

GREAT VALLEY WRITING PROJECT



Presents

Writing Matters Super Saturday Seminars

Topics:

- Writing Every Day
- Content Area Writing
- Writing As a Process
- Engaging Writing Assignments
- Reading-Writing Connections
- Critical Reading and Analytical Writing
- Digital Literacy
- Collaborative Discourse
- Higher Level Thinking Skills
- Presentation of Knowledge
- Writing Workshop

Writing Workshops Focusing on the California Common Core State Standards, Digital Learning, Writing in all Disciplines, and Collaborative Learning.

Learn new approaches for integrating writing into your instruction from experienced K-12 teachers. Sessions target ways to integrate writing into all content areas, integrating technology into the teaching of writing, and meeting the new increased writing demands of the California Common Core State Standards. Sessions feature research-based approaches and student work.

Super Saturdays

9:00 A.M. - 12:00 P.M

Dates and Locations:

Nov. 5th, 2016, Feb. 4th, 2017 Apr. 1st, 2017 Oct. 1st, 2016, Jan. 7th, 2017, Mar. 4th, 2017

California State University, Stanislaus
Turlock Campus
1 University Circle, Turlock

Stockton Campus, Acacia Building
612 E. Magnolia, Stockton

Unit:

One unit of Stanislaus State Extended Education credit available when attending 5 Saturday Seminars.

Registration:

To register visit: <https://2016saturdayseminar.eventbrite.com>

Fee: \$75 for all six sessions or \$15 per session

*Pay by credit card, check or PO

*Student teachers can attend these sessions for free



Great Valley Writing Project
California State University, Stanislaus
One University Circle, DBH318, Turlock, CA 95382
(209)-667-3490 www.csustan.edu/GVWP

"Writing today is not a frill for the few, but an essential skill for the many."

--National Commission on Writing in America's Schools and Colleges

Oct. 1 Stockton	<p>Enabling Students to Compose Descriptive Writing <i>Mercedes Villalobos, McKinley Elementary, Stockton USD</i> How can we provide feedback on students' writing so they become enabled to create more meaningful and descriptive writing? In Elizabeth Hale's book <i>Crafting Young Writers K-6</i> she states that one of the best ways to spice up students' writing is to focus on their craft. We will explore different writing beliefs and discuss strategies to teach and assess writing by looking at the craft of writing.</p>
	<p>Writing as a Craft--Not Just Another Assignment <i>Sara Jo Kendrick, River Islands Technology Academy.</i> How does using student writing as models and supporting student voice help students find and enhance their craft? We will experience the reader/writer relationship and examine how student samples can improve writing.</p>
Nov. 5 Turlock	<p>Improving Student Writing Using Charts, Collaboration and Discussion <i>Maria Winfrey, Orchard Elementary, Sylvan USD</i> How do we challenge the emerging writers without boring the experienced writers in class? In this demonstration, we will look at ways to get the whole class involved in the writing process. We will focus on supporting <i>all</i> students through the process so they can write from a place of "plenty" and become more independent writers.</p>
	<p>Creating Authentic Academic Discourse Through the Use of Annotations <i>Madeline Krisko Guerini, Ceres USD</i> Reading and writing skills are most effective when taught and practiced concurrently, yet too often they are assigned in isolation. When students become conscious readers through developed annotation skills, they participate more authentically in academic discourse. In this demo, teachers will practice using a structured annotation format that can immediately be implemented in their own classrooms!</p>
Jan. 7 Stockton	<p>Students Writing --A Window into Their Lives <i>Lilia Gonzales, McKinley School, Stockton USD</i> See how students' writing provides insight to teachers and helps build community in a classroom. Experience how to encourage student writers while improving their sentence structure and punctuation. Participants will see how writing spotlights students' lives outside of school and how that affects their academic achievement.</p>
	<p>Using Images to Enrich Writing <i>Katy Knight, Stockton Collegiate International Secondary School</i> Harry Noden's work in <i>Image Grammar</i> suggests that academic writing can be reinvigorated through visual stimuli. By assisting students develop a greater sense of grammatical awareness, images within their writing will demonstrate greater clarity and impact. Teachers and students will look forward to revising & editing their writing with eager anticipation.</p>
Feb. 4 Turlock	<p>Creating Lifelong Learners & Global Problem Solvers <i>Paul Lemieux, Mountain House HS, Lammersville USD,</i> 20Time Projects are based on Google's philosophy that giving employees both time and freedom to explore personal interests will ultimately address world problems. By designing a project of your own, this demonstration will support you in offering the same opportunity to your students. You will leave with the confidence to guide them into an inquiry-based project of their choice that will support them in exploring the objectives of the CCSS.</p>
	<p>Crafting Writing with Mentor Text <i>Barbara Guillen, South West Park School, Tracy USD</i> Discover the meaning of mentor texts and how they can be used effectively to help students improve their writing craft in all genres. We will explore various texts along with the student writing samples mentor texts have helped produce.</p>
Mar. 4 Stockton	<p>Developing Emergent Writers <i>Elizabeth Leanos, McKinley School, Stockton USD.</i> Participants will learn how a number of oral language strategies, such as think-alouds and read-alouds, as well as drawing generate better student-selected writing topics and improve writing.</p>
	<p>Improving Student Writing Through Sentence Fluency <i>Jason Herrera, Riverbank High School - SDC</i> How do we get students to write a well-crafted sentence? In this demonstration, participants will explore how to improve the quality of students writing by developing sentence fluency with scaffolding and masterpiece sentences. Student work will be shared.</p>
April 1 Turlock	<p>Using Multimodal Sources to Generate the "Plenty" for Inquiry-Based Writing <i>Corina Jimenez, Ceres USD</i> James Moffett stated that we should allow students to work far more inductively than they have in the past, building up from sources of plenty instead of employing the strategy of working from scarcity. In this demonstration, we will discuss multimodal sources that will help facilitate student-driven inquiry.</p>
	<p>Creating Independent Writers through Conferencing <i>Patricia Perales, Great Valley Academy, Modesto</i> In this demonstration, participants will learn how to facilitate conferencing effectively during student writing time. Experience different types of peer-to-peer and teacher-to-student conferencing protocols that will improve student revision in the writing process during this demonstration.</p>