Friday, November 4, 2016
8:30am – 3:00pm

Richard Randall Student Center
University of Maine at Augusta

Sponsored by the
National Writing Projects of Maine

Conference Website: http://bit.ly/WHWN15

$80 Conference Registration ~ $60 MWP/SMWP Teacher-consultants
Register Online: http://bit.ly/MWP-register-online

Earn 6 contact hours. Registration fee includes continental breakfast and lunch.
Free wireless Internet ~ Bring your favorite tech device!

Join teacher-consultants from the National Writing Projects of Maine as they share classroom-tested strategies for incorporating writing across the curriculum.

• Build a toolbox of write-to-learn strategies that encourage frequent informal writing.
• Participate in workshops designed by teachers for teachers.
• Discuss best practice with other educators.
• Explore connections to the Common Core.

Conference Schedule
8:00 Registration and Continental Breakfast
8:45 Opening Moment & Announcements
9:00 Session A Workshops
10:25 Session B Workshops
11:35 Lunch
12:15 Session C Workshops
1:40 Session D Workshops
2:55 Closing & Contact Hours

Site Sponsor: UMA Richard Randall Student Center

Visit us on the web:
MWP: uma.edu/mainewritingproject/
SMWP: southernmainewritingproject.org
### SESSION A

**A1: Quietly Amazing: Share the Magic Happening in Your Classroom ~ Debbie Stevens, Old Town Elementary School**  
It's all about giving those amazing teachers, working quietly away in their classroom, an opportunity to share their quality lessons with their colleagues in a learning lab. A good model for proposing change in your school or district. (K-5)

**A2: Annotating: Back to Basics ~ Katie Dexter, MSAD 51 (Greely)**  
Looking for new strategies for teaching annotating? This session will provide activities to help students understand the concept of annotating and further their understanding of text. (6-12)

**A3: Take Fifteen: Cultivating Creativity, Mindfulness, and Mentorship in the High School Classroom ~ Anne Walker, Gray-New Gloucester High School**  
In a fast-paced world, internal and external pressures can undermine student attempts to grow with creativity and confidence. In this hands-on workshop, learn how, in just 15 minutes, you can slow the pace of a student's day to increase creative inspiration and self-reflection. (9-12)

**A4: Literary Analysis For All: Helping Aspiring Writers Craft Strong Text-Based Arguments ~ Stephanie Hendrix, Bangor High School**  
What do the films *Legally Blonde* and *My Cousin Vinny* have in common? Both include powerful examples of how persuasive evidence can turn the tide of an argument. See how films like these and other strategies can help aspiring/struggling writers craft stronger thesis statements, pull compelling evidence from a text, and craft analytical essays. (9-12)

**A5: Student-Staffed Writing Centers ~ Cindy Dean EdD, University of Maine at Augusta**  
Learn the logistics of starting a student-staffed writing center and explore the benefits and challenges they raise. (9-12)

**A6: Tech Tools to Enhance Digital Feedback — Renee Doucette, Marshwood High School (South Berwick)**  
Whether grading or commenting, providing feedback on student writing takes time. Google Add-Ons can assist teachers and provide extensive data to inform instruction. Learn how Doctopus, Goobric, and Kaizena can streamline assessment, and prepare to use these tools for a future writing assignment. (6-12, university)

### SESSION B

**B1: A Really Cool Tool to Teach the Common Core Writing Standards ~ Debbie Stevens, Old Town Elementary School**  
Are you looking for a way to inspire curiosity and encourage independence in your students? Come and learn a fun organizational way to teach the Common Core Informational Writing, Language, Speaking & Listening Standards. Your students will gain knowledge, create amazing products, have fun, and learn a ton. (K-5)

**B2: Poems for Two Voices: Getting to the Essence of Similarity and Difference ~ Alex MacPhail, Traip Academy (Kittery)**  
Poems for Two Voices is a strategy that can be used across content areas. Students synthesize information, consider similarity and difference, and write to perform. This is an effective end-of-unit (or book) assessment strategy. (5-12)

**B3: Make Writing S.E.X.I.E.R – (Re-)Introducing Rigor into Paragraph Structure ~ Kristina Clements, Traip Academy (Kittery)**  
Writing a paragraph is basic…right? But what does it take to produce well-written paragraphs? The acronym S.E.X.I.E.R. puts focus on structure in a way that pushes students to think beyond text (don’t be intimidated by the title!). Laptops helpful but not necessary. (6-12)

**B4: Sensory Writing: A Journey Through Your Mind ~ Michalah Burrows, Dunn Elementary School (New Gloucester)**  
Effective writing demands figurative language and sensory detail, a focus of the Common Core. Participants will use manipulatives involving all of their senses to generate sensory details in their own writing. Walk away with materials to use in your classroom. (K-12)

**B5: EdTech Speed Dating: Thirty Digital Tools and Tips for the Writing Teacher ~ Seth Mitchell, RSU 2 (Monmouth)**  
The ever-growing list of digital tools and workflows that support teaching and learning can be overwhelming. Let someone else sift the pile and fill your digital toolbox. Be ready for a fast-and-furious review of the facilitator’s go-to apps, sites, extensions and add-ons for the writing classroom. (K-12, university)
## SESSION C

### C1: Conferring with Writers ~ Kim Carey, AOS 92
Ever wondered what to teach while conferring with students? This interactive workshop will leave you with a toolbox of ways to help writers to the next level in Writer’s Workshop. Watch videos of effective conferences; explore and apply various, new structures in a conference. (K-5)

### C2: Writing Activities Grab Bag ~ Anne Tomaso, Yarmouth High School
Undertake no fewer than ten writing and revision activities to brainstorm for larger pieces, write-to-learn in different disciplines, jump start revision, and engage students by getting them to create. Participants will leave with new ideas and energy for active writing. (6-12)

### C3: Using Authentic Audiences to Inspire Students' Writing ~ Tom Wells, Augusta schools and UMA
Students often find little meaning in their writing because the audience is always the teacher. Writing contests address this in a way that's fun, motivating, and helps students adapt writing style to their audience. (6-12)

### C4: Empowering Voices: Developing Writers Consider Ethics and Social Justice ~ Doug "Woody" Woodsum, Carrabec High School (North Anson)
With Hemingway's PG-13 story "Up in Michigan," students engage, talk, argue, and think deeply – usually without teacher prompting. Learn how a quick-write, mini-lesson, and low-lexile canonized literature engage literacy-challenged and average students in critical thinking, speaking-and-listening-discussion, and essay writing driven by a challenging, current issue. (9-12)

### C5: Learning the Craft Through Metacognition ~ Stephanie Hendrix, Bangor High School
Mentor texts help students read like writers, but this session will show how tech tools can increase metacognition and help students read their writing for the craft choices they make as authors. Please bring a device with Google Chrome installed. (6-12, university)

### C6: "Is This What You Want?" - Owning Reading Responses ~ Justin Stygles, MSAD 17 (Oxford Hills)
Louise Rosenblatt depicts reading as a transaction between the reader’s knowledge and processing of text, yet argument persists that comprehension be limited to the four corners of a text. When students respond, are they free to articulate their own meaning or must they find answers to questions presented to them? Explore a process comparing traditional with transactional response. (3-12)

## SESSION D

### D1: Growing Writers Who Struggle with Organization ~ Shawne T. McCord, Brunswick School Department
What is the impact of focused writing instruction around organization on student growth? This session is about integrating research-proven methods involving collaboration, motivation, and learning strategies into writing lessons with elementary students. (3-5)

### D2: Distilling the Essence of Inquiry ~ Heather Ahern Huish, Spruce Mountain High School (Jay)
Learn how to write and post essential questions from a common writing prompt. Bring your own favorite writing prompts and apply this mode of distilling a prompt's essence. (6-12, university)

### D3: Publish and Flourish: Writing Beyond the Classroom Walls as a way to Motivate Students ~ Joanne Lannin, Bonnie Eagle High School (Standish)
Learn and share ideas and tools for authentic publishing opportunities that motivate students to write and understand the importance of revision. Student experience creating school newspaper, website, and literary magazine will be discussed. (9-12)

### D4: Improving Student Voice Through Artful Syntax ~ Jon York, Scarborough High School
Some students just seem to "have it" as writers and can craft smooth phrases, avoid grammatical errors, and craft sentences with punch or swagger. Examine strategies to improve student voice, and walk away with detailed materials and links to additional resources. (6-12, univ.)

### D5: "I Don't Know What to Write About!" Helping Students to Uncover Their Stories through Emotions, Storyboards and Talk ~ Stacey McCluskey, Carrabec Community School (North Anson)
Every story revolves around an emotion as students uncover stories from their lives. As a pre-writing process for narrative, small group brainstorming is followed by sketching. "Jot and Blend" adds detail to our planning pictures as we re-tell our stories in preparation for drafting. (K-12, university)

### D6: Writing Ourselves: The Writing Spa ~ Maine Writes Editors Deb Rozeboom, Maine Central Institute (Pittsfield), and Kristina Clements, Traip Academy (Kittery)
Choose from: The Solo, quiet time to concentrate on a work in progress; The Kick Start, prompts to get started on something new; and The Paired Workshop, feedback on a draft from a spa clinician. We’ll close with a few minutes altogether for comments and feedback. (K-12, univ.)