

# UCTE 2014 Annual Conference Full Program

Friday, November 7, 2014

## 7:30 am Author Breakfast (ticketed event)

**Huston 1** Join nine local authors who write for young adults and enjoy a hearty breakfast before the conference begins. This is a ticketed event and open only to those who pre-purchased a ticket for the breakfast.

## 7:30 am Registration and Light Breakfast (Front Foyer and Theater 13)

**Front Foyer  
Theater 13** Pick up your materials for the day and then head upstairs for a light, continental-style breakfast as you wait for the day's events to begin.

## 8:30 am Opening Keynote: Comics in the Classroom (Gene Yang)

**Auditorium:  
Theater 13** Why do comics belong in the classroom of the 21st Century? How can educators use comics to promote literacy, engage their classes, and get students to think about media? How can you find classroom-appropriate comic books? Gene Luen Yang, author of critically acclaimed graphic novels *American Born Chinese* and *Boxers and Saints*, answers these questions and more in this presentation.

## 9:35 am Breakout Sessions Round A

### Huston 2 & 3 **Real Reasons to Write: Working with Authentic Tools, Tasks, and Audiences (Sara Kajder)**

It is an exhilarating (and daunting) time to work with student writers as the toolset is ever changing and continually creating new opportunities and audiences for students. This session will be a bit of a disruption, arguing that the "core" of what we do as writing teachers remains largely stable amidst the explosion of new tools and spaces for writers. We will explore student work in learning to write by writing (through blogs), exploring writing as a process (through wikis, jing, etc.), using writing to think (multimodal compositions), engaging with authentic audiences and purposes (through podcasts), connecting writing and reading (through issue, google docs. and lulu) and writing to see themselves (digital narrative).

### Hitchcock **Boxers and Saints (Gene Luen Yang)**

Gene Luen Yang describes the genesis of his two-volume graphic novel project about the Boxer Rebellion. He talks about why the historical event intrigues him so much, what he learned while researching, and how he went about his first foray into historical fiction. *Boxers and Saints* is one of the featured titles on the 2015 QUEST reading list.

### Capra 1 **Local Authors Panel (Various)**

Join nine local authors as they talk about their craft, upcoming projects, classroom applications of their books, and other topics. Time will also be provided for questions from the audience.

9:35 am

## Breakout Sessions Round A (continued)

Capra 2

### **Using Text Structure Graphic Organizers (Melanie Owens)**

How will using text structure graphic organizers help my students break down informational text? I will show you how to teach your students to look for signal words to analyze informational texts and place the data on a graphic organizer. Then using the same organizers they can build an essay in the correct formats. Participants will receive a packet of worksheets and will be sent the PowerPoint presentation for their classroom.

Capra 3

### **Scaffolding Academic Language to Support Argument Writing for Secondary Students (Kenna Rodgers)**

A major challenge for secondary language arts teachers is teaching students to use academic language, particularly in their argumentative writing. This interactive workshop will demonstrate how to adapt the framework and templates found in the popular college composition text, *They Say I Say: The Moves that Support Academic Writing* (Graff and Birkenstein, 2014), in order to demystify academic language for students in middle and high school. Participants will receive practical, research-based materials to use in classroom settings and will participate in creating an exemplary argumentative writing lesson using the adapted framework.

Capra 4

### **From Dream It To Do It: Teach What You Love (Cassie Cox)**

This workshop will focus on ideas for funding classroom projects and needs and on identifying sources for FREE educational travel during the summer. You will be given a glimpse into one classroom that has truly found a way to bring books to life in ways that students will never forget, in ways that have them begging to come back for more, even after graduation. Teaching can be a struggle, but when you teach what you love, the struggle is a sweet one.

10:30 am

## Breakout Sessions Round B

Huston 1

### **Book Signings**

Visit our bookseller in the Huston lounge and then have your books signed by the local Utah authors and Gene Yang.

Huston 2 & 3

### **Holy Argument, Batman: Using Superheroes in the Classroom (Blake Bockholt, David Premont, and Patrick Murphy)**

As Language Arts classrooms increasingly focus on Common Core State Standards, argumentative writing has become pervasive in the secondary classroom. Our student-friendly breakout session proposal integrates pop-culture in the argumentative writing world by including well-known superheroes and asking the same question every kid has once asked: Who would win in a fight?

**Hitchcock****Using TED Talks to Meet Common Core Standards and Create Problem Solvers (Tani Brown)**

TED Talks are becoming an increasingly popular genre. These short speeches cover a wide variety of topics that are both interesting and informative. Using TED Talks as models, I created a writing unit in which my students researched questions that they were interested in and wanted answers for. As they researched and presented their findings, my students were able to meet several Common Core Standards, but more importantly, they practiced real-world problem solving skills. This presentation will share the what, why, and the how of teaching TED Talks in a secondary classroom, as well as share some of the success stories from my classroom.

**Capra 1****Tapping Your Brains Then Finding the Guts to Publish: Teachers as Writers (Dawan Coombs)**

The daily demands and endless obligations teachers face can leave us feeling like zombies—mindlessly going through the motions of our daily routines, focused solely on professional survival. But writing about our work can breathe new life into our professional experience and help ensure the survival of others along the way. In this session participants will brainstorm ideas for writing about their own work, learn about supports to help them through the writing process from start to finish, as well as explore opportunities to work and write for the *Utah English Journal*.

**Capra 2****Socratic Circles: Invisible Perspectives, Alternate Viewpoints, Improved Writing, and In-Depth Thinking (Elinda Bean and Christen Degroot)**

Socratic Circles are engaging class discussions that increase student participation. An inner circle discusses a topic while an outer circle listens closely then the inner circle has the opportunity to engage in the discussion. Just a few of the reasons to incorporate Socratic Circles in your core aligned classroom include improved listening skills, improved speaking skills, and improved writing skills. It is also a highly effective way for students to practice providing evidence and effectively supporting their arguments. In addition to learning strategies for implementing Socratic Circles, we will provide additional materials and tools that have helped us manage a variety of different situations for implementation.

**Capra 3****Unwrapping the Package: Helping Students Navigate Complex Text (Lorraine Wallace)**

ELA teachers would be delighted if students could see a text as a package that they are excited to unwrap. Since close reading of complex text, both informational and literary, is a high priority in the UCSS, teachers must help students apply the skills necessary to meet these standards. In this session, we will discuss concrete reading strategies that will help students develop the cognitive skills required to grapple with difficult text.

**10:30 am Breakout Sessions Round B (continued)**

**Capra 4**

**Vocabulary Instruction that Supports Reading and Writing (Thomas Smith)**

Increasingly, as English teachers we are being asked to do more and more with less and less. Teaching vocabulary does not need to be an add-on. It deserves more from us. In this session, we will explore strategies that unite our teaching of vocabulary with our teaching of reading and writing skills in ways that are engaging and effective.

**11:30 am Lunch & Teacher of the Year Program (Theater 13)**

**12:35 pm (Re)inventing Reading: Scaffolded Integration of Digital Media in Our English Classrooms (Sara Kajder)**

**Auditorium:  
Theater 13**

What it means to read, how we access, select and hold onto texts, and the strategies we use for constructing and sharing our making meaning have been dramatically impacted and enabled by newer literacies and technologies. Some of these shifts have quickly and immediately moved into our classrooms, and others require more examination and questioning - asking us to continually reexamine our pedagogies (and practices as readers) of texts that can be produced and consumed in an instant. During this keynote, we will discuss ways of rethinking and “connecting” our readers workshops, cultivating digital libraries, leveraging e-readers and mobile tools, annotating and sharing print and digital texts, and evaluating multimodal tools which are changing how we teach and work alongside student readers. Emphasis will not be on tools but on the literacy practices that they open.

**1:35 pm Breakout Sessions Round C**

**Huston 1**

**Using Primary Documents to Easily Introduce Argumentation (Gary Dohrer)**

We will mine Lincoln’s Second Inaugural Address for clues to his character. We will then construct an argument about Lincoln’s nature from the evidence we discover in the document. This is an easy and clear strategy that can be used to introduce or reinforce the elements of argument and help student develop habits of thinking required to discover and construct them. It can be used at almost any grade level from upper elementary grades through 12th.

**Huston 2 & 3**

**A Few New Things: Noticing, Unpacking and Sharing 2.0 Tools and Practices (Sara Kajder)**

The landscape of web 2.0 tools is constantly growing, presenting us with great opportunities – if we know where to look, when, and who to rely on as we learn how to teach (and to learn) in new and creative ways. This hands-on workshop is meant to provide us with a space to examine new tools, but to also think about how best to navigate all of the continual “newness.” We’ll work together across content areas and grade levels to explore a set of newly emerging tools (and sources), continually asking the hard questions that emerge whenever we re-think and open up our pedagogy. Our list will include but not be limited to: jing, ipadio, Aurasma, Subtext, and a variety of tools for digital storytelling.

1:35 pm

**Breakout Sessions Round C (continued)**

**Hitchcock**

**Pushing the Boundaries of Narrative: Video Games in the ELA Classroom (Tyler McCombs, Stephen Nothum, Jordan Vance)**

Video games are an increasingly sophisticated medium for storytelling, suggesting important implications for the English classroom. In this session, we explore how video games can be used as texts in our classrooms in ways that will engage them in meaningful literary experiences and higher-order thinking.

**Capra 1**

**Making Frankenstein Speak: Engaging Students in the Classics (Sierra Penrod)**

Getting "non-honors" students to enjoy the classics can often be a laughably insurmountable task. This workshop delves into several experimental strategies explored this summer at Teachers College at Columbia University that allow students to "remix" classical texts--that is, to explore a text visually, musically, and kinesthetically. This approach ideally fosters motivation for students who have never found the classics accessible, making the themes of the text reach students in new ways and inviting students to perform their understanding of the text in engaging mediums.

**Capra 2**

**Arts-Integrated Summarizing Strategies (Diana Moore)**

Students often struggle with summarizing: usually, they plagiarize by rewriting the author's original sentences. This session will discuss strategies to teach students to pull main ideas and key details from informational texts and help even the most reluctant writers begin the drafting process. Students will be able to cite much textual evidence from brief texts, like poems, then draft a summary of a larger text by creating a poem of their own, using a unique arts-integrated strategy.

**Capra 3**

**Chatting up Socrates: Digital Discussion in the Classroom (Kasie Payne)**

They talk; therefore, they discuss. Right? This session will explore why class "discussions" fail, online "discussions" fail even worse, and how using Socratic Seminars in class and online can help students to not fail. You'll walk away with information on holding effective in-class seminars, organizing online discussions, grading both, and why you should trust the research supporting this methodology of teaching. Organic discussions in a classroom and online, teaching consumer-driven students to question, engage, and communicate? You betcha.

**Capra 4**

**Dive Deep into the Core (Leann Moody)**

Innovate, collaborate and engage--let students take the wheel. As we dive deep into the core, we need to help our students have the confidence and skills to problem solve, critically think and deal with increasing complex tasks. In an interactive session, we will learn together how collaboration, technology, iPads, digital media work with a variety of texts to create an environment where all students are successful. Technology, iPads and media can help create a classroom where students are engaged in learning and work together with the teacher to create a learning community.

2:20 pm

**Snack Break: Coldstone Sundaes (Capra Lobby, Upstairs)**

- Huston 2 & 3 Simulations and Role Play: Active Engagement in Mastering Core Skills (Jessica Sanders & Maichael Mayans)**  
This presentation highlights how two teachers use simulation and role play to invite students to develop core literature skills, actively engage in thematic analysis, and to develop speaking and listening skills as outlined in the Utah State Standards. These teachers will share how, using classic texts and pop culture, they encouraged students to analyze models, apply skills, and collaborate to ultimately create a meaningful product. Participants will leave with concrete ideas of how to address various standards in the reading, speaking and listening, and writing strands that are authentic and motivating.
- Hitchcock Write it Right Now: Sentence Construction and Improvement in 5-10 Minutes A Day (Denée Tyler)**  
If sentences are the building blocks of better writing, it only makes sense to spend time helping students build better sentences. This session will model getting more writing into the curriculum while simultaneously helping students to write better sentences – something that leads to better paragraphs and better writing overall. As a dedicated ELD teacher, the presenter will also share specific ideas to assist English language learners at all levels with sentence building. Attendees will have “pencils on” time to try each technique.
- Capra 1 Moving Forward with SAGE (Daron Kennet)**  
This session will cover updates to SAGE for this school year, trends from across the state in reading and writing data, and implications for instruction. Come learn about using SAGE results to prepare students for 21st century literacy!
- Capra 2 Talk to Me, Goose: Balancing the Ratio of Student to Teacher Talk (Chris Thompson and Kaye Brockbank)**  
While it may seem counterintuitive to encourage talking in a junior high classroom, Chris Thompson and Kaye Brockbank are doing just that. Halfway through their ELL endorsement, the two junior high English teachers have made an effort to balance teacher talk and student talk with encouraging results. Come and explore the often overlooked speaking and listening core standards in this high-energy, interactive seminar where participants will experiment with speed grammar, plot line talk-throughs, PowerPoint book chats, structured response, and more. It is time to move beyond oral presentations and “turn and tell” strategies and give our students something to talk about!
- Capra 3 The Need for Narrative Read-alouds in an Info Text-Heavy World (Joe Anson and Janae Shepherd)**  
Even though there are standards for reading literature in the core, many teachers feel that narrative reading and writing have been marginalized by informational texts. We're here to legitimize the your need for including narrative read-alouds, even when "they" argue that time is better spent in other modes of reading and writing.

2:50 pm

## Breakout Sessions Round D (continued)

Capra 4

### **Radical Reads and the Fiction-Nonfiction Fair: Using Unconventional Reading Projects to Meet Core Standards (Sheree and Alex Springer)**

With the core standards' requirement that students "read widely and deeply from among a broad range of high-quality literary and informational texts," many teachers are reassessing their approach to independent reading. This presentation will outline two reading projects that will engage students in critically thinking about both literary and informational texts. Participants will receive ready-to-use reading projects, including examples, resources, handouts, and differentiation ideas.

## Presenter Biographies (in alphabetical order after keynote speakers)

**Gene Luen Yang** began making comics and graphic novels over fifteen years ago. In 2006, his book *American Born Chinese* was published by First Second Books and became the first graphic novel to be nominated for a National Book Award and the first to win the American Library Association's Printz Award. It also won an Eisner Award for Best Graphic Album – New. In 2013, First Second Books released *Boxers & Saints*, his two-volume graphic novel about the Boxer Rebellion. *Boxers & Saints* was nominated for a National Book Award and won the L.A. Times Book Prize. In addition to cartooning, he also teaches: high school computer science for almost two decades and creative writing through Hamline University's MFA in Writing for Children and Young Adults.

**Sara Kajder** currently teaches at The University of Georgia where she is a member of the faculty of the Department of Language & Literacy. A former middle and high school English teacher, she received the first National Technology Fellowship in English/Language Arts. An internationally-known speaker, she is also the author of the 2012 Britton Award-winning *Adolescents' Digital Literacies: Learning Alongside Our Students* (NCTE, 2010), *Bringing the Outside In* (Stenhouse, 2006), and *The Tech Savvy English Classroom* (Stenhouse, 2003).

**Elinda Bean** has been teaching English at the junior high level for eight years, and is currently teaching at Legacy Junior High.

**Blake Bockholt** is in his 3rd year at Fremont High School. When not enlightening his students from his powerful podium of pontification, Blake—deftly wielding a samurai colon—is engaged in a never-ending battle against comma splices.

**Tani Brown** is in her second year of teaching middle school English. She loves talking to students about books and watching them make real-world connections to what they are learning in class.

**Dawan Coombs**, a former high school English and reading teacher, teaches at Brigham Young University in the English Teaching program. She is the current editor of the *Utah English Journal* and a fellow of the Red Clay Writing Project.

**Cassie Cox** has been teaching English at Two Rivers High School in Ogden for 12 years. Cassie enjoys teaching and reading and winning grants and free educational trips to fill her free summer months.

**Christen DeGroot** has been teaching English for eleven years, and is currently teaching at South Davis Junior High.

**Gary Dohrer** has taught at Weber State University for 25 years after teaching English for 11 years at the secondary level in private, public and alternative schools. He is director of the Wasatch Range Writing Project.

**Daron Kennett** is the Assessment Specialist for secondary ELA and WIDA at the Utah State Office of Education. He is also a reading endorsement instructor for NUCC.

**Maichael Mayans** is a third-year teacher and currently teaches eighth grade English at Sunset Ridge Middle School.

**Tyler McCombs** is a brand new teacher but a lifelong geek. He loves grammar and writing instruction and is always impressed by the creativity of his students.

**Leann Moody** has been teaching English and digital media/yearbook for 19 years at Dixon Middle School in Provo. She is a lead educator for Adobe and has a passion for books, authors, reading and photography.

**Diana Moore** has been teaching junior high English for the past 7 years. She presented her Survivor of the Poets unit at the UCTE conference a few years ago, and she is still just as passionate about arts-integrated instruction.

**Pat Murphy** has been incorporating science-fiction and comics into his English curriculum for fifteen-years. He has presented his philosophies at conventions such as the San Diego Comic-Con, SLC Nerd, and the Rocky Mountain Modern Language Association.

**Melanie Owens** has been teaching at Jefferson Jr. High for 25 years. Teaching junior high students is like juggling Jello.

**Kasie Payne** loves teaching English at the high school level, as well as being the NHS adviser and graduation team lead. Discussion, collaboration, and technology integration are her educational passions.

**Sierra Penrod** has been teaching at Timpview High School for three years. She graduated with a major in English teaching and a minor in theater, recently completed a summer fellowship with Columbia University that brings theatrical principles to the English Classroom.

**David Premont** is underway with his 4th year at Fremont High School and enjoys one-on-one writing conferences with students.

**Kenna Rodgers** is an instructor at the University of Utah and a literacy coach in Salt Lake School District. She has facilitated Common Core professional development across the state of Utah since 2011.

**Jessica Sanders** is a fourth-year teacher and currently teaches seventh grade English at Eastmont Middle School.

**Janae Shepherd** and **Joe Anson** have been teaching for many years in Utah Valley and have held many positions and fulfilled even more assignments--Janae on the elementary level and Joe in the secondary. Despite their differences, both Joe and Janae love writing and reading and all things like unto literacy and serve as teacher consultants for the Central Utah Writing Project.

**Tom Smith** is an assistant professor of English Education at Utah Valley University where he teaches Methods and Young Adult Literature courses.

**Sheree** and **Alex Springer** have been teaching secondary English for a combined total of 12 years and both love talking about books with their students. Sheree is currently working on a Ph.D. in Educational Psychology at the University of Utah, and Alex is a regular contributor at SLUG Magazine.

**Chris Thompson** and **Kaye Brockbank** enjoy teaching English at Spanish Fork Junior High. Both have participated in the Central Utah Writing Project Summer Institute, and they are currently working on their ELL endorsement. They are thrilled for this opportunity to present some of the strategies they have incorporated into their everyday instruction.

After teaching English to high school students for seven years, **Denée Tyler**, a Central Utah Writing Project fellow, has been a junior high English language development specialist for the past two years. She finds teaching writing, reading and thinking to English language learners challenging, rewarding, and surprisingly fun.

**Lorraine Wallace**, an Associate Professor at UVU, is in her 10th year teaching English Education and Composition courses. Prior to UVU, she taught various English courses at Juab High School, Nephi, for 18 years.