

Dear Friends of Young Adult Literature (and Writing),

This weeklong workshop is an exploration of how to read like a writer and write like a reader. More specifically, each day of this seminar is designed to think about young adult literature as THE vehicle to enhance writing instruction in our classrooms.

The mission of the National Writing Project (NWP) is to improve the teaching of writing as we improve learning in the nation's schools. Through professional development model, we recognize the primary importance of teacher knowledge, expertise, and leadership. We invest in teachers.

The National Writing Project also believes that access to high-quality education is a basic right and a cornerstone of equity. Through our extensive network, we seek to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity, too. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

With this mission and these beliefs in mind, the purpose of these next five days is to think strategically about using young adult literature to improve writing practices of adolescents.

I look forward to our conversations (and writing)!

Ubuntu,
Bryan



Writing Our Lives & Reading Our Worlds:



Bryan Ripley Crandall, CWP-Fairfield

LSU Young Adult Literature Conference

"From a small seed a mighty trunk
may grow" ~Aeschylus



Writing Our Lives and Reading Our Worlds: Young Adult Literature Meets the National Writing Project

10 a.m. - 12 p.m.

MONDAY June 1, 2015	TUESDAY June 2, 2015	WEDNESDAY June 3, 2015	THURSDAY June 4, 2015	FRIDAY June 5, 2015
"We, Too, Are Here" - Writing To Counter Deficit Constructions	"As In" Poetry Matters - Crossing Over & Other Magical Boxes	"Word-Up" - The Absolutely True Strategy of a Full-Time NWP Dreamer	"Acting All Weird and Shit: Embracing The Skin We're In" - The Ten Minute Play Festival	Writing Our Lives and Reading Our Worlds - Wise Warriors Speak to Giraffes: In Support of Youth
<p>Empowering youth to write their worlds and and to take a stand.</p> <p style="text-align: center;">An Op-Ed Opportunity</p> <p>Model Texts: de la Peña, M. (2012). <i>We Were Here</i>. Chbosky, (S). (1998). <i>Perks of Being a Wallflower</i> Dau, J. & Akech, M. (2010). <i>Lost Boy, Lost Girl: Escaping Civil War in Sudan</i>. Haddix, M. (2009). <i>Black Boys Can Write</i></p> <ul style="list-style-type: none"> • LRNG Innovation Challenge Award • TedxTalks • Young Men of Integrity • Exploring OpEds • CT Mirror Collaboration 	<p>Promoting creativity and voice in a time of CCSS.</p> <p style="text-align: center;">A Poetic Performance</p> <p>Model Texts: Alexander, K (2014). <i>The Crossover</i> Christensen, L. & Watson, D. (2015). <i>Rhythm & Resistance: Teaching Poetry for Social Justice</i> Farish, T. (2014). <i>The Good Braider</i> Grimes, N. (2002). <i>Bronx Masquerade</i> Frost, H. (2007). <i>Keesha's House</i> Venkatraman, P. (2014). <i>A Time To Dance</i>.</p> <p style="text-align: center;">(breakout session - 2:40 - 4:30 Literacy4Life: Athletes, Writers, and Community Organization)</p>	<p>Pushing rigor and relevance in support of academic languages?</p> <p style="text-align: center;">Supporting Analytical Writing</p> <p>Model Texts: Woodson, J. (2014). <i>Brown Girl Dreaming</i> Gordon, S. (1987). <i>Waiting for the Rain</i> Sherman, A. (2009). <i>Absolutely True Diary of a Part-Time Indian</i> Anderson, M.T. (2002). <i>Feed</i>. Odell-Williams, J. (2013). <i>Personal Statement</i></p> <ul style="list-style-type: none"> • Denotation/Connotation Exercise • First Sentences • Brown's Yearlong Research Paper and Culminating Project • The Omelet Approach • Eggsploring Perspectives 	<p>How can we empower students from page to stage?</p> <p style="text-align: center;">Scripted - a Playwriting Workshop</p> <p>Model Texts: Booth, C. (2007). <i>Terrell</i> Flake, S.G. (2007). <i>The Skin I'm In</i> Grimes, N. (2003). <i>Bronx Masquerade</i> Ives, D (2001). <i>Time Flies and Other Short Plays</i> Myers, W.D. (1999). <i>Monster</i> Thomas, M. (2008). <i>Free To Be You and Med</i></p> <ul style="list-style-type: none"> • Unforgettable conversations • I want you to eavesdrop • Boy Meets Girl • A Meets B • Power of Improv 	<p>How about sharing our own writing this week?</p> <p style="text-align: center;">Prepping for a Friday Shout Out</p> <p>Referenced Text Draper, S. (2006). <i>Copper Sun</i>. Our own lives (and what we feel worthy to share with others)</p>
				