

# Welcome

As you enter, please find a post-it note near your seat.

On your post-it please answer the following prompts:

- Who are you as a writer?
- How do you know?
- When did you find out?

After 2 minutes of writing your responses, we will use the **Turn and Talk protocol** to share

# Creative Writing and Authentic Publication within the Freshman Literacy Workshop Model

## Tenets 3 & 4 (Curriculum and Instruction)

Daniel Hart

Panel Presenters: C’Vanna Gibson, Jaheim Jones, Josh Gervais, Olivia Skye-Moore, Valerie Campbell, Shantanique Simmons and Miracle Hill

All In: When Theory Meets Practice in School Reform  
CUES Spring Symposium – April 28, 2018

# Thought Question:

To what extent is the following quote true?

To what extent is it untrue?

Have you seen evidence confirming or denying the validity of this statement in your own practice?

*“One of the main reasons that so many people think they are not creative is because of education”*

*-Ken Robinson, Out of Our Minds, p. 49*

Use the **Turn and Talk protocol** again

# Theory of Practice

Today, "we are in the midst of profound transformations that **require reconceptualizing the role of audience**" (Hull & Stornaiuolo, 2014, p. 17). Audience is multifaceted in the modern digital landscape and **writing must shift** to reflect that (Lankshear & Knobel, 2011). This is particularly true in the digital era, where **people are no longer just consumers of text, but also producers and publishers of knowledge** (Lankshear & Knobel, 2011).

(from my master's thesis)

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# Context: From the EPO

From the EPO:

**“Since a student’s ability to read and write is a strong determinant of success in all Regents exams as well as high school level courses, students’ ability to succeed in required courses and eventually graduate will be impaired unless and until they achieve a certain level of literacy proficiency.” (p. 33)**

# Context: From the EPO

“We propose a 6-12 Literacy program that will include:

- A **daily additional period** of instruction called Literacy for all students in grades 6-9.
- Development, professional learning, and implementation of a **readers and writers workshop** and embedded literacy practice within the workshop and stations model.
- **Differentiated and flexible grouping by readiness** for the Literacy period based on assessment data is being considered.
- The addition of at-large literacy specialists both to support Literacy teachers and to **provide direct services to targeted students** including at the high school level.” (p. 34)

“While recognizing the need to improve students’ literacy proficiency, we want to assume an **“asset-based”** rather than **“deficit-based”** approach, which will involve among other things:

- Engaging teachers in initial contacts with students which include surveying East students **to identify their interests**, experiences and **“funds of knowledge”** to better leverage these strengths...
- Engaging students in **the choice of...topics** through the inquiry process.
- Engaging students in **authentic projects that require them to use literacy skills and practices**, as a way to develop a greater **appreciation of the value of those skills and practices** and thus their **motivation for improving** those skills.
- Engaging students in **21st century literacy practices** associated with information and communication technology and the digital literacies needed for college and career.” (p.34-35)



# Unpacking Key Points

The language in the EPO has inspired several aspects of my 9<sup>th</sup> grade Literacy Workshop class:

- Focus on Authentic publication
- Focus on student choice and interest
- Focus on digital literacy and other multi-modal forms of communication
- Intensive writing demands for the course
- Reading and writing intervention as needed
- Asset-based thinking instead of deficit-lens

# Context: From CCSS

## Anchor Standards for Craft and Structure:

4. Interpret words and phrases as they are used in a text, **including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how **point of view or purpose** shapes the content and style of a text

# Context: From CCSS

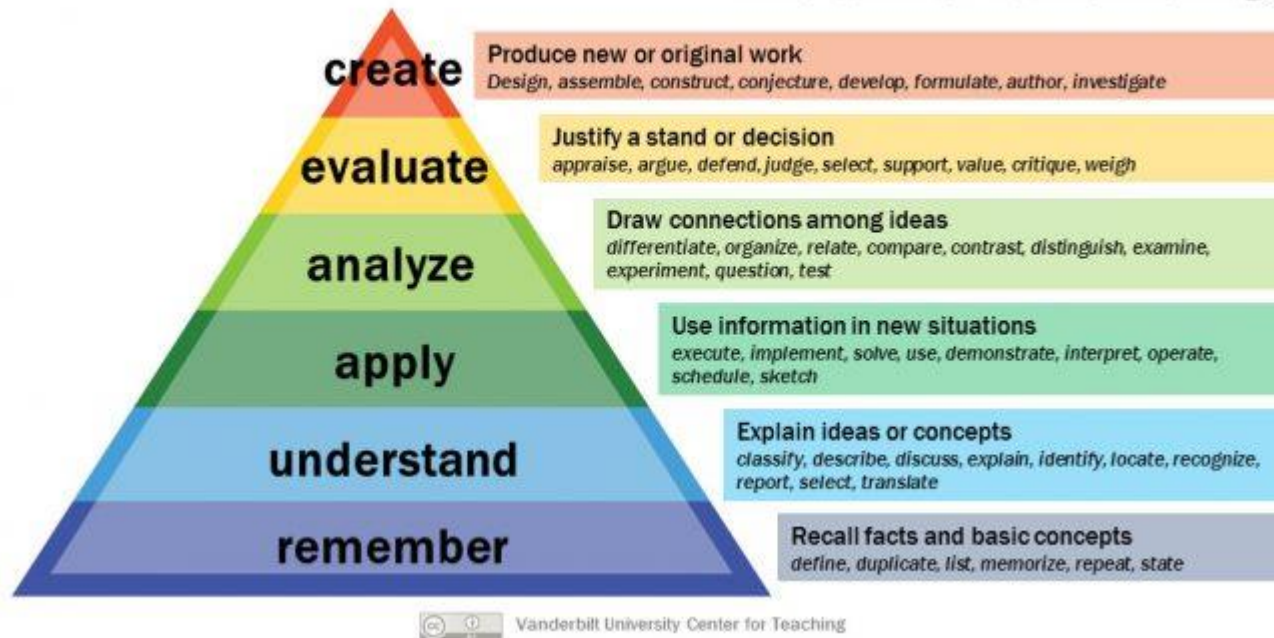
## Anchor Standards for Writing:

3. **Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
4. Produce clear and coherent writing in which the **development, organization, and style are appropriate to task, purpose, and audience.**
5. Develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach.
6. **Use technology**, including the Internet, to produce and publish writing and to interact and collaborate with others.

# Context: Bloom's Taxonomy

The top level is “Create” – Students need to understand content on a deep level to produce it

## Bloom's Taxonomy

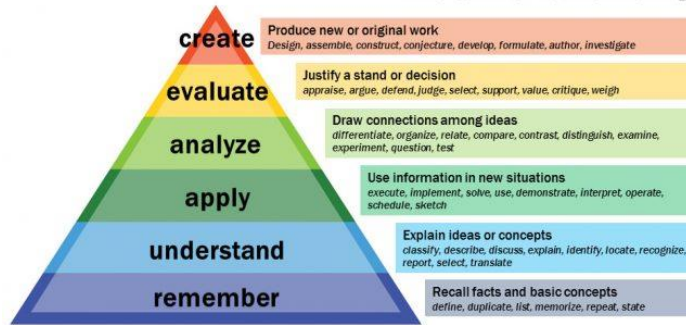


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### Bloom's Taxonomy



Vanderbilt University Center for Teaching

# = Creative Writing @East

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# Students' Reflections:

To me I didn't care for literacy as much before as I do now. **Before literacy to me was just a copy class for English.** So I didn't really care for it and wasn't going to do anything in it. **But then I [realized] that it was affecting the dream that I want to be a reality.** So I had to rethink things I was doing and start over if I was going to pursue that dream again.

- Ajay Sonny

# Students' Reflections:

I would one day would like to become a writer. I want to write fictional stories or actual stories on my life on how i struggle in high school or middle school. I want to write about experiences or the past. **Writing is a big part of me since i've been writing creative stories since the 4th grade** i want to do it for the rest of my life.

- Shayla Gravitte

# Students' Reflections:

Something i learned today about Writing short fiction is that **you can write about anything** and it can turn out to a good story - Amina Hassan

I learned that a **story can easily be made up with anything** as long as it has a connection. - Anielys Garcia

I learn that **you can write about absolutely everything or anything.** - Evan French



# Students' Reflections:

At first, I didn't understand all of the instructions but **learning about metaphors, different ways of writing and reading other poems slightly helped me out.** I would spend about two classes to write one poem. **I would reread everything to make sure it was well put together and that it made sense.** I also took Mr. Hart's comments into deep consideration. **I published my poem on Familyfriendspoems.com.** - Brianna Adams

# Students' Reflections:

What does literacy mean to me, well to others literacy may mean nothing to others, **but literacy give me a voice a story to tell.**

- Michael Hill

I believe the thing that matters to me in the writing is **the way I get to share my ideas** in my writing.

- Hung Dam

# Students' Reflections:

I learn my true feeling about my past and how to express myself through writing instead of taking my anger out on others.

- Monae Dawson

I really don't like to publish my things because I always like to keep things to myself and everybody don't need to know my business **but it's sometimes is good to here what other people say and how they can relate to me.**

- Robert Wilson

# Students' Reflections:

**During my process of editing and revising I was constantly getting frustrated** because I had to make so many corrections and I wanted to give up. **During my process of publication I felt confident** on posting my book reviews on a website where people can see how I felt about the books.

- Aidaliz Cruz Herrera

# Role of the University

- Genesee Valley Writing Project Summer Institute and Young Writer's Camp
- Consultancy with Joanne Larson
- Much of the Literacy Department graduated from Warner
- Volunteers from Teaching Fellows supporting our writers
- Learning Theories grounding our work
- Partnership with Dr. Sonia James-Wilson, former UR Professor

# Evolution of the Initiative

## Year 1:

- Focus on opportunity, testing the waters, adapting to change, learning what 9<sup>th</sup> graders can do

## Year 2:

- Focus on improvement and lesson planning, forming cohesive units, building on previous foundation

## Year 3:

- Focus on deliberate practice, rigor, expanding opportunities, further direction, specific feedback

# Here is a list of the places we've published:

Freshman Academy Anthologies

Freshman Academy Newsletter

Eagle Express Newspaper

WAYO FM Radio Station, 104.3

Rochester Area Literacy Council Book

Poetry Slams and readings

Sokol Awards

...And more!

Wattpad

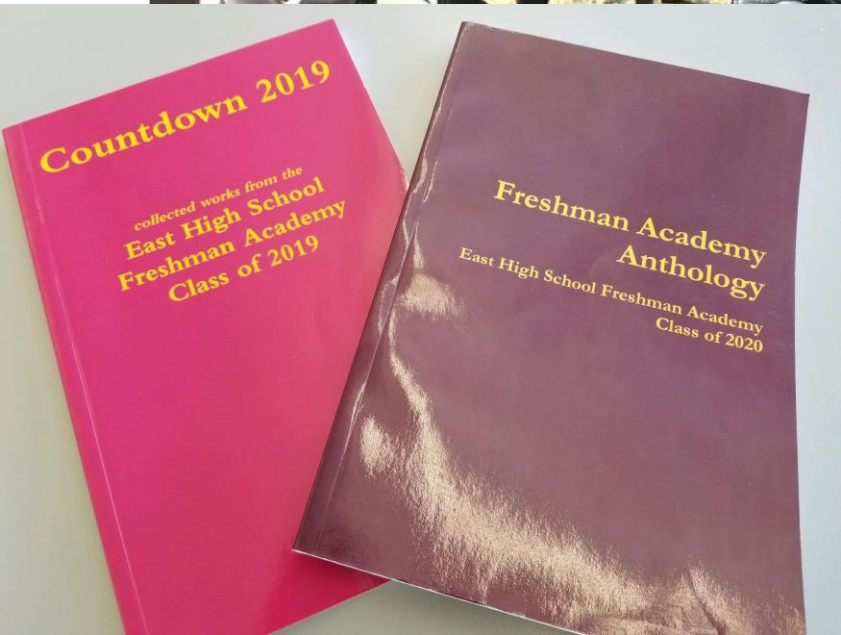
Allpoetry.com

Goodreads.com

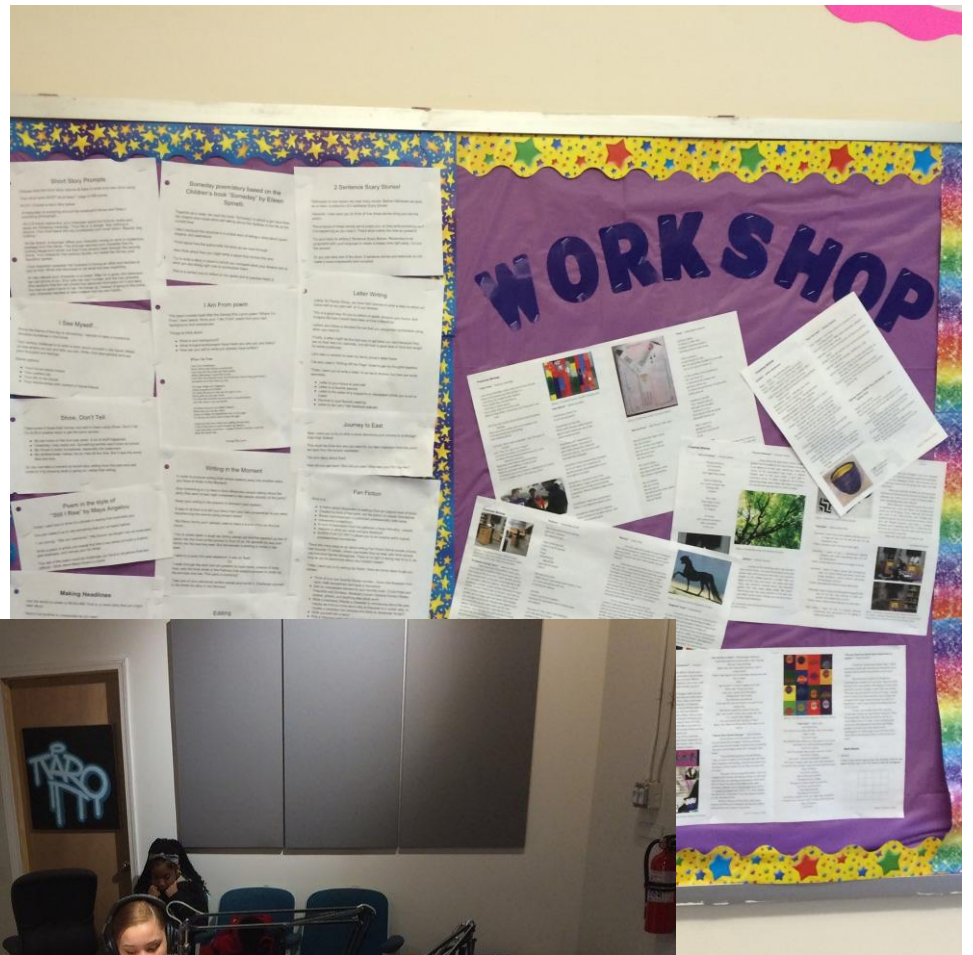
Symposiums

Teen Ink

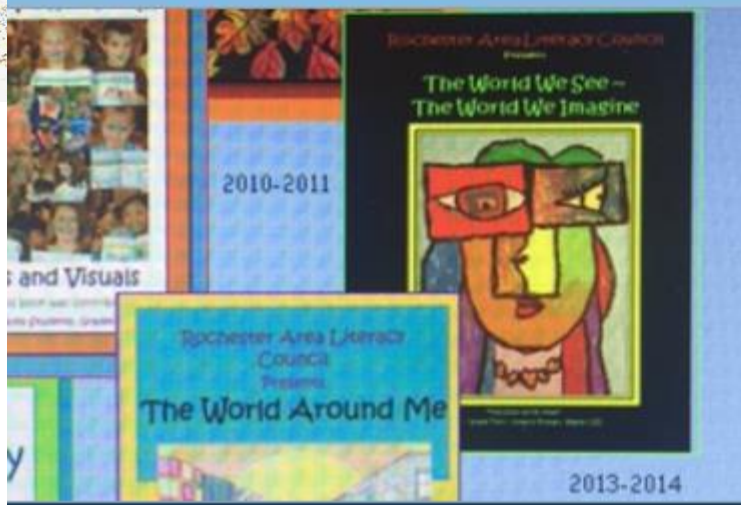












# RALC Publishing Project

Are you a writer? Do you like to illustrate text? If you answered yes to either question, then the publishing project is for YOU!

[Click Here: Past Publishing Projects](#)

# Reading from the Students

I'm going to turn the presentation over to the students now so they get a chance to talk about their work and their experiences

# Discussion

Now we will have a panel Discussion to hear from the students themselves.

Feel free to ask any questions you may have after they speak.

# Questions? Comments? Take Aways?

Please feel free to leave comments or questions on the board on your way out, or speak to the students as you go.

Also, feel free to contact me:

[Daniel.Hart@rcsdk12.org](mailto:Daniel.Hart@rcsdk12.org)