FEBRUARY 19, 2015

Connecting All of Our English Learners to Their Linguistic, Academic, and Writing Potential

CWP's James Gray Memorial Pre-Convention
San Jose DoubleTree

Do you want to:

- support the academic, linguistic, and writing potential of ALL students, particularly English learners;
- celebrate the language, dialect, and cultural diversity of our students, classrooms, and communities;
- value diverse and complex texts for teaching and learning— fiction and nonfiction, print and digital; and
- prepare students to be college-, career-, and community-ready writers?

If yes, then you want to join us at CWP's Pre-Convention Day. Check out the session descriptions that follow. So many great choices!

Morning Keynote Workshop

Amanda Godley, Teacher Leader, Bay Area Writing Project, and Associate Professor, University of Pittsburgh, will lead an opening session that explores instructional approaches and resources for the following issues:

- How can we value language and dialect diversity?
- How does attention to dialect and language diversity enrich students' comprehension and interpretation of literature?
- How can teachers help students recognize bias and work against linguistic discrimination and prejudices?

CWP Pre-Convention Day

Registration is a part of Package A or can be chosen as an "a la carte" item. To register for the pre-convention, as well as CATE 2015 Convention activities, visit:

perm.ly/cate2015registration

- Registration check-in begins at 8:15 A.M.
- The program begins at 9:00 A.M. and concludes at 4:00 P.M.
- Pre-convention registration also includes:
  - ✦ morning coffee
  - ✦ luncheon
- Choose from fifteen breakout sessions, organized by three rounds.

Three Rounds of Breakout Sessions Organized by Grades K- 5/6 and 6-12

Breakout Sessions for Teachers of Grades K- 5/6 (session descriptions are in alpha order by last names of presenters)

Supporting Access to Interesting and Challenging Content

Brandy De Alba, McKinley Elementary School, Stockton USD; Teacher Consultant, Great Valley Writing Project

How can we support access to interesting and challenging grade level content for all of our EL and At-Risk students? Participants will explore close reading strategies including annotative notes, analyzing textual evidence, and inferring meaning strategies to elicit written responses from students. These responses serve to demonstrate student learning and lead to longer, more detailed, and thoughtful writing. We will explore and discuss student writing samples from grades 4-8.

Building Knowledge and Language Necessary to Compose Informational Texts

Linda Hirschmiller, Johnson Elementary, Cajon Valley Union SD; Teacher Consultant, San Diego Area Writing Project

The Common Core State Standards for writing require all students to build knowledge through research. These standards also require students to convey their knowledge by composing informational and explanatory texts. In this session, participants will explore a variety of strategies that help English learners build knowledge and support students as they develop and refine language necessary to construct meaning in informational writing genres.

Supporting English Learners to Write All the CCSS Text Types

Lorena Sanchez, South West Park Elementary School, Tracy Unified SD; Teacher Consultant, Great Valley Writing Project

Come and see how my bilingual students, who are English learners of varying levels, learned to write narrative, informative, and opinion pieces. Using mentor texts, digital resources, and varied writing strategies, students wrote opinion letters about being good friends, research reports on upstanders, and personal narratives about their family members who were upstanders. Then, EL students wrote travel brochures about New York's Central Park, incorporating all three CCSS text types, using authentic resources such as travel brochures, travel books, and digital tours. Come explore how teaching ELs to write to the three CCSS text types can be a way to incorporate many Common Core writing, speaking and listening standards and address the new English Language Development Standards as well.

Dialogue That Matters

Stephanie Smith, Oak Ridge Elementary School, Sacramento City Unified SD; Teacher Consultant, Area 3 Writing Project

Teaching dialogue is often easier said than done. Teaching EL students how to add dialogue into their writing can be even tougher. In this session, we will explore how all students can create important dialogue in their narratives. Instead of nagging them about quotation marks and commas, let's learn how to guide students to create dialogue that develops the main character and his/her relationships with minor characters. Through the lens of CCSS ELA and CA ELD standards we will: 1) identify dialogue's purpose in mentor texts; 2) use brainstorming strategies to create dialogue; 3) practice using dialogue in authentic conversation that can be included in narratives; and 4) evaluate if dialogue created shows the character's appropriate response to situations presented in the narrative.

English Learners Writing Informational Text: A First Grade Weather Unit

Lucia Villarreal, Starlight Elementary School (retired), Pajaro Valley USD; Teacher Consultant, Central California Writing Project

In this workshop we will utilize the multiple lenses of the Common Core State Standards and Effective Strategies, through which a teacher needs to look when preparing first grade English learners to write informational text. Participants will experience a Weather Thematic Unit with strategies and materials I developed to meet the CCSS ELA, English Language Development Standards, and New Generation Science Standards. The unit will be modeled to give a CCSS big picture that includes practical applications and shows how to plan, design, prepare, instruct, assess, and reflect on CCSS instruction.

Teaching our Secondary English Learners to Write Arguments

Louann Baker, UC Santa Cruz; Director, Central California Writing Project

Our challenge: Integrating authentic texts with meaningful reading, writing, listening, and speaking, and embedding language instruction into ELD curriculum, all while working to give students opportunities to be critical readers and analytical writers in the context of mandated curriculum. In this workshop, we will read, analyze, write, and discuss meaningful texts that lead to writing about a problem or issue, supported by modeling and mentor text, graphic organizers, joint construction of text, and independent writing with feedback. We will discuss the essential role of creating a supportive learning environment for students to interact with complex and accessible texts, recognizing the role of primary language in the context of the CA ELD and ELA CCSS.

Celebrating Language and Preparing for the Future:
Pairing African American Literature and ISAW to Prepare Students for College

Marlene Carter, Dorsey High School, Los Angeles USD; Associate Director, UCLA Writing Project

The eloquent speeches of President Barack Obama, the sophisticated essays of James Baldwin, the authentic use of language in the novels of Zora Neale Hurston, and the raps of Tupac and Common are models for students as they learn to value the variations of English spoken by African Americans past and present. This workshop will focus on how teachers can pair the literature of African American writers with the strategies developed by CWP's ISAW (Improving Students' Analytical Writing) teachers to help students retain respect for their community language while acquiring the academic English needed for success in college.

Using Texts on Forgiveness to Invite ALL Students into the College Writing Process

Dana Dusbiber, Burbank High School, Sacramento City USD; Teacher Consultant, Area 3 Writing Project
Norma Mota-Altman, San Gabriel High School, Alhambra USD; Associate Director, UCLA Writing Project

In this workshop we will read texts about forgiveness written by Caesar Chavez, Nelson Mandela, and Malala Yousafzai and explore ways to scaffold writing, thinking, and speaking activities that guide students toward a writing prompt modeled on the University of California Analytical Writing Placement Examination. Students in intermediate to advanced language levels or expanding to bridging CA ELD levels will be successful with these activities as they work toward college writing proficiency. The activities work just as well for students in any college preparatory course.

Creating a Digital Trail:
Informational Literacy and Wiki Collaborations

Kathleen Godfrey, California State University, Fresno; Director, San Joaquin Valley Writing Project

An important component of teaching in the 21st century involves cultivating informational literacy in our students. In years past, teachers used the "I Search" project to help students develop their research skills. Research today, however, requires additional skills in that it involves crowdsourcing, collaborative meaning making, and public online communication of knowledge. This workshop will explore the use of a wiki-based informational literacy project to develop these skills while also considering how this type of project benefits English learners.

The Language of Protest: Engaging Students in Reading, Discussion, and Writing for Change

Kate Hicks, Locke Family of Schools, LAUSD/Green Dot Public Schools; Teacher Consultant, UCLA Writing Project

This session will help teachers imagine engaging classes with mixed language abilities to read content-similar but lexile-diverse texts (and where to find them!) to discuss global and local issues. Student samples will illustrate learning through discussion, writing, and art that bridges technology 2.0 skills to revision and rhetoric. Teachers will leave with concrete strategies for engaging students in civic awareness and going public with their message. Computers, tablets, and cell phones are welcome; stories are encouraged; passion will be praised.

Spellbound: Crafting Educated Opinions through the Hybrid Nature of Movie Reviews

Marie Milner, Andrew P. Hill High School. East Side Union HSD; Associate Director, San Jose Area Writing Project

Hybrid automobiles have nothing over the "hybridity" of real-world writing! Primarily designed for the mainstreamed English learner, this Common Core aligned workshop demonstrates how to employ the award-winning documentary *Spellbound* along with various "mentor-text" reviews of the film to guide students toward a culminating project in which they write their own review of the film. This unit uses a multi-level approach through which EL students are granted an opportunity to voice an educated opinion, while acknowledging the various text-types at play in the film review genre. The unit also employs a functional approach to the grammatical concept of the "timeless present tense," a construct that challenges both EL and mainstream students when they write about literature or film.

Building Autonomy for Complex Texts

Elizabeth Proud, Alhambra Unified School District;Teacher Consultant, Los Angeles Writing Project

How do we provide ELs and Special Populations access to complex texts in order to build autonomy for SBAC assessments? In this session, we will examine a close reading template that provides scaffolds for ELs and special populations. We will discuss and take into consideration text-based questions, vocabulary development, and close reading strategies with speaking and listening skills at the center of student interaction with the text.

Supporting Students Through Challenging Texts

Jackie Smith, Dinuba High School, Dinuba USD; Teacher Consultant, San Joaquin Valley Writing Project

In my open enrollment AP Literature class, in which most students are English Learners (current or redesignated), I use a reader response based framework for supporting students' analytical reading, writing, and thinking through difficult texts. In this workshop, participants will work through a text to see how I support my students and reflect on possibilities for applying the framework in their own student, course, and curriculum context.

The Politics of Untranslated Moments in Fiction

Jason Torres-Rangel, UCLA Community School, Los Angeles USD; Teacher Consultant, UCLA Writing Project

Authors like Junot Diaz and Sandra Cisneros are known for including Spanish terms and neologisms in their fiction that are often slang or local colloquialisms. Without ever offering explanations or providing glossaries for these nuanced words and phrases, they open up a politicized moment for the reader. Those who do not speak Spanish or who do not come from 1st or 2nd generation Latino families can sometimes feel excluded, and those who do understand these terms often feel included in a way they have never felt before, especially while reading a text that has been accepted as part of the "canon." We will examine ways to explore these moments with students so that we can better understand how these choices by the author ask the reader to consider his or her position in the greater U.S. cultural and political context. We will examine how such moments can be used to create deeper classroom community for students of all backgrounds, as well as how to prepare students to approach texts from a sociological perspective, analyzing subtextual political statements authors make via the linguistic diversity in their pieces.

Help Them Be Heard: Supporting ALL Students in Presenting Knowledge and Ideas

Tara Woodall, Golden Valley High School, Merced Union HSD; Teacher Consultant, UC Merced Writing Project

In this session, come learn the why and how to explicitly teach the CCSS Speaking and Listening Standards for Presenting Knowledge and Ideas. Participants will walk away with successful strategies for helping teach students how to plan the pacing of their words, choreograph gestures for emphasis and clarity, develop better eye contact, and use digital media in presentations.