

32nd Annual Chancellor's Conference on Composition and Literature

Special Guest Speaker
MICHELLE SERROS
Author of
Chicana Falsa
and
Honey Blonde Chica



Saturday, December 1, 2007
7:45 A.M. - 3:00 P.M.
UCLA FACULTY CENTER



Sponsored by the UCLA Writing Project and the California Reading and Literature Project at UCLA

32nd Annual Chancellor's Conference

on Composition and Literature

Conference Chairs

Jane Hancock and Faye Peitzman , UCLA Writing Project

Anne Sirota, California Reading and Literature Project at UCLA

Conference Sponsors

Aimée Dorr, Dean

Jody Z. Priselac, and Megan Franke, Center X Co-Directors

UCLA Graduate School of Education & Information Studies

Conference Program Coordinator

Mary Trachta

Center X

1320 Moore Hall, Box 951521

Los Angeles, CA 90095-1521

Program

7:45 - 8:30	Registration and Continental Breakfast	California Room
8:30 - 9:45	Session I Workshops	
9:45 - 10:15	Break, Book Browsing	California Room
10:15 - 11:30	Session II Workshops	
11:45 - 1:00	Session III Workshops	
1:00 - 3:00	Lunch	Dining Hall
	Special Guest Speaker, Michelle Serros	
All Day	Book Fair	California Room

Dutton's Bookstore of Brentwood and **Cultura Latina Bookstore** of Long Beach are displaying multicultural literature and other books of particular interest to teachers of English languages arts. We thank our book vendors for the care and attention they always provide.

Chancellor's Conference

Guest Speakers

1982 - 2006

1982 Norman Cousins
1983 Jack Smith
1984 Bill Honig
1985 Tom Hayden
1986 William Schaefer
1987 Carolyn See
1988 Kate Braverman
1989 Arturo Islas
1990 Sherly Anne Williams
1991 Sandra Cisneros
1992 Ishmael Reed
1993 Bharati Mukherjee
1994 Caryl Phillips
1995 Li-Young Lee
1996 Helena Maria Vramontes
1997 Chitra Banerjee Divakaruni
1998 Erika Ellis
1999 Greg Sarris
2000 Yxta Maya Murray
2001 Susan Straight
2002 Quincy Troupe
2003 Helie Lee
2004 Denise Hamilton
2005 Firoozeh Dumas
2006 María Amparo Escandón

1. Reading Like a Writer: Using Children's Literature to Inspire Young Writers (K-2)**Sequoia 3***Kimberly Mundala, Alhambra Unified School District*

How can we use children's literature to help young writers imagine possibilities for their own writing lives? Join this interactive workshop where we'll study the craft (leads, endings, word choice) and structure (memoir, poem, autobiography) of mentor texts by authors such as Donald Crews, Ezra Jack Keats, and Marla Frazee. Participants will receive materials that can be used Monday morning.

2. Exploring Literary Elements and Comprehension through Literature Circles (2-6)**Redwood***Ann Leonard, Center Street Elementary School*

Master the step-by-step strategies to simply and effectively implement Literature Circles in your classroom immediately. Using picture books and chapter books, we will also create hands-on projects which explore literary elements, strengthen comprehension, fluency, and build a lifelong love of reading.

3. Readers' Theater as an Introduction to Literature: Using Drama to Deepen Understanding and Improve Language Development (3-12)**Playa***Susan Strauss, Marina del Rey Middle School and Sandra Martín, Palisades Charter High School*

Are you looking for ways to use the performing arts to improve reading comprehension? In this workshop, we will craft scripts based on literature as a way to increase students' understanding of the text.

4. Moving Along: Interactive Strategies to Engage Visual and Kinesthetic Learners (6-8)**Sierra***Liz Harrington, Jefferson Middle School*

Learn to love the energy of your visual and kinesthetic learners by incorporating brain-based learning strategies into your writing lessons. Through activities such as Virtual Narratives, Stay and Stray, and word sorting games, participants will experience the excitement of bringing kinesthetic learning into the writing classroom.

5. Breaking the Silence: Uncovering the Teen Experience Through Project Based Learning (9-12)**Downstairs Lounge***M. Kyle J. Moody, University High School*

Experience how the relevant, real-world research and student-driven inquiry of project-based learning can make literature come alive. The presenter will share a unit for the text *The Perks of Being a Wallflower* and discuss how this unit became the catalyst for dialogue and research on young adult issues -- teen suicide, drug abuse, dating violence, and homophobia. Participants will receive unit plans that incorporate persuasive, expository and analytical writing.

6. Interior Monologues: Building Understanding and Empathy (9-12)

Andrew Terranova, Westchester High School

Hacienda

This workshop focuses on first person point of view writing as a means to develop understanding and empathy. Through the use of interior monologue prompts, students “step into the shoes” of fictional or historical figures and write creatively about their thoughts, feeling, and worries.

7. Persuasive Writing: Adding an Authentic Voice (9-12)

Sequoia 1 & 2

Niru Parmar, Northridge Academy High School

Genocides and gendericides have been perpetrated against the disenfranchised around the globe and throughout history. In this session, participants will have an opportunity to learn more about a genocide that has been continuing for the last several years in Darfur, Sudan. Then we'll focus on leading students to take action by writing a formal business letter, using the art of persuasion to convince one of four elected representatives to work actively toward ending the genocide in Sudan.

9:45 – 10:15 A.M.

Break, Book Browsing

Session II

10:15 – 11:30 A.M.

Location

1. Color Counts: Organizing for the Personal Narrative (K-2)

Sequoia 3

Theresa Gale, Welby Way Elementary School

We will visit the Daily News of a first grade classroom to see how writing conventions are taught and practiced daily. A familiar story, out of order, will be reconstructed. A prewriting activity using colored Post-its will get us ready to write a personal narrative.

2. Think It, Draw It, Script It: Cooperative Playwriting (2-5)

Redwood

Susan Obuchi, Roscomare Road Elementary School

Welcome to Hollywood! Use scriptwriting as a strategy to motivate reluctant writers and promote collaboration among students of all abilities. In this workshop, participants will work together to brainstorm, storyboard and write an original script.

3. Animals of the Desert: Collaborative Research Reports (3-8)

Playa

Marianna Tuchscherer, Center Street Elementary School

Your students may find that researching and writing reports can be a daunting and frustrating experience. By using cooperative learning groups and jigsawing, you can empower your students to generate a relevant and interesting research report.

4. From “Batman to Faulkner”: Using Graphic Novels to Master Standards and Build a Literature Bridge (6-12)

Sierra

Anastasia Betts, Seven Arrows Elementary School

Educators often express interest in incorporating graphic novels into their teaching, but are unsure how, or are unaware of the wealth of quality (and award winning) literature available in the genre. In this session, we'll engage in a learning experience that uses graphic novels to teach mastery of standards. We'll also work collaboratively to build a rationale for utilizing graphic novels and note how this genre can lead to the reading of more traditional forms of literature.

5. Weaving Matters of Race into Your Standards-Based Curriculum (4-12)

Downstairs Lounge

Marlene Carter, Dorsey High School

Racial tensions, both inside and outside of the classroom, can impact student learning. Although it seems that there is little time to address these issues, there are strategies and lessons teachers can use to give students the opportunity to read, write and talk about race in a positive way. Join us as we look at fiction and non-fiction, engaging students in primary research and a variety of opportunities for students to write about race.

6. Literary Analysis: Bringing Literature to Life (9-12)

Hacienda

Bianca Wilson, Washington Prep High School

This session will help students examine and connect with literature. Using August Wilson's *Fences*, graphic organizers, and song lyrics, we will analyze characters and theme. As a result, students will be able to write an essay that explores literary elements.

Session III

11:45 – 1:00 P.M.

Location

1. Menus and More: Creating Management Tools for the Differentiated Classroom (2-5)

Sequoia 3

Jennifer Almer, Miller Elementary School; Debbie Winstein, Miller Elementary School; Marichelle Matic, Edison Elementary School

Participants will be given the opportunity to study many different contracts, menus and choice boards to use across all subject areas in a differentiated classroom. We will discuss how they were created, how they are connected to the standards, and explore some management tips for using them effectively. Participants will be guided to create at least one menu or choice board to use in their classrooms.

2. A to Z Books: A Writing Journey, One Letter at a Time (K-6)

Redwood

Rebecca Mangos, Richland Avenue Elementary School

Create a theme-based A to Z book using art, books, magazines, newspapers, internet texts, and movies as research sources. See how using themes can help beginning writers find their voice across grade levels, subjects and genres.

3. Kinesthetic Essay Writing: Teaching Students to Think (5-9)

Playa

Melissa Minkin, Thomas Edison Middle School

Organization is half the battle of writing a persuasive essay, but many students haven't been taught the complex reasoning skills necessary to organize a compelling essay. Using playing cards, buttons and Post-it notes, we'll see how to teach students the critical thinking skills they need to plan a persuasive essay. The theoretical underpinnings of the session are based on Robert Marzano's research from the book *Classroom Instruction that Works*.

4. Random Autobiography: Strategies for Building a Community of Writers (5-12)

Sierra

Erin Powers, Mark Twain Middle School

With a bit of modeling and a few sentence starters, Random Autobiography can transform students into thoughtful writers and budding poets. This technique works well in a variety of subject matters and any random autobiography can transition into a larger standards-based project, such as a narrative.

5. Writing with Light: Let a Camera Be Your Guide (9-12) Downstairs Lounge

Lynne Culp, Northridge Academy High School

Is it possible to write alongside a camera? With a camera as a guide? Can a camera be a writing implement? Seek the answers to these and other pesky questions brought to bear by new technology. Trade tips with participants in a Q and A session. Of course, you'll write.

6. Upstanders in Literature: Fiction that Inspires Social Change (9-12)

Hacienda

Tisha Reichle, Santa Monica High School

We've all described the proverbial bystander -- the one who witnesses but takes no action. Yet literature has plenty of examples of those who are extraordinary involved. "Upstanders" we call them. Join us as we see how these Upstanders might influence our students.

7. Learning the Hard Way: An Investigative Writing Session (K-12)

Lela Rondeau, Bell High School

Sequoia 1 & 2

Every human mind has unique strengths and challenges. Some students are more in school than others. By exploring these challenges, educators can see their students as whole people and learn specific strategies for assisting students with their work.

Some students end up struggling with neurodevelopmental constructs, and we completely and learn specific strategies for assisting students with their work.

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