

With Different Eyes

2011

A Conference for Teachers of English
Learners Across the Disciplines

SATURDAY,
NOVEMBER 5
8:00 AM - 3:00 PM
UCLA Kerchoff Grand Salon

Keynote Speaker

Ramón Antonio Martínez

University of Texas at Austin,
"Reading the World in *Spanglish*:
Language and Critical Consciousness in Urban Schools"



Welcome to our 21st annual With Different Eyes conference. As always, we focus on access and equity for all students, with English learners center stage.

Our keynote speaker will set today's stage by engaging us in a consideration of hybrid language practices, with a focus on Spanglish. Who among our students speak Spanglish—and when do they speak it? What do linguists have to say about hybrid language practices, and what do we as teachers say? We'll probably add a few words to our "academic speak": hybridity, metalanguage, deficit rationales, crutching, participant retrospection.... Amazing how useful these terms can be, helping us pinpoint attitudes and concepts.

Then we get to enjoy three sets of concurrent workshops. They focus on teaching approaches and on the struggles and promise of the particular students we find in our classrooms every day. What happens when reading and writing tasks become more complex? How can we best propel all students to advanced literacy—including long-term English learners, students with special needs, speakers of African-American Vernacular? How important is choice, interaction with peers in the classroom, an appreciation of multiple cultures and languages?

Lots of questions. Insights--created together. Here's to a wonderful conference!

Faye Peitzman, Director
UCLA Writing Project

Program for the Day

WELCOME & KEYNOTE SPEAKER

8:30 - 9:30 AM

RAMÓN ANTONIO MARTÍNEZ, University of Texas at Austin

"Reading the World in *Spanglish*:
Language and Critical Consciousness in Urban Schools"

BOOK BROWSING

9:30 - 10:00 AM

SELECTIONS FROM CULTURA LATINA BOOKSTORE

SESSION 1 WORKSHOPS

10:00 - 11:15 AM

SESSION 2 WORKSHOPS

11:30 - 12:45 PM

LUNCH

12:45 - 1:45 PM

SESSION 3 WORKSHOPS

1:45 - 3:00 PM

Ramón Antonio Martínez

"Reading the World in *Spanglish*:

Language and Critical Consciousness in Urban Schools"

Ramón Antonio Martínez is Assistant Professor of Language and Literacy Studies in the College of Education at the University of Texas at Austin. His research examines the ways in which Chicana/Chicano and Latina/Latino students' everyday language practices overlap with the forms of academic language and literacy privileged in schools. In addition, Dr. Martínez explores how dominant ideologies inform language policy and classroom practice in diverse urban schools. Before earning his doctorate from the Division of Urban Schooling at the UCLA Graduate School of Education and Information Studies, Dr. Martínez worked as an elementary school teacher in the Los Angeles Unified School District.

"Leveraging the skills embedded in students' use of Spanglish could thus radically transform how students view the relationship between everyday and academic knowledge, and thereby have a transformative impact on their academic literacy learning. My hope is that educators will increasingly recognize this transformative potential as they embrace more expansive ways of thinking about bilingual and emergent bilingual Latina/Latino students in today's schools."

Ramón Antonio Martínez



SESSION 1

10:00 - 11:15 AM

LONG-TERM ENGLISH LEARNERS AT UCLA (K-UNIV)

LINDA JENSEN, UCLA, WITH UCLA STUDENTS

MOORE 3140

Students who transfer to UCLA from community colleges as juniors do not expect to participate in an ESL writing course, but their placement essays contain language markers that place them into ESL composition. What were their experiences with language in public school and community college? How are they faring at UCLA? Join a Writing Programs instructor and her students who talk about struggle, perseverance and promise.

THE IMPORTANT THING: SCAFFOLDING HISTORY TEXTS FOR ENGLISH LEARNERS (K-12)

JULIO HERNANDEZ, LOS ANGELES ACADEMY MS

MOORE 1048

This workshop will present effective strategies that promote students' deeper levels of thinking in a Social Studies lesson. Teachers will participate in a lesson that calls for summarizing, analyzing and synthesizing. Strategies presented can be used in all content areas.

APOYANDO LA LECTURA A TRAVES DE UN PLAN DE INTERVENCION EXCOLAR (K-5)

MONICA AVILES, JUAN REYES, CHARLES WHITE ES

MOORE 3030

Join us for a presentation about a school's journey to address literacy-based needs using a strategic framework for support and intervention. Our framework addresses teacher and staff capacity development, parent engagement, student motivation and positive discipline. In the past 3 years we have improved our CST results in Literacy from 22% proficient and advanced to 42%, and in Mathematics from 47% to 78%. (Presented in Spanish)

PICTURES AT AN EXHIBITION - ART, MUSIC, AND WRITING IN THE CLASSROOM (3-8)

KIM LABINGER, EDISON ES

MOORE 2120

The presenter will share a series of lessons created for her students inspired by the orchestral version of Modest Mussorgsky's *Pictures at an Exhibition*. Using music as inspiration, participants will create art, and engage in writing while exploring the inter-relationships among art, music, and story. Such integrated and scaffolded projects are ideal for differentiating in the classroom. The session will culminate with a mini-exhibition, and participants will receive a complete lesson plan and a CD of Mussorgsky's composition.

"CAN WE TALK?" LEARNING THROUGH CLASSROOM DISCOURSE (K-5)

*SUSAN COURTNEY, SANDY LANER,
RICHARD ROGERS, AND HEIDI SCHAEFER,
NORWOOD STREET ES*

BOELTER 5272

This session will present essential features of a dialogic classroom. Presenters will share ways to reduce teacher talk while increasing student talk time. See how a group of teachers assist their students in moving from basic rote and recitation responses to more cognitively potent elements of talk where students are explaining and defending their responses across the curriculum.

THE ALGEBRA PROJECT EMPOWERS TEACHERS TO RETHINK CURRICULA (6-12)

*ANTONIO OROZCO, ACADEMIA AVANCE
CHARTER; EVAN RUSHTON, FRANKLIN HS*

BOELTER 5273

This interactive workshop will help participants explore the pedagogy of the Algebra Project and think about how to get in on the ground level of creating meaningful curricula. Experienced Algebra Project teachers will facilitate a workshop that incorporates the Algebra Project's 5-step curricular process, a vehicle for empowering students as they discover they have a mathematical voice.

THINKING AND WRITING WITH TEXTS: ENGAGING AFRICAN AMERICAN MALES (6-12)

*LOIS CLARK, MISSION MS AND YVONNE DIVANS-
HUTCHINSON, KING-DREW MEDICAL MAGNET HS,
EMERITUS*

BOELTER 5280

Text scores, matrixes, diagrams and charts of all shapes, sizes and colors display the under-achievement of African American students. What are we, their teachers, doing about it? Join us as we share our teacher-researcher studies, putting African American male students center stage. We'll demonstrate how eighth graders channeled their energies into reading and writing with passion and how 12th graders grew from "BOYZ" to gentlemen scholars.

AP ENGLISH LANGUAGE WITH ENGLISH LEARNERS (9-12)

KATE HICKS, ANIMO 1 CHARTER HS

BOELTER 5420

I have an open door policy for my Advanced Placement Language and Composition class. I strive for a rigorous understanding of a variety of expository texts and meaningful writing experiences to help English learners get into and through college. Join me and consider good text choices, scaffolding, pacing--and also compare the writing of my intermediate-advanced English learners at the beginning and at the end of the year.



SESSION 2

11:30 - 12:45 PM

LEVERAGING TECHNOLOGY TO NURTURE AND SUPPORT ENGLISH LEARNERS' LISTENING, SPEAKING AND WRITING SKILLS (K-12)

CLIFFORD LEE, UCLA

BOELTER 5272

This workshop will focus on the potential of using multi-literacy practices to engage English learners. Drawing on student work from digital storytelling projects, blogs and podcasts, we'll examine how technological tools can motivate and support the development of listening, speaking and writing skills.

ENGAGING STUDENTS WITH NONFICTION TEXT IN ELD/SCIENCE (K-12)

LILIA SARMIENTO, CSU DOMINGUEZ HILLS

BOELTER 5273

What are the necessary science experiences and scaffolds to ensure reading success for English Learners? What do students need prior to reading a science textbook? Join us as we explore a four-day science sequence and video focused on simulations, instructional conversations and strategies for the development of academic language.

CELEBRATING THE BEST OF TWO CULTURES IN CHILDREN'S LITERATURE (K-4)

RENÉ COLATO LAÍNEZ, AUTHOR

MOORE 3030

Today many families celebrate holidays and traditions from many cultures all under one roof! There is Christmas and Navidad and Halloween and Día de los Muertos. Author René Colato Laínez uses his experiences living in two cultures to write his picture books. Let's celebrate with *El Ratón Pérez* and the Tooth Fairy in his new picture book *The Tooth Fairy Meets El Ratón Pérez*, and discover the beauty of having two last names in the Latino tradition in *René Has Two Last Names*.

ENGLISH LEARNERS WITH SPECIAL NEEDS: ONE SIZE DOES NOT FIT ALL! (K-5)

TERRY REYES, GRATTS LEARNING ACADEMY OF YOUNG SCHOLARS

BOELTER 5280

One of the most difficult challenges for teachers of English learners to address is meeting the needs of students with special education services. Expand your knowledge of accommodations and assessment strategies for student success. Effective practices and interactive strategies to enhance the learning of ELLs with special needs will be demonstrated and discussed.

ANALYZING STUDENT WRITING, RESPONDING TO STUDENT WRITERS (6-12)

FAYE PEITZMAN, UCLA

MOORE 2120

What kinds of comments on drafts are likely to be put to good use on the spot as well as build confidence for both present and future? While there are clearly no "best of all possible comments," we've created a set of guidelines that are a promising starting point. Join us as we analyze the strengths in student writing samples and craft responses that help students to revise their work.

BOOSTING THE LITERACY ABILITIES OF LONG-TERM ENGLISH LEARNERS: THE PLACE OF CHOICE, ENJOYMENT AND A FULL REPERTOIRE OF TEACHING STRATEGIES (6-12)

NORMA MOTA-ALTMAN, SAN GABRIEL HS

MOORE 3140

What happens when students are given choices, exposed to various reading and writing strategies, and asked to be involved in improving their reading abilities? Can student choice really improve lexile scores? See what happened when 10th grade students in a reading intervention class learned to "like" reading by writing, by studying genres, and by having a voice in what happened in their classroom.

INTEGRANDO EL CONTENIDO Y LENGUAJE ACADÉMICO

EUGENIA MORA-FLORES, USC

MOORE 1048

This session will look at strategies for facilitating academic language development and critical thinking skills in Social Studies classrooms. Understanding the role of language arts in social studies helps teachers support all learners in accessing the curriculum. Participants will further explore how integrated approaches support 21st century literacy skills. (Presented in Spanish)

PREPARING SPEAKERS OF AFRICAN AMERICAN VERNACULAR FOR COLLEGE WRITING (9-12)

MARLENE CARTER, DORSEY HS

BOELTER 5420

What teaching approaches make a difference in preparing speakers of African American Vernacular for college writing? What happens to language when reading and writing tasks are more complicated? Join us as we look at readings, classroom activities and the writing of three of my twelfth grade students.



SESSION 3

1:45 - 3:00 PM

WHERE THEY COME FROM: YOUR STUDENTS FROM CENTRAL AMERICA AND THE DOMINICAN REPUBLIC (K-12)

SEED SCHOLARS

MOORE 1048

Come and learn about the people from Honduras, Guatemala, El Salvador and the Dominican Republic through a four corners visual display of their regions, their classrooms, and their folk art. Teacher scholars from these countries will share the educational realities that make each place unique which, in turn, will help us better understand the students in our classrooms. Talks will be in Spanish, with translators in each group. All are welcome.

WE CAN DO MORE: WORKING TOWARDS A MORE INCLUSIVE CURRICULUM

LONÉE LONA, HUMANITAS ACADEMY OF ART AND TECHNOLOGY; PAULINA MARTINEZ, BRAVO MEDICAL MAGNET HS

MOORE 3030

Winners of the *Stand Up, Speak Out* teen-writing contest responded to the question often ignored in classrooms: What does the world need to know about LGBTQ youth? Join us as we share these student generated responses and their uses as writing models and opportunities for significant reading, discussion and writing in the ELL classroom.

WRITER'S WORKSHOP: ENGAGING ENGLISH LANGUAGE LEARNERS IN AN AUTHENTIC WRITING EXPERIENCE (K-5)

MARIA ALCARAZ, CECY EQUIHUA, CLAUDIA MARTINEZ, HANG NGUYEN, AND TERESA RIVAS, MILES AVENUE ES

MOORE 2120

How does the Writing Workshop model support the diverse needs of English learners? In this workshop we'll focus on strategies to confer effectively with students and how to use mentor texts to make the reading-writing connection. Participants will also learn how to create interactive student charts, which become resource tools in an engaging classroom environment.

STAND UP FOR JUSTICE: THE RALPH LAZO STORY (6-12)

KAY OCHI, NIKKEI FOR CIVIL RIGHTS & REDRESS; JANET OCHI-FONTANOTT, SWEETWATER UNION HSD, EMERITUS

MOORE 3140

Based on a true story, Ralph Lazo, a 17 year old Mexican American student from Los Angeles, voluntarily joins his Japanese American friends when they are forced into America's concentration camps during World War II. This workshop shares the value of friendship and loyalty between teenagers of different cultural and ethnic backgrounds, and raises important issues of the U.S. government's actions in times of war. Participants will receive the *Stand Up For Justice Teacher's Guide* and dvd.

TRANSITIONING TO THE COMMON CORE IN SECONDARY SCIENCE (6-12)

BARBARA SCOTT, NORTHRIDGE ACADEMY HS

BOELTER 5272

This session will look at strategies for incorporating the Common Core ELA Standards into secondary science classrooms. Participants will explore how incorporation of these content-specific reading and writing standards into science lessons can support student metacognitive development, critical thinking, and 21st century literacy skills.

ASIAN TEXTS, AFRICAN AMERICAN AND LATINO STUDENTS: CULTURALLY RELEVANT PEDAGOGY BEYOND RACE AND ETHNICITY (9-12)

LANETTE JIMERSON, UC BERKELEY

BOELTER 5273

Culturally relevant texts are often categorized as culturally relevant when students' cultures or ethnicities are represented within the texts. In an increasingly global context, students must not only be able to pull from their personal histories, they must also be able to understand how the lived experience of others connects to and enlarges their own. This workshop will focus on high school African American and Latino students engaging in the novels *Bone* and *Dying Ground*.

USING MODELS: POWERHOUSE SHORTCUTS TO IMPROVE STUDENT WRITING (4-12)

BOBBI CIRIZA-HOUTCHENS, ARROYO VALLEY HS, EMERITUS

MOORE 3030

Have you tried using models to boost the levels of your students' writing and then felt frustrated when their products were merely close imitations of the model? This workshop introduces techniques for using multiple models representing literature reflective of and interesting to students from a variety of backgrounds. These models have inspired my students to write more skillfully and creatively, to value themselves as writers, and to view literature in a new light.

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ABOUT THE UCLA WRITING PROJECT

The UCLA Writing Project, a site of the California Writing Project and the National Writing Project since 1977, is a professional development network for teachers of writing from elementary school through university. Each summer, we offer invitational institutes which draw together experienced teachers who share expertise, work on their writing and discuss current issues in the teaching of writing. More than one thousand teachers in the greater Los Angeles area have become UCLA Writing Project Fellows. We also offer a variety of workshops for teachers and students each summer and professional development sessions on school sites. We invite you to join us!

Directors
Faye Peitzman and Jane Hancock

Associate Directors
Marlene Carter and Norma Mota-Altman

Find out more about us at www.uclawp.org

