroom to a student-centered learning environment. HyperDocs are for educators who are already using Google Apps and are ready to take tech integration to a transformational level.

E-01 “We Still Have Judgment Here...”

Kirsten Giroux, Oregon Shakespeare Festival

Room: Cypress
Skill Level of Attendees: Intermediate, Advanced
Appropriate for Grade Level(s): 6-12, College

This session will explore Macbeth’s choices and their consequences through a series of exercises that follow the journey of the play. By exploring transgression in the play, students have the opportunity to discuss and reflect on the high cost of going against one’s own conscience, succumbing to peer pressure, and failing to live according to the rules established by society. We teach hundreds of workshops every year to students and teachers. Our session will focus on *Macbeth* to demonstrate how we approach teaching the plays in the 21st Century and why Shakespeare’s work is not only a vital component of English and Theatre curricula but vital to understanding and living in today’s world.

E-02 It Don’t Mean a Thing If It Ain’t Got That Swing

Jonathan Lovell, San Jose State University

Kate Flowers, Santa Clara High School/Associate Director, San Jose Area Writing Project

Marty Brant, Independence High School/Teacher Consultant, San Jose Writing Project

Room: Camino Real
Skill Level of Attendees: All levels
Appropriate for Grade Level(s): 6-12, College

Authentic writing of any kind depends on an audience. In this session, we will propose ways to use audience awareness as the central focus for argumentative writing. This session will counter the dominant pedagogy of formulaic writing with an approach to teaching argument that shares strategies for using coherence to escape formula, digital spaces to share argumentative writing,

and a model of exploration to undergird an argument.

E-03 Unlocking Shakespeare's Rhetoric: Using Words to Get What You Want

Melinda Malaspino, Folsom High School, Folsom Cordova Unified School District

Kelly Boske, Cordova High School, Folsom Cordova Unified School Teacher

Room: Bayshore

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Strand: CCSS

Participants will engage in active learning strategies to analyze, interpret, and "play with" rhetorical devices. Text excerpts will include dialogues and speeches from a selection of Shakespeare plays, emphasizing audience, purpose and tactics in a variety of situations. Strategies are transferable beyond Shakespeare to all kinds of literary and nonfiction texts.

E-04 Inviting the Four-Letter Word into the Classroom: The Intersectionality of Race, Writing, and Performance Poetry

Michelle Clark, High Tech High North County, SBC-High Tech High

Room: Napa 2/3

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: Social Justice/Equity Education

Our students do not check their cultural identity, values, beliefs, or opinions at the entrance of our classrooms and often crave a space where they can be authentically recognized and heard. In this experiential session participants will learn how to safely and bravely engage in courageous conversations about race through the medium of writing and spoken word poetry. Participants will also learn facilitator strategies for teaching performance poetry. Vulnerability, trust, courage, and a willingness to perform your truth are highly recommended for this session!

E-06 Creating and Using Writing and Project Portfolios via Google Sites

Nicole Santana, Palmdale High School, Antelope Valley Union High School District

Lara Calzada, Palmdale High School, Antelope Valley Union High School District

Room: 201

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: CCSS, Technology and Blended Learning

In this session, participants will learn how to use Google Sites to create Online Student Writing and Project Portfolios. Presenters will teach step-by-step instructions for creating student sites, demonstrate how teachers can utilize student sites throughout the school year, give tips for grading student portfolios, and show former student work samples.

E-07 How to Build a Student's Word Consciousness: Grades 6-16

Ganesh Krishnan, Membean

Room: 202

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

Membean is a multimodal vocabulary development program which has been enthusiastically embraced by many California teachers and their students. Meet some of these teachers as they share best practices for this engaging web-based durable learning experience.

E-08 Using Video to Teach the Elements of Short Story

Rachel Medeiros, San Jose Christian School, Campbell

Room: 203

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: Technology and Blended Learning

YouTube makes teaching the elements of story is easy. Using a variety of video examples, teach your students to identify these elements, and empower them to create their own stories.

E-09 Student Podcasting: Voice and Advocacy for Authentic Audiences

Kimberly Kemmer, Norco High School, Corona Norco School District

Kate Jackson, Curriculum & Instruction, Corona Norco Unified School District

Room: 204

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, Technology and Blended Learning

Participants will learn about a project of research, argument, and podcasting for 11th grade Language Arts classroom where students became detectives in solving a murder mystery. Attendees will also hear about another podcast project where the teacher encouraged 10th graders to become advocates for human rights. In both projects students write, produce, and narrate their ideas and arguments in original podcasts. Participants will leave with resources and strategies for implementing a CCSS-aligned podcast project in their own classrooms that emphasizes close analysis, evaluation of evidence, building strong arguments and synthesizing perspectives.

E-11 Poetry Matters: Create, Innovate, Understand

Kathleen Moore, San Ramon Valley Unified School District, San Ramon Valley

Room: 206

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: Social Justice/Equity Education, Reading/Writing Across

Disciplines

This session will focus on deepening our understanding of content through the lens of poetry. Participants will experiment with creating found poems from a variety of resources. We'll explore ways to integrate poetry into the curriculum, no matter the discipline, in order to see anew. Our focus will be on answering the question: "How does the study of poetry support equity and social justice and transform passive learners into active, engaged students of the world?"

E-12 Teaching the Descriptive Outline

Lori Campbell, Kern Learn Blended Learning, Kern High School District

Room: 207

Skill Level of Attendees: Beginning, Intermediate

Appropriate for Grade Level(s): 9-12, College

Strand: CCSS, Reading/Writing Across Disciplines

The descriptive outline, once mastered, provides teachers with measurable data that students have indeed met the Common Core standards of reading comprehension. This ERWC strategy can be taught to students beginning their freshman year in high school and developed all the way through college writing. Participants will see the technique demonstrated and shown how to evaluate student samples.

E-13 Using Google Forms in the Classroom: For Beginners

Carole LeCren, La Jolla High School, San Diego Unified School District

Room: 208

Skill Level of Attendees: Beginning

Appropriate for Grade Level(s): 3-12, College

Strand: Technology and Blended Learning

Bring a laptop and learn how to use Google Forms in the classroom to inspire students to write and respond. This session is for beginners who want to learn how to create a Google account, or

who have one but don't know what to do with it. By the end of the session, you will feel brave enough to try what you have learned with your students.

E-14 Differentiation Strategies for Reading Complex Text

Whitney Stangel, Mar Vista Academy (Middle School), Sweetwater Union High School District

Room: 209

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, ELL/ELD, Social Justice/Equity Education,

Reading/Writing Across Disciplines

This session will show teachers how to use student data to differentiate complex text for all levels of readers. This strategy can be used in all content areas and all grade levels. Teachers will learn what scaffolds readers need in order to comprehend rigorous articles, essays, memoirs, short stories, and so much more.

E-15 Composing Where We Live: Writing Narrative and Explanatory Essays with Google My Maps

Mark Vermillion, Buena Park High School, Fullerton Joint Union High School District

Room: 210

Skill Level of Attendees: Intermediate, Advanced

Appropriate for Grade Level(s): 6-12, College

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines,

Technology and Blended Learning

Using Google My Maps, I will explain how I have transformed explanatory and narrative essays (aligned with CCSS standards) into "spatial writing." Instead of linear paragraph structure, My Maps allows students to "Pin" writing to locations that either explicitly connect or symbolically relate to locations on a map. Students can also add photos, explain connections with images, and create borders. Using Michael C. Pennell's article, "Replacing the Literacy Narrative: Composing in Google Maps," I will show how allowing students to map their writing produces real digital writing in an era when students and teachers are required to transform traditional composition. Along with student samples, I will share prompts and brief pacing guides for assignments. Participants will also create a My Map to explore some of the features of the technology tool.

E-16 Experiencing Textual Difficulties: Supporting Students Reading Complex Texts

Tim Dewar, University of California, Santa Barbara

Room: 211

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Reading/Writing Across Disciplines

High tech or low tech, old texts or new texts, teachers need to support students as they read increasing complex material. In this session, a group of credential candidates will share a variety of approaches (some use apps, some use phones, some use paper!) to increasing comprehension applicable to a variety of texts (non-fiction, poetry, infographics!).

E-17 Culturally-Sensitive English Class

Ana Benderas, Luis Valdez, Leadership Academy, The Foundation for Hispanic Education

Room: 212

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12, College

Strand: ELL/ELD, Social Justice/Equity Education, Reading/

Writing Across Disciplines

This session teaches strategies to lead a culturally sensitive English class, including how to choose and assign texts and writing prompts sensitively, avoiding racial trauma, and how to

address race in texts, assignments, and discussions. Participants will learn how to design and maintain a safe space to discuss race and issues of social justice. Includes resources for further lesson planning around social justice teaching.

E-18 That's Personal!: Reflective Essays for the Classroom and College Admissions

Jeff House, author of Writing is Dialogue and Below the Moon

Room: Exhibit Hall

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: Reading/Writing Across Disciplines

The most important essay your students will write will be the one they submit with their college application packet. The admissions essay plays an important role in the application process, and students need to learn the art of the personal essay before their senior year. This seminar will discuss how to teach memoirs and reflective essays that will meet admissions standards, focusing on generating and presenting anecdotes. We will also explore ways to develop voice, tone, and structure to create an effective piece. A variety of student samples will be provided.

E-10 Mosaic Literary Instruction

Scott Pierce, Tulare County Office of Education

Room: 205

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: ELL/ELD, Social Justice/Equity Education, Reading/

Writing Across Disciplines

Among our struggling and marginalized adolescent readers, many feel they do not have a voice or access to the literature that is part of our core curriculum. In this interactive session, participants will be equipped to engage all adolescent readers--with a focus on EL and low-socio-economic students--in critical literacy in order to engage with complex texts across all content areas. By providing multiple "lenses" in which to attack complex text, a diverse group of students will be able to access their full linguistic repertoires in order to engage in purposeful and personalized academic discussions about which voices are empowered and which are marginalized, as well as the power of language and linguistic choices. This approach, implemented by the presenters in their classrooms, leads to increased participation and sophistication in academic discussions, writing, and analysis of required readings. Participants will walk away with a new blueprint on how to apply these concepts and empower the all of their students to succeed academically with any text.

Session F • Saturday Afternoon • 3:30-4:45 PM

F-01 Implementing Spaces through Technology for L2 Teaching and Learning

Mirta Maldonado, California State University, Stanislaus

Room: Cypress

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: ELL/ELD, Technology and Blended Learning

This session will focus on task-based strategies that utilize technology as a linguistic and pedagogic tool in the ESL/ELL classroom. The idea is to incorporate technological resources to provide students with authentic and meaningful tasks in order to help them develop their content knowledge and language skills. The use of technology will also allow students to create spaces where they can have the opportunity to create their own linguistic world while taking charge of their own learning process towards becoming more autonomous learners. This session will include a lesson sample using everyday technology such as Twitter, Facebook, Snapchat, and Instagram in a 12th grade ELL Language Arts class.

F-02 Social Justice Poetry and Technology

*Romaine Washington, Los Osos High School , Chaffey Joint Union High School District
Faye Vallone-Visconti, Chaffee Joint Union High School District*

Room: Camino Real

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12

Strand: CCSS, Social Justice/Equity Education, Reading/Writing

Across Disciplines, Technology and Blended Learning

Common core thematic units marry poetry analysis, relevant current events research, and presentations with technology. Students are challenged to examine their own voice and vision as they explore topics of social justice and interpersonal relationships.

F-03 Digital Citizenship: Empowering Students to Harness the Potential of Technology for Learning and Life

Jason Bohrer, Bear River High School, Nevada Joint Union High School District

Room: Bayshore

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): K-5, 6-12

Strand: CCSS, Reading/Writing Across Disciplines, Technology

and Blended Learning

Navigating cyberbullying, privacy, safety, and other digital dilemmas are a real challenge for schools. But technology also provides incredible opportunities for students to learn, connect, create, and collaborate in ways never before imagined. Your school can build a positive school culture that supports the safe and responsible use of technology with Common Sense Education's K-12 Digital Citizenship Curriculum. Students can build skills around critical thinking, ethical discussion, and decision making. Curriculum includes comprehensive resources for students, like lesson plans, student digital interactives, and assessments, as well as materials for family education.

F-04 Thematic Common Core Unit Planning

Emily Jimenez, Curriculum and Instruction, Sweetwater Union High School District

Room: Napa 2/3

Skill Level of Attendees: All levels, Advanced

Appropriate for Grade Level(s): 6-12

Strand: CCSS

This session will share my approach to planning a thematic Common Core unit that is centered on a primary text of length (i.e. a novel or memoir). During the session, participants will learn how to choose and organize support texts of varying genres for diverse reading purposes, how to create authentic writing experiences that address all three text types and that support the three key shifts to Common Core, and how to incorporate language instruction using existing texts as well as speaking and listening opportunities through structured student interactions.

F-05 Revitalizing Early British Literary Classics in the Literature Classroom

Kim Zarins, California State University, Sacramento

Room: Magnolia

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12, College

To increase engagement with classic literary texts, book bundling with modern adaptations--either historical or modernized retellings--provides students a powerful entry point and underscores the relevance of old stories for modern audiences. This is particularly important for older literary texts and authors, including Beowulf, Chaucer, and Shakespeare. While offering students additional reading like YA novels may seem like more work for them, it actually increases their investment in

the material and provides scaffolding for content knowledge, obtained in a far more enjoyable manner than Cliffs Notes and canned online content. Meeting students where they are and offering modern novels with which they can relate makes the original literary classics not only more approachable but more deeply connected to their own interests and passions as readers.

F-06 Strategies to Develop Critical Reading Skills in Visual Spatial Learners

Kimberly Frazier, Army and Navy Academy, Independent School, Carlsbad

Room: 201

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS

This session will focus on the characteristics of visual-spatial learners and the strategies that have been found to be effective in teaching children with visual-spatial strengths. The majority of the session will highlight instructional strategies that align specifically with the CCSS Reading: Informational Text strand. It will detail ways that technology, hands-on activities, and the use of primary sources can increase the visual-spatial learner's ability to read critically, cite textual evidence, and analyze a writer's rhetoric. The presenter will share a variety of ideas that participants can modify and implement immediately in their own classroom. The session will also include resources, handouts, and student samples.

F-08 Assessment and Curation with OER: Open Sourcing Solutions

Almetria Vaba, KQED, San Francisco

Room: 203

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 6-12

Strand: CCSS, ELL/ELD, Reading/Writing Across Disciplines,

Technology and Blended Learning

Participants will explore effective approaches in using free and open educational resources and platforms to assess, curate and personalize learning. Participants will walk away with examples of successful implementation of public media resources in Gooru, PBS LearningMedia and YouTube.

F-09 Off The Deep End: Engaging with Technology

Vanee Smith-Matsalia, Curtis Middle School, San Bernardino

Yosan Zerom, Curtis Middle School, San Bernardino

Room: 204

Skill Level of Attendees: Intermediate

Appropriate for Grade Level(s): 6-12

Strand: CCSS, Technology and Blended Learning

This session will cover best practices in engaging students in high level, rigorous curriculum digitally, while keeping them active and engaged in the very real 3D world of the classroom. The course will focus on creating in-depth composition and reading assignments that will challenge your students to actively engage with their text, the web, and their peers. We want to show you real world, classroom-tested, student- and teacher-approved strategies that you can use that will turn your classroom into the 21st century skilled, actively-engaged, rigorously-designed mecca where you and your kids can flourish. Familiarity with Google classroom/Google drive is recommended for this session.

F-11 21st Century Classroom Organization: Building an Efficient Space for Student Learning

Hunter Reardon, Palo Alto High School, Palo Alto Unified School District

Room: 206

Skill Level of Attendees: Beginning, Intermediate

Appropriate for Grade Level(s): 6-12

Strand: Technology and Blended Learning

Years of research have shown that establishing clear routines and organizational systems in the classroom leads to more positive student experiences and better learning outcomes, especially for students with special needs. Yet support for teachers who need to build efficient classroom organizational systems is often thrown in with “classroom management” and de-emphasized in teacher preparation programs. This session is intended to bridge the organizational gap in three ways: first, by giving participants opportunities to share the organizational systems that work for them in their classrooms; second, by presenting a tech-supported philosophy of classroom organization that brings together ideas from diverse areas such as English curriculum design, information technology, and color theory; and third, by involving participants in group development of a theoretical classroom organization system from scratch based on collective classroom experience.

F-12 It’s Not Rocket Science: Revisiting the Elements of a Good Writing Program

Angus Dunstan, Retired, California State University, Sacramento

Room: 207

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Motivating reluctant writers, overcoming a difficult school environment, dealing with class sizes around 40, treating everyone fairly, and keeping up with new curricular and testing mandates—these demands would stretch the ingenuity and creativity of any rocket scientist! But it is not difficult to see what would constitute an effective writing program if we were free to follow our best instincts and the principles articulated by many of the leaders of our profession. In this session we will reaffirm principles and practices that can get overlooked.

F-13 When Speaking and Listening Drive Classroom Management

Jeannine Ugalde, Rancho Bernardo High School, Poway Unified School District

Room: 208

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): All

Strand: CCSS, Reading/Writing Across Disciplines

Speaking and Listening are more than overlooked standards. These essential skills drive collaboration, classroom dialogue, and student engagement. Learn skills and strategies to enhance reading skills and create an environment of respect.

F-14 Teaching a Global Community: *Oedipus Rex* and Platonic Learning Theory

Marlin Roehl, formerly Mt. Whitney High School, Visalia Unified School District

Room: 209

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12, College

Strand: Social Justice/Equity Education, Reading/Writing Across

Disciplines, Technology and Blended Learning

Drama is a word that activates imagination, reason, feeling, and physical movement. As such, drama is vital to English instruction as it serves as a vehicle to teach reading and writing, rhetorical aesthetics, character, and thematic development appropriate for introductory up to highly-advanced levels. *Oedipus Rex* is a timeless expression of adolescent transformations; add to that, Platonic learning theory; the result is a vigorous learning experience that engenders responsible, authentic, democratic character in multicultural and global settings. Subject matter includes literary analysis, Platonic theory, and lesson plans.

F-15 Lend Me Your [H]ear: Listening in 21st Century Classrooms

Ami Szerencse, Schurr High School, Montebello Unified School District

Room: 210

Skill Level of Attendees: All levels

Appropriate for Grade Level(s): 9-12, College

Strand: CCSS

Listening involves more than hearing sounds and words. How can teachers engage students in learning communities, teach students to listen to one another, and show students we are listening to them? The session will offer both traditional and digital activities and practical solutions for reinventing English through actively listening. Additionally, the session will break down the roadblocks to effective listening and engage attendees in ways to make teaching listening a part of the school year. A backchannel will be utilized during the session so attendees can contribute ideas during and after the session.