

# 6th Annual Institute Day

presented by the Eastern Illinois  
Writing Project and Teaching with  
Primary Sources EIU

## Reading and Writing Across the Curriculum & the Common Core Standards

**October 17, 2014**  
**Doudna Fine Arts Center**

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### 8:00 a.m. Registration

**Doudna Fine Arts Center**  
**Main Concourse (outside the Lecture hall)**

### 8:30 a.m. General Session

**Doudna Fine Arts Center Lecture Hall**  
**Nancy Steineke: “Practical Strategies for Engaging  
Students in Reading and Writing Nonfiction”**



For many teachers, the pressure is mounting: meeting Common Core Standards, preparing for PARCC, and working towards a “distinguished” rating on the Danielson teacher evaluation rubric. Despite these challenges, teachers can STILL use best practice teaching as they engage their students in content area study. Join Nancy Steineke in a practical exploration of strategies that incorporate collaboration as students hone the skills of reading and writing nonfiction.

After an extended run teaching English at Victor J. Andrew High School in Tinley Park, Ill., Steineke now consults nationally as a keynote speaker, workshop presenter, and literacy coach for teachers. She specializes in content-area literacy, nonfiction writing, purposeful close reading, alternative assessment, and student engagement. Using her experiences in teaching English, history, and vocational education, Steineke keeps the focus on manageable strategies that help teachers get the job done in the way that best benefits students

A published author and accomplished teacher, Steineke has been featured in classroom videos for Best Practice and Comprehension and Collaboration. Her groundbreaking work with book clubs and student led discussion groups is captured in her books *Assessment Live!* and *Reading and Writing Together*. She also collaborates frequently with Harvey “Smokey” Daniels. Together they have co-authored *Mini-Lessons for Literature Circles*, *Texts and Lessons for Content Area Reading*, and *Texts and Lessons for Literature*. Her newest book is *Teaching the Social Skills of Academic Interaction*.

Steineke presents annually at the National Council of Teachers of English, International Reading Association, and various state conferences. She is also an Illinois Writing Project leader. Along with Daniels, she has organized and led over 50 multi-day residential institutes for teachers in locations around the U.S.

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## 10:00 a.m. Breakout Session I

**“Resources for Primary Sources and Informational Texts” with Kristin Runyon (DFAC 0340):** Common Core Standards requires the inclusion of primary sources and informational texts in all literacy standards across the curriculum. These presentation will provide a multitude of resources available online for finding primary sources and informational texts, especially current news and those available at different reading levels. In addition, the presentation will include ideas for how to utilize these in the classroom.

**“Using Google Tools” with Amber Laquet (DFAC 1620):** According to Illinois’ Common Core Standards, educators in every discipline at every grade level must implement more technology into the way they teach reading and writing. Google offers several effective tools for writing across the curriculum. Laquet will demonstrate the use of these tools that are applicable in variety of subject areas. Google Docs (Drive), Google Books, Google Calendar, and Google+ are some of the tools that will be explored in a workshop format.

**“Cubing: Simplifying Complex Thinking” with Kaleigh McRoberts (DFAC 0435):** Cubing is a thinking activity promoted by Mark Forger, author of *MAX Teaching with Reading and Writing*. The activity walks students through six modes of thinking about a topic. This session will demonstrate implementation of this activity and give you time to develop implementation methods for your own classroom.

**“Teaching Narrative Writing with Primary Sources” with Rebecca Lawson (DFAC 1518):** Do you believe that a picture is worth a thousand words? If you have seen some of the of the photos that The Library of Congress has to share, you would agree with that familiar statement. Using photos from The Library of Congress is a great way to help inspire students to write fictional narratives. Participants will receive information on The Library of Congress photo resources and be involved in a hands-on writing experience centered on a lesson tied to *Black Boy* by Richard Wright.

**“PBS LearningMedia” with Ke’An Armstrong (DFAC 1524):** This presentation will introduce PBS LearningMedia, your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement. Resources are aligned to Common Core and national standards and include videos and interactives, as well as audio, documents, and in-depth lesson plans. You can browse by standards, grade level, subject area, and special collections. You can also favorite, and share resources with your class and colleagues through folders and social media. Best of all, PBS LearningMedia’s basic service is free for PreK-12 educators.

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## 11:00 a.m. Breakout Session II

**“Playing With Wix to Upgrade Your Classroom” with Sue Fuller (DFAC 1620):** Do you need to upgrade – or create your first – website? Come play around in WIX! In this hands-on session we will begin to create a free website, add photos, link to your Google homework calendar, and more. We’ll also look at Tagxedo, where you can create “word clouds with style.”

**“Start with Observations, It Just Makes Sense! Observation & Inquiry Through Descriptive Writing & Art” with Gena McDonald (DFAC 0340):** This session starts with detailed observations, classification using science terms, drawing and writing to learn. Extensions include reading, researching and writing.

**“Music, Moods, and Writing” with April Noel (DFAC 0435):** This session will walk you through a lesson that is written for 3rd-5th grade general music class, but can be adapted for other classes as well. We’ll explore music and mood, make instrument “characters,” and put together a short story (if time allows).

**“The FUNdamentals of CCSS English!” with Stephanie Uebinger and Dannette Williamson (DFAC 1518):** The Effingham High School English Language Arts Professional Learning Community has developed multiple approaches in implementing Common Core State Standards units in the high school English Classroom. Sample resources will be provided. Questions and discussion welcome!

**“The Class Newsletter: Teaching Basic Researching, Interviewing and Writing to Produce a Class Newspaper ” with Sally Renaud (DFAC 1524):** This session walks you through a unit that teaches research, interviewing and writing/editing to produce a class newspaper or newsletter of your students’ work and gives them a souvenir of their experiences.

### About the Breakout Session Presenters

Our Breakout sessions are all presented by EIWP teaching consultants who have completed our EIWP Summer Institute. Special thanks to these great teacher leaders!

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**12:15 p.m. Lunch/Creative Writing Reading and Workshop**

**EIU Martin Luther King Jr. University Union  
Rathskeller/7th Street Underground**

For those new to our EIU campus, the Union is located north of Doudna Fine Arts Center. The Rathskeller is located in the lower level of the east wing of the building.

**Creative Writing Reading and Workshop  
with TJ Martinson**



Eastern Illinois University English graduate candidate TJ Martinson will read a chapter from his upcoming novel, *Fair, We Go* (The Milo Press, Feb. 2015). *Fair, We Go* is the story of four Navy sailors during the Second American Civil War. Stationed in a small, South American town, they are abandoned by their ship and are left with only

themselves and the pasts they have tried to escape.

**Continuing Professional Development**

Participants may earn up to five Continuing Professional Development Units (CPDUs) toward teacher certification renewal. All students will receive a certificate of completion.

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Thank you for attending and making today a success.  
We look forward to opportunities to see you again!

*Robin Murray*  
*Eastern Illinois Writing Project*

*Cindy Rich*  
*Teaching with Primary Sources EIU*

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**TEACHING WITH PRIMARY SOURCES  
EASTERN ILLINOIS UNIVERSITY**



The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library's educational initiatives; provide content that promotes the effective educational use of the Library's resources; and offer access to and promote sustained use of the Library's educational resources.

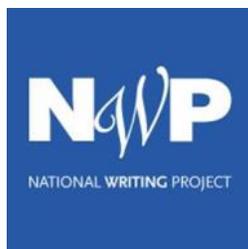
The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library's digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library's TPS program and other resources available to teachers at [www.loc.gov/teachers](http://www.loc.gov/teachers).

TPS EIU assists in the design of the TPS program and offers TPS professional development on an ongoing basis, year round. Funded by a grant from the Library of Congress, the Teaching with Primary Sources program at Eastern Illinois University has been actively collaborating with Central Illinois K-12 educators since the program inception in January 2004. We are proud to support the goals and mission of the national TPS program through workshops and presentations at no cost. TPS was brought to the EIU campus thanks to the efforts of Senator Dick Durbin.

**Learn more at [www.eiu.edu/~eiutps](http://www.eiu.edu/~eiutps)**

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**EASTERN ILLINOIS WRITING PROJECT:  
A NATIONAL WRITING PROJECT SITE**



The Eastern Illinois Writing Project seeks to provide K-16 teachers across the curriculum with opportunities to:

- Improve student writing in all disciplines.
- Provide schools with an effective in-service model.
- Identify, celebrate and enhance the professional role of successful classroom teachers.
- Apply a teacher-centered model to implement these goals.

To facilitate teaching and learning in all of our programs, we follow National Writing Project principles and believe “The best teachers of teachers are other teachers” and “The best teachers of writing are writers themselves.”

The National Writing Project has been proven effective by outside evaluators and has become a model for improving classroom instruction in other academic fields. The NWP Legacy Study shows that 98 percent of NWP summer institute participants remain in education until they retire, and 70 percent stay in the classroom throughout their careers.

A second study performed by the NWP examined nine different schools and compared the writing of students studying under NWP teachers and students studying under non-NWP teachers. The study looked at seven different aspects of student writing: Content, Structure, Stance, Sentence Fluency, Diction, Conventions, and Holistic Score. In every instance, the students studying under NWP teachers outscored the non-NWP taught students.

**Learn more at [www.eiu.edu/~easternnwp](http://www.eiu.edu/~easternnwp)**

**6th Annual Institute Day at a Glance**

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Using Google Tools	DFAC 1620
Cubing: Simplifying Complex Thinking	DFAC 0435
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