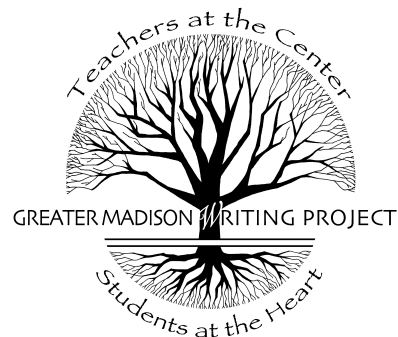


Greater Madison Writing Project Saturday Seminar Series January 7th, 2017



Embrace the Chaos: How Allowing Students to Struggle in Writing Helps Them

As teachers, we are problem solvers: We answer constant questions and differentiate to accommodate all needs, often swiftly and efficiently. But in a writing classroom, when we answer all questions and problem solve writing for them, the writing being produced becomes ours, not that of the writer. This workshop will discuss how to design a writing workshop that allows students to embrace the chaos of the writing process in order to maximize their growth and learning.

Regular Conferencing to Improve Students' Writing

This session will explore how to use conferencing regularly throughout the writing process to improve students' writing. The process builds toward a portfolio of writing as the final assessment. Students receive minimal scores early in the process to foster accountability, but most points come during the summative assessment after they have enjoyed numerous opportunities to revise. This process has led to better writing, higher grades overall and a greater sense of accomplishment as writers and achievement as students.

Revision: Moving Beyond "I'm Done" Towards Stronger, Improved Writing

Do you find your students are hesitant to engage deeply with their writing after crafting their initial draft? Do your students seem to lack strategies to re-work and strengthen their writing? Do they consider a few mechanical edits sufficient to qualify as revising? In this workshop, we will consider the very different ways that student writers and professional writers typically approach the revision process. We will discuss ways to build a revision mentality in our classrooms and cover a variety of revision strategies that teachers can use to help students improve their writing. You'll leave with ideas you can implement next week and new energy for guiding your students through the revision stage.

Promoting Student-centered Classrooms Through Increased Student Questioning

This workshop is designed to promote student - centered classrooms through increased student questioning. The Question Formulation Technique (QFT) is designed to put students in charge of their own learning, creating organic classroom think tanks where students develop effective and powerful writing and critical thinking skills.

Joyful Teaching and Learning

This workshop will focus on the importance of fostering joy in our classrooms to engage students and promote enhanced learning outcomes. Current research in neuroscience compels educators to leverage how the brain learns by promoting joyful educational experiences for our students. Come explore what the research says about the importance of joyful teaching and learning and how to connect these findings to the work we do in our classrooms.

Let the joy begin!

Writing Feedback for Creating Writerly Lives

Rather than simply grading writing on a rubric, four educators have explored, through their own classroom action research, how different forms of writing feedback affect students' willingness to write, develop writing skills, and use writing as a joyful expression in their lives. They have combined their individual work at elementary, middle school, high school, and district leadership levels to present ways for meeting all learners' individual writing needs, and how it has helped students use writing as a means for navigating their daily lives.

The Reading/Writing Connection

Students who struggle with reading quite often have difficulty with comprehension, as well as decoding. These poor comprehenders also often have difficulty with writing. In this workshop, I will share strategies to help students improve their comprehension and writing skills through student examples and hands-on experiences. While I work primarily with lower elementary students, these strategies can easily be used at all levels.

Registration:
<http://go.wisc.edu/2n7451>

**9:00am-noon
River Bluff Middle School
Stoughton**

Questions?
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