

# WORDFEST

Thursday, October 22, 2009

presented by

*The Capital Area Writing Project*

at

The Capital Area Intermediate Unit  
55 Miller Street, Summerdale, PA 17093

an evening conference in

*Celebration of Writing*  
and the *Teaching of Writing*

Free for all Fellows, Educators, and Friends  
or Three Act 48 Hours for \$30

*eight interactive workshops for all teaching levels*

To register for Act 48 hours, visit the Capital Area Intermediate Unit  
at [www.caiu.org](http://www.caiu.org) or call 717-732-8400 x 8168.

To register early for specific sessions and guarantee your attendance  
for those, contact Robert Hamera at [hamerar@udasd.k12.pa.us](mailto:hamerar@udasd.k12.pa.us)  
or call CAWP at 717.948.6657 or 717.948.6383.

*Just write!*

*The Capital Area Writing Project*

*A National Writing Project Site at Penn State Harrisburg*

*Practicing and teaching writing, nurturing professional growth*

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## 5:00-5:30 p.m. ~ Registration and Refreshments ~ Susquehanna Room

### “A” Sessions

5:30 – 6:45 p.m.

**A-1. *Thinking, Learning, Writing: Writing Across the Curriculum*** **Alli Rose** **Meadow Room**  
How can we get our kids to be better thinkers and learners? By writing! Using writing as a way to process learning allows students to gain a deeper understanding of any subject material. There are many ways to incorporate writing across the curriculum, and by doing so you help your students become better thinkers, learners, and, of course, writers. **Level: 6-8, All**

**A-2. *Multi Genre Writing in the Secondary English Classroom*** **Tracey Reasner** **Juniata Room**  
Gather some great ideas for engaging young writers by exploring how a genre paper can be used in the English Language Arts classroom to develop an in-depth character or theme analysis while fostering creativity and critical thinking skills. Participants will be given a hands-on opportunity to explore several genres on their own and will walk away with a number of resources (based on the work of Tom Romano) for implementing a genre paper in their own classrooms **Level: 9-12+**

**A-3. *Writers All, Part II-Writing Persuasively in the Primary Grades*** **Audrey Hawkes** **Dogwood Room**  
Young children naturally possess the power of persuasion from an early age. Reflect upon their negotiation skills with their parents and other adults. How can we as educators harness this natural ability and get students to think, organize, and write persuasively? Join us as we explore activities for teaching primary students to write with a purpose, write for an identified audience and write making important points using persuasive strategy definitions. **Level: K-3**

**A-4. *Writing to Learn*** **Pearl Payton Clark** **Susquehanna Room**  
This interactive writing workshop is ideal for teachers across the curriculum who desire to release the capable writer within each student. In this setting, participants will use some familiar strategies, such as the Biopoem, the Monologue, the Paraphrase, the letter, the RAFT, etc., to provide an authentic writing assignment. Teachers will also gain practical experience in tailoring some of these strategies to provide special grammatical links. Such inclusions will certainly enhance the final product. All in all, participants will see how “writing facilitates learning by helping students explore, clarify, and think deeply about ideas and concepts encountered in reading.” **Level: All**

## 6:45 – 7:00 p.m. ~ Break and Refreshments ~ Susquehanna Room

### “B” Sessions

7:00 – 8:15 p.m.

**B-1. *Peer Review Writing Workshop*** **Amy Gehring** **Meadow Room**  
Are you tired of your students continually drafting and redrafting the same piece without really strengthening it? Their peers should be helping them, but are they? During this workshop, practice some strategies that will turn mediocre peer review to quality peer review in your classroom. Designed specifically for autobiographical narrative, these methods can be adapted for any modes of writing as well as elementary and middle school levels. Participants will write and share their work, focusing more on quality peer review than drafting a piece. **Level: 9-12**

**B-2. *Well-Chosen Words about Slices of Real Life*** **Stacey Shubitz** **Juniata Room**  
Help your students find the beauty in their everyday lives by opening up your notebook and sharing your own writing with them. In this section, we’ll write anecdotes or short, well-written stories about our own lives. We’ll take time to confer with each other about our writing and will discuss ways to infuse this type of writing into the classroom or the writer’s notebook on a daily basis. Finally, participants will have an opportunity to share their work with their colleagues. **Level: Elementary**

**B-3. *The Colors of Poetry*** **Pat Donaldson** **Dogwood Room**  
Red and yellow swirl and blend as the water moves in rhythm to “Rhapsody in Blue” in the darkened classroom. Dabs of color explode on the screen. During this workshop you will learn how your using water, food color, and music can present the concept of image poetry and metaphor as a venue for student discovery. Help your young writers create metaphors for color as they write original poetry. Originally geared for students in grades 1-4, this activity works well at all levels. **Level: All**

**B-4. *Tellability: Extending Role Play into Writing*** **Shanetia P. Clark** **Susquehanna Room**  
“Stories are a primary act of mind—we tell stories in order to think, and we think about the stories we tell” (Beach...and Wilhelm, 2006). Moreover, “a story’s tellability—what makes it worth telling—is that its ‘point’ is not ‘in’ the story, but is socially constructed by the teller and the audience in the story telling event” (128). By emphasizing tellability, teachers will have students move beyond both the “bed to bed” stories and those stories that lack details. The use of role play will enable students to physically (re)tell their stories and notice which areas need more details. This session will explore ways that performance activities offer teachers new ways to engage students in the writing process. **Level: All**

8:15 p.m. – 8:30 p.m.

Closing and Evaluation ~ Susquehanna Room