

Hartland Schools Presents

Katie Wood Ray Writer's Workshop

For Grade 1-6 Teachers

August 16-20, 2010, 9 A.M. - 3 P.M.

Hartland Educational Support Services Center
9525 E. Highland Road, Howell, MI 48843

Dr. Katie Ray is a full time writer and researcher of the teaching of writing. With a particular focus on the study of writer's craft, she leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teacher experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University.

Katie is also the author and co-author of six books on the teaching of writing and has published numerous articles and book chapters and is the former co-editor of the journal Primary Voice K-6, a publication of the National Council of Teachers of English.

Information on content on reverse side.

Questions may be directed to: Beckyschilling@hartlandschools.us

Registration form (Please print): **DEADLINE: July 16, 2010**

Name (first/last) _____

Address _____ City _____ Zip _____

Phone Number (_____) _____ or (_____) _____

School District/School _____ / _____ Grade Level _____

E-Mail Address _____

Please indicate here of any food allergies: _____

\$500.00 per participant, \$50 cancellation fee if canceled prior to August 2, 2010, no refunds after August 2, 2010. Payment MUST accompany registration. PLEASE RETURN REGISTRATION FORM WITH PAYMENT TO:

Becky Schilling, Hartland Consolidated Schools, 9525 E. Highland Road, Howell, MI 48843

Hartland Schools reserves the right to exclude anyone for inappropriate conduct during this workshop without reimbursement.

Katie Ray Workshop

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Reading like a teacher of writing

When teachers of writing learn to read with a sense of possibility, they will find good writing curriculum all around them. Participants will learn to study texts and develop curriculum about where writers get ideas, how they develop these ideas and turn them into specific kinds of writing (genre), how writers approach writing, organize texts, and craft words and illustrations to make meaning in powerful ways.

Writing like a teacher of writing

When teachers of writing engage in writing themselves, they come to understand the process of writing so much more deeply, and they develop empathy and understanding for the work they are asking students to do. By reflecting on their own writing experiences, teachers can develop grounded curriculum to teach their students about writing as a recursive, complex process. Participants will spend some time each day engaged as writers in a workshop.

The importance of reading immersion in the teaching of writing

When students are immersed in reading good examples of the kinds of texts they are trying to write, they draft with a clear vision of genre guiding them. Having a clear vision for writing makes revision conceptually much clearer as well. Using multiple examples of student writing, as well as examples from her own writing experience, Katie will help teachers understand why instructional frameworks that support reading immersion are so important for students.

Finding and selecting texts for the teaching of writing

Teachers who utilize reading immersion in their writing workshops must pull from the rich variety of texts available to them. Magazines, newspapers, picture books, collections and the World Wide Web are all good sources for finding well-written, short texts to support student writers. Selection is important too. The challenge is to find texts that make students eager to try a certain kind of writing on their own. Using examples from her own collection, Katie will lead participants in thinking about how they can find and select excellent texts for the teaching of writing.

Organizing whole-class teaching: Units of Study in the Writing Workshop

A unit of study in a writing workshop is a series of whole-class conversations, demonstrations, lessons and inquiries around some big topic of interest to people who write. Often these studies are of particular genres, but studies of different aspects of process and particular aspects of craft offer support for writers as well. Participants will explore ideas for units of study they might plan across the year to support the writers they teach.

Understanding the Important Work of Writing Conferences and Reflection

Effective writing conferences are the key to differentiating instruction in the writing workshop. Students need one-on-one teaching that helps them make sense of the whole class teaching in the context of their own development. At the end of each day's workshop, whole class sharing and reflection from conferences provides an important vehicle for teaching all students about process. Participants will watch videos of Katie conferring with children, and also practice conferring with each other each day in a writing workshop.

Exploring a predictable framework for product study

Countless professional writers give the same advice: read if you want to learn to write well. When teachers use a predictable framework for planning whole-class units of study, a framework that always begins with reading immersion, students come to recognize the teaching and, more importantly, the habits of mind that inform it. Katie will lead participants through a short study using a predictable framework they can replicate in their own writing workshops.

Curriculum decisions: Deciding what to teach in a world of mandates and standards

Because most state curriculum documents and testing mandates use the language of mode to define what students should be able to produce in writing, teachers must engage in what Katie has called "curriculum translation" to decide what their whole class units of study should be. Through curriculum translation, teachers learn to broaden curricular possibilities rather than narrow them.