The Meadow Brook Writing Project in partnership with the Macomb Intermediate School District
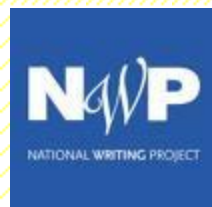
presents

Planting the Seeds: Reading, Writing, and Growing

The Side by Side Symposium 2013: A Conference for Teachers of Writing at All Levels

January 26, 2013

44001 Garfield Road
Clinton Township, MI 48038

8:00 – 8:30 a.m.	Registration and Continental Breakfast
8:30 – 9:30 a.m.	Breakout Session A
Room 100A	*Collaborative Journaling Year Round* Presenter: Celeste Turner **Elementary and Middle School Track** Description: This writing workshop will show participants how to create and incorporate collaborative journals for classroom and home use. In addition, participants will see the ways in which collaborative writing can be used to develop voice and increase creative writing practice.
Room 100C	*Academic App Survival Kit: Creative Mobile Composition with the iPad* Presenter: Christina Moore **High School and College Track** Description: With a budget, app limit, and a smart device or computer, high school and college level writing students can transfer their learning to new media and illustrate what they have taken away from the class. Mobile apps allow students to focus on specific tools of research rather than the vast sea of the World Wide Web. The app-tool analogy shows their step-by-step understanding of the composition process rather than their ability to type topic terms in a search bar. This exercise works well not only for the writing classroom, but for the school or department that needs a jump start in either determining whether they want to purchase iPads or figuring out how to use them. It gives faculty a way to determine how to make the app market work for their classroom.
8:30 – 10:30 a.m.	Breakout Session AA
Room 111	*Blogging: It's Elementary!* Presenter: Mary Beth Revesz **All Levels** Description: Learn how to incorporate blogging into your reading and writing workshop! I'll share how to set up a blog using the kid-friendly and safe kidblog.org, how to practice writing meaningful blog posts and comments, and how to connect with other kid bloggers around the world.
9:40 – 10:40 a.m.	Breakout Session B
Room 100A	*Using Picture Books and Journals to Entice Discovery* Presenter: Laura Gabrion **High School and College Track** Description: "I have nothing to write about!" This familiar whine will no longer ring in your ears when you use a lesson that combines children's literature and journals to help students enjoy and look forward to selecting topics.
Room 100C	*Teaching to the Text* Presenters: Kathy and Paul Smith **Elementary, Middle and High School Track** Description: Clues to help readers "engage a page" exist in most reading materials. Helping students learn to navigate the page is essential to their gleaning all they can from the text. Margaret Mooney wants us to find those clues through "text forms and features." Jim Burke approaches the clues through "textual intelligence." R. David Middlebrook invites us to "textmap and scroll." Whatever we call the process, students must become aware of the clues **and teachers need to be reminded how we process a page.** Beginning with how we read a website, we will move to organizational clues in social studies, science, and math texts.
10:35 – 12:00 noon	Breakout Session BB
Room 111	*Video Games and Composition* Presenter: Marshall Kitchens **Middle School, High School and College Track** Description: This session takes a look at how video games utilize a variety of rhetorical skills, such as purpose, audience, organization, and voice, that can be directly linked to as well as enhance students' writing skills. This creative approach allows students to have fun while reinforcing steps in the process of composing.
10:50 – 11:50 a.m.	Breakout Session C
Room 100A	*The Beauty of Mentor Texts* Presenters: Michelle Voelker and Erika Wilcox **Elementary and Middle School Track** Description: Participants will learn ways to infuse literacy into English Language Arts classrooms as well as other content areas, with the help of mentor texts. The presentation will include specific texts and their uses, allowing attendees to experience the lessons as learners. The goal of the presentation is to allow teachers to take away strategies and text ideas that could be implemented immediately in the classroom. Strategies can be applied to lower and upper grades depending on need. Student samples will be available for teachers to see how real middle school students have learned using mentor texts.
Room 100C	*Using Primary Source Documents to Create a New Digital Presentation* Presenters: Gail Ashburn **High School Track** Description: This hands-on session will be show participants how to incorporate of primary source documentation from the Library of Congress with an analysis of *To Kill a Mockingbird*. The strategies and techniques presented can be used to meet the Common Core Standards while incorporating writing using technology and also presenting (speaking and viewing!). The students will proceed through the writing process after analyzing photographs, and finally create their own PREZI to use as a digital book report for presentation to their class.
12:00 – 12:40 p.m.	Lunch

12:50 – 1:50 p.m.	Breakout Session D
Room 100A	***Reading Like a Writer*** Presenter: Kathleen Reddy-Butkovich **All Levels** Description: Using Katie Wood Ray's "craft moves" and a variety of picture books, participants will be able to see the benefits of close text analysis as well as how to read and analyze texts with their students. This exploration of writers' "craft moves" will provide rich examples of writing that students can model.
Room 100C	***Unwrapping a Question*** Presenter: Angelia Mahone **Elementary Track** Description: This session examines the evaluation of a question and its levels of complexity. The focus will be strategies to unwrap the question and the metacognitive process one must engage in to construct a written response to a question.
Room 104	***How to Read Fiction in Plain English*** Presenter: Lindy Lindell **High School and College Track** Description: Many students are frustrated by the reading of fictional works because they don't know how, and when they bull their way forward with the task that seems confusing, they primarily read for information, leading to a repeating of the plot with little understanding. By understanding the three basic points of view used in 99% of short fiction (first person, third person neutral, and third person subjective), the reader can begin to wend his or her way through the seeming thicket that is serious fiction. Serious fiction requires at least two readings, hopefully with some time transpiring between the two. This "scratch sheet" of tools that the writer/artist has at his disposal will allow a short story, such as Chekhov's "At Sea," to be negotiated and, hopefully, understood more clearly as to the story's probable meaning.
12:50 – 2:50 p.m.	Breakout Session DD
Room 111	***Tackling the Teaching of Vocabulary*** Presenter: Felecia Branch **Elementary, Middle and High School Track** Description: The focus of this session will be to teach teachers how to differentiate the teaching of vocabulary so that true learning can occur. Not only will this lead to a truer understanding of the vocabulary words encountered in grade level text, but it will enhance students' writing skills as well. Participants will create portable, foldable in class vocabulary books during this session.
2:00 – 3:00 p.m.	Breakout Session E
Room 100A	***Putting the "I" Back into "Legitimate" Academic Writing: How Reflection Can Promote Metacognition and Transfer in the Writing Process*** Presenter: Kathleen Lawson **Middle School, High School and College Track** Description: Do your students sometimes forget some information or skill you are sure you have taught them well? Current teaching practices can result in students not retaining what they have learned from one grade level to the next, from middle to high school and college and beyond—sometimes from one assignment to the next! This workshop will explore the role reflection plays in promoting metacognition and transfer of learning. Participants will come away with assignments designed to help students choose effective writing strategies and learn to analyze and adapt their thinking and writing processes.
Room 100C	***Strategies for Fostering Critical Creative Readers and Writers: Developing Mirror Writing Models that Lead to Memorable Writing*** Presenters: Jenifer DeBellis **Middle School, High School and College Track** Description: The writing process is more than getting a story down or sharing ideas and acquired knowledge. It is about the exploration process that drives at a larger truth, which prods and probes at a better understanding of the world around us. Memorable writing is the type of writing that leaves readers pondering these larger truths, and that often inspires readers to keep the text alive by sharing it with others who may also find value and/or inspiration in it. There are strategies writers use in order to create writing that lingers in the imagination long after the read is over. By exploring the literary devices and craftsmanship that exist in memorable pieces of writing, a writer can build a mirror writing model that s/he can use as a creative guide while developing a new piece of writing of his/her own.
Room 104	***Writing Workshops: Helping Emergent Writers Grow*** Presenter: Tina Hall **Elementary Track** Description: Writing workshops take a unique approach to honing the skills of our youngest writers. This session will explore a series of mini-lessons that can be used to develop the strengths and the confidence levels of writers at the elementary level.