

James Gray Memorial Pre-Convention Day Teaching the New Writing and Reading

February 7, 2013

THURSDAY Pre-Convention

Pre-convention registration includes:

- Morning Keynote Workshop with Peter Kittle, Director, Northern California Writing Project—

What are the new texts we need to teach students to read and write? Short form: Tweets, status updates, instagrams, reviews. Long form: blog posts, videos, websites, games.

What genre characteristics do the new texts share with the old? In what ways do they differ? We already know much about teaching students to be careful, critical readers and purposeful, strategic writers. The question is how can we leverage that knowledge as we revisit our curriculum and choices in preparation for the new Common Core State Standards (CCSS)? The CCSS rightly put emphasis on text complexity. In what ways do the new texts manifest text complexity? How does the new writing and reading intersect with the Common Core and what are the implications for our teaching and our students' writing and learning?



- Luncheon workshop with Common Sense Media, developers of free resources and curricula for educators and parents on digital and media literacy, cyberbullying, digital citizenship.

CWP and Common Sense Media will announce two invitations for you and your students:

- Upstanders, not Bystanders, a digital writing invitation for students and teachers from Kindergarten–college
- California's first-ever Digital Citizenship Month in May, 2013, with events & activities for students, teachers, families, and communities.
- Three rounds of resource- and strategy-packed workshops led by CWP teacher leaders:
 - teaching rhetorical knowledge and habits of mind for college and career readiness;
 - composing in print, online, and in networked communities;
 - empowering all students to write and read analytically, academically, and engagingly;
 - using formative assessments to improve writing and digital writing;
 - linking out-of-school literacy practices to classroom instruction.
- Late afternoon celebration of California's student winners of the 2013 Scholastic/California Writing Awards
- Luncheon, morning coffee, and afternoon snacks

Important! Bring your computer, iPad, or mobile device, so you can access weblinks, web resources, and digital texts that will be featured in the workshops. Many of workshops will also support exploration of and composing with mobile technologies and digital genres: Edmodo, animation, iMovie, Photo Story, digital essays, wikis, Garage Band, Google apps for student publication, and more.

Sponsored by the California Writing Project

Registration is a part of Package A or can be chosen as an "a la carte" item.

Go to http://catweb.org/onlineRegistration/register_CATE2013.htm for online registration.

Contact cateregistrar@gmail.com with questions or for more information.

Deadline: Mail all registrations by Jan. 28. After Feb. 1, all registrations cost an additional \$15.

Morning Keynote Workshop: Teaching the New Writing & Reading

Peter Kittle, Director, Northern California Writing Project, California State University, Chico

BREAKOUT SESSIONS – THREE ROUNDS; THREE CHOICES (LISTED IN ALPHA ORDER BY PRESENTER’S LAST NAME)

Using Multimodal Texts to Create Digital Research Projects

Mary Asgill, Turlock High School, Turlock Unified School District; Great Valley Writing Project

Using MS Photo Story, my 12th grade students create digital narratives that engender critical thinking about their plans for life after high school in these areas: education, career, and personal life. What are the costs of furthering an education? How will they pay for it? What does finding a job or getting into the military involve? What do the experts say about how to avoid common pitfalls when learning to navigate new-found independence? Students engage in research methods that teach them to evaluate and cite electronic sources, "read" images and sound, and write and revise storyboards to develop cohesive digital narratives.

Authentic Reading and Writing: A Pathway to Finding Joy Amidst the Pain

Matthew Brown, Santa Clarita Christian Academy; Cal State Northridge Writing Project

Pain and suffering. We never wish it upon ourselves. But, how do we help students who live in a world that is becoming increasingly focused on immediate gratification, quick fixes, and simple sound bites realize that the difficult moments in life can be some of the most valuable, shaping our lives into something greater than before? In this session, teachers will experience part of an analytical writing unit designed to help students engage with relevant, complex texts and meaningful writing opportunities. Using an article that discusses the power of poetry, originally printed in the *New York Times* two days after 9/11, we will look at various activities that will help students write analytically about this text, examining if, as the article suggests, "without the possibility of grief there would have been no joy."

Student Blogs: Structures for Sharing

Lou Buran, Corning Union High School, Corning Union High School District; Northern California Writing Project

Join me for a presentation on the genre of blogging. The structure of blogs and the perception of an authentic audience lead students to write with a particular voice that is naturally more thoughtful and academic. The constraints of the genre help students express more complex and interesting ideas than traditional writing assignments.

Raise Final Essays from the Dead

Dave Cicoletti, Minarets High School, Chiwanakee Unified School District; San Joaquin Valley Writing Project

Composition and literature units don't have to just bury the farm after students turn in the final essay; in fact, the final essay may be the beginning of a whole new life. Once students have gone through the process of researching, paraphrasing, revising, editing and otherwise finalizing their writing, they now have an original script, which can be used to create an enhanced podcast, mini-documentary or creative reading. Learn how to transform revised drafts into a whole new experience; revive and reincarnate essays through user friendly applications like Garage Band, Podomatic, Quicktime and others. Don't just turn in the final and keel over...choose life!

Travel Writing: A Genre Exploration of How Text Types Blend in Real-World Writing

Marina Cochran-Keith, Fort Bragg High School, Fort Bragg Unified School District; Redwood Writing Project

Using digital texts and Yelp reviews, students will study the genre of travel writing and try to emulate its blend of vivid description, entertaining and inspiring narration, useful information, and subtle persuasion by writing their own articles about local places, events, or businesses. The project can easily be extended or adapted to emphasize careers and technology: graphic design (publish articles in a magazine format, emulating travel publications such as *Sunset* magazine), media (investigate the validity and economy of the online review process), and computer literacy (students interact with real, digital texts and write/edit their own online).

Keep Calm, but Read, Write, and Speak Out Anyway!

Gail Desler, Elk Grove Unified School District; Area 3 Writing Project & Natalie Bernasconi, La Paz Middle School, Salinas Unified School District; Central California Writing Project

Come explore the Digital ID project (<http://digital-id.wikispaces.com/>), a collaborative, interactive toolkit of resources to foster Digital Citizenship and empower students as change agents for the global village. Participants will investigate connections between the Common Core State Standards and historical, literary, and digital issues relevant to our students' daily lives.

Connecting Beyond the Classroom with Edmodo

Bob Crongeyer, Taylor Street School, Robla School District; Area 3 Writing Project and Brent Fullmer, Pershing Elementary, San Juan Unified School District; Area 3 Writing Project

Social networks are a part of many people's every day lives. Edmodo is a safe extension of the classroom community that is transforming the way that teachers and students connect, engage and learn both inside and outside the classroom. Learn how two teachers, their students and their students' families are currently using Edmodo. Participants will also learn how to foster critical thinking through literary analysis that can be replicated in a low-tech version of a mock social network setting.

Bringing an Understanding of Ethos, Logos, Pathos into Student Revision

Janet Lenards, Sierra High School, Manteca Unified School District; Great Valley Writing Project

The Common Core State Standards ask students to read text closely to identify the author's use of ethos, pathos and logos and how s/he moves an audience. But how do we get students to see their writing as a vehicle to move their audience in a purposeful direction? How do we help them make the connection between examining author choice and utilizing writer choice? This session offers strategies to help students envision their audience as they identify possible objections to first draft claims. From there, students are asked to make explicit decisions about how they will establish their credibility, what type of evidence they will use that will resonate with their audience, and what emotions they hope to elicit. These activities ask students to make the move from reading critically to writing with intent.

This I Believe Goes Public: Risk, Ownership, and Multimodal Composition

Rochelle Ramay, Corning Union High School, Corning Union High School District; Northern California Writing Project

Students are too often limited by the bounds imposed by traditional text-centric school genres with artificial audiences and purposes. Enter the multimodal composition. Like the digital story, which uses sound, image, video, and voice to create a compelling narrative, multimodal compositions use these same resources to craft an argument for public viewing. The public nature of these compositions requires students to carefully rethink issues of audience and purpose, bringing into close focus the craft necessary to engage an audience and compel them to consider the ideas on display. Such public exposure is risky, inspiring emotions ranging from terror to exhilaration, but resulting in ownership unlike any achieved through other writing assignments. In this workshop, participants will learn how to design and implement multimodal composition assignments that support student inquiry and literacy while meeting curricular expectations.

Using Mobile Technology to Link Content, Common Core, and Digital Writing

Jacob Ruth, Cajon Valley Union School District, San Diego Area Writing Project

In this workshop we will focus on the use of mobile technology to stretch the meaning of content area, Common Core, and digital writing. I will use iPads/iPods/iPhones and two apps—iMovie and FrameXFrame—to demonstrate how writing and technology blend when students create stop motion animation using mobile devices. Bring your devices, so we can explore several examples and discuss a variety of uses for stop motion in writing classes. I will lead participants through a demonstration with the goal of everyone creating their own animated movies by the end. To fully participate in the session, attendees will need the iPad/iPod/iPhone iMovie app (\$4.99) and the FrameXFrame by Joby app (free).

Getting Googley: Google Apps for Student Publishing

Joe Wood, Natomas Charter School (K-12), Natomas Unified School District; Area 3 Writing Project

Interested in getting to know Google Apps for Education better? Bring your laptop to this hands-on workshop where we will examine Google's suite of tools for digital publication. We'll take a look at collaborative writing with Google Docs, publishing via Blogger and Google Sites, and ideas for creating screencasts, playlists, and video annotations with YouTube.

Casting a Wider Net: Exploring the Possibilities of Digital Text

Tara Woodall, Golden Valley High School, Merced Union High School District; UC Merced Writing Project

What is the place of digital text in an English classroom? How can a 21st century podcast help students write a research paper about Romanticism? How can a public service commercial help students write powerful comparisons? How can the absence of the printed word teach students about punctuation and paragraphing? In this session, we will move beyond traditional print and explore the possibilities of digital texts as efficient and high-interest mentor texts used to help develop stronger rhetorical awareness and, therefore, more effective writing across subjects, topics, and genres.