



EARLY LITERACY READING AND WRITING WORKSHOP (GRADES PK – 1) 2017 SUMMER INSTITUTE PRESENTED BY THE LITERACY CENTER

JUNE 27 – 28, 2017 • 8:30 A.M. – 3 P.M. • OSHKOSH, WI

NURTURING READING AND WRITING DEVELOPMENT IN OUR YOUNGEST STUDENTS

MATT GLOVER



Matt has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School. He is the author of *Engaging Young Writers*, coauthor with Kathy Collins of *I Am Reading*, and with Katie Wood Ray of *Already Ready* and *Sit Down and Teach Up*.

LISA CLEVELAND



Lisa, the 2002 recipient of the NCTE / Donald H. Graves Award for Excellence in the Teaching of Writing, is a first-grade teacher at Jonathan Valley Elem. School. She coauthored *About the Authors: Writing Workshop with Our Youngest Authors* as well as, *More About the Authors: Authors and Illustrators Mentor Our Youngest Writers*, with Katie Wood Ray.

DAY 1 – TUESDAY, JUNE 27TH

Keynote: Matt Glover – *Aligning Beliefs and Actions in Teaching Reading and Writing*

Aligning beliefs and actions seems easy. If I believe that, then I do this. But, there are a variety of barriers to aligning beliefs and actions. Let's explore key strategies for aligning beliefs and actions.

Morning breakout sessions

Matt Glover: Increasing Energy and Engagement for All Writers (Gr. PK–1)

It is difficult to learn to write well if you don't have the energy to write for longer periods of time. In this session we will examine strategies for increasing engagement for all writers (especially reluctant ones).

Lisa Cleaveland: Using Mentor Authors and Illustrators in the Teaching of Writing Workshop: Not Mentor Texts...Because the Text Didn't Write Itself! (Gr. K–1)

Mentorship has a place to thrive in writing workshop. Children are making books so they are engaged in the same kind of work as *all* authors and illustrators. From the cover, to the title page, to the dedication, and all the way through a picture book, authors and illustrators have made composition decisions from which children can learn. The key is *what* to talk about in a book and *how* to talk about it so that this talk supports children as beginning authors and illustrators. Authors and Illustrators *can* become real mentors for beginning writers!

Afternoon breakout sessions

Matt Glover: Reading Like A Writer – Noticing AND Trying Out (Gr. PK–1)

Young children can quickly become very skilled at noticing what authors do, but it doesn't automatically show up in their writing. We will explore strategies for helping students try out what they are noticing.

Lisa Cleaveland: Assessment–Learning All You Can About Your Young Authors (Gr. K–1)

During the school year, teachers are constantly looking for evidence of their young writer's growth. Teachers are *always* watching and listening to students while engaged in the process of writing. We hear their conversations and how they articulate themselves in individual conferences. In this session, we will look closely at individual pieces of writing as you would your own student's. We will examine how to use observations and our student's decision making to drive our instruction and to help with individual conferences. We will look at how to discover: new areas of growth in a child, possibilities for next steps in nudging a child's development, possibilities for the whole-class teaching out of a child's experience and ways to keep records of the teaching we do in the writing conference.

Closing address: Lisa Cleaveland – *Supporting Young Illustrators in Writing*

Illustrations are such an important part of reading and writing for our students. There are many interesting things to notice in illustrations. These noticing's can turn into new visions for young writers in their books. We will see the importance of the illustration study. At the end of this session, there will be Q&A time with Matt and Lisa. Written and/or verbal questions will be addressed at this time.

Registration Details:

Early-bird Registration
(*Deadline: Fri., May 26, 2017*)
\$370 per individual

Standard Registration
(*May 27 – July 16, 2017*)
\$395 per individual

Team Registration
(*Three or more participants – same district*)
\$370 per individual

Graduate Credit

One graduate credit will be available through the University of Wisconsin–Oshkosh for an additional cost of \$200.
(*Payment due on Day 1.*)

Location

Oshkosh Convention Center
1 N. Main Street, Oshkosh 54901

Lodging

Best Western Waterfront Hotel
(*Attached to Convention Center*)
(920) 230-1900

Register Online

<http://login.myquickreg.com/register/agency/event/eventid=17433>

For more information

Contact the Literacy Center
920.236.0562
aruppert@cesa6.org

DAY 2 – WEDNESDAY, JUNE 28TH

Keynote: Matt Glover – *Connecting Reading and Writing*

The thinking that children do when they are composing text for books they can't decode is similar to thinking children engage in when composing text for the books they write. By connecting reading and writing we can help students become stronger writers.

Morning breakout sessions

Matt Glover: A Year of Writing in Preschool: Designing Preschool Focus Ideas (Gr. PK–4K)

We can better support writers at any age by ensuring that teaching builds logically, both within a unit and across a year. In this hands-on session we will design a year-long plan for writing and learn the process for creating a Preschool Focus Idea.

Lisa Cleaveland: Starting With A Stack: Exploring A Predictable Framework for Unit Study in the Writing Workshop (Gr. K–1)

During the year, every unit of study follows a predictable pattern. Studies begin with reading immersion from a stack of picture books selected by the teacher. It may be a stack gathered by either genre or craft. The study then zooms in for a closer look at particular books in the stack, and children begin trying the work of the study in their own writing and illustrating. Over time, children come to recognize this predictable framework for study and the way of thinking about writing it represents. Using photographs, videos, looking at anchor charts and children's work samples, this session will give an overview of this predictable framework in action.

Afternoon breakout sessions

Matt Glover: Conferring with Preschool Writers (Gr. PK–4K)

Individual writing conferences represent high differentiated and individualized instruction, which makes them both powerful and challenging. In this session we will practice conferring with preschool writers.

Lisa Cleaveland: Conferring: The Talk That Fills Our Classroom

Sitting down beside a child to talk about the book they are working on seems easy and simple to do, but is it? Do you sometimes question yourself in the conference? Do you think you have chosen the right thing to teach? Have you talked to the child in a way that you have left them with energy for their next steps, or did you deflate them? As classroom teachers we sometimes question ourselves in how effective we have been at growing our writers when we confer with them. We will dig deeper, watch experts and work on helping our students become better writers through powerful conferences.

Closing address: Lisa Cleaveland – *Questions, Insights and New Ideas*

In our final session together, participants will be able to talk, share and reflect. Time will be given to talk/share new ideas and insights going forward for the next school year ahead. An open forum of questions/insights will leave us inspired as we wrap up our conference.

