

James Gray Memorial Pre-Convention

Sponsored by the California Writing Project



Improving Students' Academic Writing (ISAW): Traveling the Road to Success

February 11, 2010 • Los Angeles, California

Do you want to empower all students to write academically, analytically, and engagingly? If yes, the California Writing Project invites you to join its statewide community of ISAW teachers, middle school through university, for a day of workshops focused on improving students' academic writing and critical reading.

Workshops to be offered include, but are not limited to:

Demystifying the Teaching and Learning of Analytical Writing

What is Analytical Writing?

JULIET WAHLEITHNER, UC DAVIS; GREAT VALLEY WRITING PROJECT

Before teachers can help their students develop as analytical writers, they first need to understand for themselves what it means to write analytically. This session will explore just that. Using model texts, participants will discuss the features of analytical writing and unpack the types of thinking involved in producing such texts. Discussion will also include how to scaffold this type of writing for students.

Developing Text- and Issue-based Writing Prompts

Understanding Text Structure Is Essential: Writing Analytical Prompts That Encourage Close Reading

LOUANN BAKER, UC SANTA CRUZ; CO-DIRECTOR, CENTRAL CALIFORNIA WRITING PROJECT

JACKIE AMBROSE, GONZALES HIGH SCHOOL, GONZALES UNIFIED SCHOOL DISTRICT; CENTRAL CALIFORNIA WRITING PROJECT

Confusing prompts elicit confused writing. Participants in this workshop will analyze text structures and write analytical prompts that ask students to read closely. Participants will receive models of text structures and writing topics. They will explore ways to teach students how to read texts and prompts, learn how to define text structures, and make meaning in order to write effective essays.

Teaching Close, Critical Reading Strategies

Improving Students' Reading of Texts

MARLENE CARTER, DORSEY HIGH SCHOOL, LOS ANGELES UNIFIED SCHOOL DISTRICT; ASSOCIATE DIRECTOR, UCLA WRITING PROJECT, CO-DIRECTOR, CALIFORNIA WRITING PROJECT

ROCHELLE RAMAY, CORNING HIGH SCHOOL, CORNING UNION HIGH SCHOOL DISTRICT; ASSOCIATE DIRECTOR, NORTHERN CALIFORNIA WRITING PROJECT

Analytical writing and critical reading have to go hand in hand if students are to improve their academic writing. Participants in this session will explore strategies for making critical reading processes visible to students, processes students should apply to the reading of texts written by published and student authors and to the reading of their own texts as well.

Linking Academic Writing and Reading

Ethos, Logos, and Pathos: Guideposts on the Academic Discourse Journey

MATTHEW BROWN, ACADEMIC DEAN, SANTA CLARITA CHRISTIAN SCHOOL; CAL STATE NORTHRIDGE WRITING PROJECT

Academic writing today is irrevocably linked to academic reading. What our students write is often linked to a text or a set of texts they have read. In other words, when our students write, they are joining a conversation, and what they say must be situated within the context of the texts they have read. Ethos, logos, and pathos are at the heart of this academic discourse. This session will not only help you understand these three terms, but will better equip you with the strategies you can use with your students as they read texts and write in response to those texts.





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Enlarging the Classroom Base for Reading and Writing; Creating and Using Text-Sets

Beyond the Box: Crafting Meaningful Curriculum For Our Multi-Modal World

BELINDA FOSTER, SECONDARY TECHNOLOGY COORDINATOR, TWIN RIVERS UNIFIED SCHOOL DISTRICT; AREA 3 WRITING PROJECT

To succeed in today's world requires the ability to navigate a wider variety of media. Newspapers, books, magazines, and other kinds of "traditional" text, are no longer the primary means our students use to interact with the world around them. Using the California Writing Project's work with redefining "texts" and creating "text-sets", participants will be given the opportunity to explore ways non-traditional texts fit students' reading and writing processes.

Using Text Sets as Lenses: Determining the Significance of Historical Events

HEIDI BOWTON, DORSEY HIGH SCHOOL, LOS ANGELES UNIFIED SCHOOL DISTRICT; UCLA WRITING PROJECT

Using a group of purposefully chosen texts can not only help students develop perspective as readers and writers, the process can also reveal the choices available to students wishing to become part of a larger thematic discussion. Participants in this workshop will collectively make sense and create personal significance of an historical event. We will analyze four texts from different genres, time periods, and personal perspectives around an incident involving a young man from another era. The session will include reading strategies for multiple texts, suggestions for student writing, as well as strategies for rigorous classroom discussion about whom we remember historically and how we remember.

Why Settle for Just One? The Fiction-Non-Fiction Connection in the Teaching of Analytic Writing

MARIE MILNER, ANDREW HILL HIGH SCHOOL, EASTSIDE UNION HIGH SCHOOL DISTRICT; SAN JOSE AREA WRITING PROJECT

Too often teachers are frustrated or pushed for time when trying to teach students to write well analytically about both fiction and non-fiction. We'll explore how to use thematic pieces and issues to empower students to write engagingly about both genres. For example, how can a *Newsweek* column from Anna Quindlen about American materialism after September 11, 2001, complement the teaching of *The Great Gatsby* and encourage critical thinking and analytical writing on the part of students?

Revising and Editing for Rhetorical Effectiveness

Rhetorical Effectiveness--What, Why, & Who

RAE OWENS, UC MERCED WRITING PROJECT

This session uses interactive strategies to awaken the rhetorical awareness in student writers so that they can then make purposeful revisions for rhetorical effect

Supporting Students to Examine the Issues They Care About in an Analytical Context

Improving Students' Academic Writing Through Scaffolding, Modeling, and Assessment

MAUREEN RIPPEE, TEACHER, WILSON HIGH SCHOOL, LONG BEACH UNIFIED SCHOOL DISTRICT; UCI WRITING PROJECT

This interactive workshop will use part of the ISAW improvement rubric as a point of departure and a tool to demystify the teaching and learning of analytic writing and critical reading. We will explore scaffolding strategies to teach style: using music, persuasive letter models, and writing activities that encourage students to make a difference in their world. We'll conclude with examples of academic writing that demonstrate student proficiency, flair, and purpose.

Teaching and Scaffolding Development and Organization for Academic Writing

Analytical Writing: Form not Formula

BROOKE NICOLLS, GRANT UNION HIGH SCHOOL, TWIN RIVERS UNIFIED SCHOOL DISTRICT; CO-DIRECTOR, AREA 3 WRITING PROJECT

CARRIE WELDON, FOLSOM HIGH SCHOOL, FOLSOM-CORDOVA UNIFIED SCHOOL DISTRICT; AREA 3 WRITING PROJECT

Participants will discuss and analyze the 5-paragraph essay structure and see how two teachers move their students beyond reliance on this formula and instead embrace the writing forms and genres that will foster a more effective individual style and an understanding of the wide range of analytical essays written in college.



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Academic Writing: Structure with Flexibility

RAQUEL CARR, RANCHO BUENA VISTA HIGH SCHOOL, VISTA UNIFIED SCHOOL DISTRICT; SAN DIEGO AREA WRITING PROJECT

Research shows incoming college freshman are often unprepared to meet the demands of the college reading and writing. Using a writing structure, developed by the CSU San Marcos Writing Lab, and its AXES acronym, addressing the essential elements of academic writing, teachers can provide students with a tool to evaluate and synthesize the evidence, opinion and significance of expository text. This workshop will provide an overview of the writing tool, a variety of ways to assign and assess with it, and a creative way to introduce the use of the tool through art interpretation. The focus will be on English Language Learners and their need for visuals, discussion, graphic organizers, and sentence frames to scaffold their understanding and use of academic language and writing.

Research: 1-2-3!

JENNIFER PUST, SANTA MONICA HIGH SCHOOL, SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICTS; SAN DIEGO AREA AND UCLA WRITING PROJECTS

Many teachers want to coach their students through “The Research Paper” but are intimidated or overwhelmed—how do we start? What do they already know? And can we reasonably grade it? Participants will experience all the parts of the research paper process and have the opportunity to write a few sample paragraphs using templates and other supports to scaffold students’ academic writing, leaving this session with everything they need to make a research paper unit successful.

Putting ISAW to Work

Constructing an Effective Summer Migrant Writing Academy: Teaching Process Essay Writing to Students with Limited Composition Experience

DIANA JIMENEZ, DELHI HIGH SCHOOL, DELHI UNIFIED SCHOOL DISTRICTS; UC MERCED WRITING PROJECT

How do we get 7th-9th grade students with little or no formal writing instruction to write process essays? This workshop will share ways to put ISAW to work by running a successful summer Migrant/EL Writing Academy. Participants in this workshop will examine the scope and sequence and schedule of the writing academy, as well as the materials, instructional writing strategies, and possibilities for a successful culminating community celebration. In the summer writing academy students learned about the value of clear and concise written communication for varying audiences. They studied various writing genres, learned how to write short responses, write process personal narrative essays and analytical responses to literature. Students learned and applied a wide variety of revision strategies in a comprehensive manner. Although the instructional focus for this session is on a summer academy, the strategies and resources are applicable to school-year classrooms as well.

Making it Happen - How ISAW Can Help a Department, a School, and Teachers Within a District Come Together.

ADELA ARRIAGA, DIRECTOR, BAY AREA WRITING PROJECT AND ERIC ROSE, JOHN O’CONNELL HIGH SCHOOL, SAN FRANCISCO UNIFIED SCHOOL DISTRICT; BAY AREA WRITING PROJECT

There are lots of ways to build analytic writing instruction into the classroom curriculum, but how do you work with a department, school site, or a district to use ISAW to support each group? Come learn how an English department, an entire school, and teachers from various schools within one district participated in ISAW throughout the academic school year. We’ll look at timelines for each group and share some of the common tools we used to work with teachers and students. We’ll also share how we have embedded the ISAW assessment in the work of the participating teachers and their students.