

Present:

**Tools to Support English Learners and Struggling Readers  
in Constructing Competent Written Responses  
with Presenter Kate Kinsella, Ed.D.**

Target Audience/s:  
Grades 3-10 Teachers,  
Instructional Coaches,  
District and Site  
Administrators

**Wednesday, March 14, 2018**

**Yolo County Office of Education  
1280 Santa Anita Court  
Woodland, CA 95776  
8:30 a.m.— 3:00 p.m.**

**Registration Includes Lunch**

**Institute Description:** English learners and struggling readers in grades 3-10 need informed, interactive and systematic instruction across the curriculum that addresses their academic English language and rhetorical voids. Rather than spending abundant class time silently journaling, completing graphic organizers, or receiving misinformation from peer editors, neophyte writers need every teacher to serve as the over-the-shoulder writing coach their parents cannot generally be. Dr. Kinsella details cross-curricular writing instruction imperatives for educators serving English learners and striving readers, including a focused yet accessible analytic rubric for each assignment, targeted lessons on language and rhetorical devices for specific writing types, explicit analysis of an appropriate writing model, and brief, frequent doses of interactive, teacher-mediated writing practice to build critical competencies for longer, independent assignments. Participants leave with extensive practical resources to facilitate immediate implementation and provide site-based support to colleagues.

**Participants will learn essential ELD instructional routines including effective ways to:**

- ◆ Introduce and unpack a model paper exemplifying the critical elements of a writing type: informative, opinion, argument
- ◆ Provide a student-friendly analytical rubric that specifies the elements of the writing type
- ◆ Frontload rhetorical conventions and academic language for specific writing types
- ◆ Design academic interactions that guide students in applying vocabulary, syntax and rhetorical devices they can deploy in subsequent written work
- ◆ Structure teacher-mediated doses of scaffolded writing to build foundational competencies for extended responses
- ◆ Facilitate productive peer feedback sessions targeting appropriate rubric criteria
- ◆ Review well-written language objectives addressing lesson writing demands

**K**ate Kinsella, Ed.D. is a teacher educator at San Francisco State University and a highly sought-after speaker and consultant to school districts and state departments throughout the US regarding development of academic language and literacy across the K-12 subject areas. Her 25 year teaching career focus has been equipping youths from diverse backgrounds with the communication, reading and writing skills to be career and college ready. A consummate “teacher’s teacher”, Dr. Kinsella maintains active K-12 classroom involvement by writing and implementing curriculum, co-teaching lessons, and providing practical mentoring for teachers and instructional coaches. Her extensive publishing record includes articles, chapters, English learners’ dictionaries, English Language development curriculum, and reading intervention programs. She is particularly proud of the research validated and extensively implemented programs she has written to support English learners in making academic strides: *READ 180*, *English 3D*, and the *Academic Vocabulary Toolkit*.



**Sharing from recent Kate Kinsella workshops**

- ⇒ The demonstrations and modeling were extremely helpful and beneficial
- ⇒ I valued the extensive modeling and examples—strategies that are immediately applicable to classroom instruction and routines were appreciated
- ⇒ I found the emphasis on academic language inspiring
- ⇒ Dr. Kinsella is outstanding. Her material is practical; it can be implemented immediately
- ⇒ I appreciated the great resources to take back and use



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REGISTRATION (Includes Lunch)

Organization/School:

Address: City: State: Zip:

Phone: Contact E-mail:

Name Position: Email:

Calif. ASCD Member: Non-Member: Team Registration:

Name Position: Email:

Calif. ASCD Member: Non-Member: Team Registration:

Table with 2 columns: Early Bird Discount (By 2/14/2018) and After (2/14/2018)

Table with 3 rows: CA ASCD Member (\$145), \*Non-member (\$195), Student Teacher (\$70), and \*\*Teams of 4 or more (\$195 per person)

\*\*Copy as needed for additional attendees

HOW TO REGISTER:

Online: www.cascd.org—Use your Visa, MasterCard or American Express.

Mail: Send completed form with check or copy of Purchase Order/P.O. Number if not processed yet, to: CASCD, P.O. Box 1841, Oroville, CA 95965

E-mailing: Please scan and attach in an e-mail to cheryl.casagrande57@gmail.com Cell: 530-520-9412

(\*Includes a one-year membership in CASCD)

California ASCD Mission Statement

To build the capacity of CA educators to enhance the quality of learning, teaching and leading.

Total Workshop Fees: \$

A \$50 fee will be charged for cancellations made in writing prior to 2/14/18. No refunds will be given after the deadline. Confirmation will be sent via e-mail, to each individual's address, after registrations are processed. If you do not receive a confirmation in a reasonable amount of time, please feel free to contact us at the e-mail below to verify we received it. Registrations may be transferred to another individual by scanning and attaching to an e-mail to cheryl.casagrande57@gmail.com

Payment Information:

(Payment or P.O. or number MUST accompany registration form)

Check made payable to California ASCD enclosed
Purchase order ENCLOSED. Purchase Order #:
Charge Credit Card: MasterCard VISA AMEX

Account Number: Exp: MM/YR

CCSC/CVC:

Name on Credit Card (Please print):

Billing Address: City Zip

Signature: Date: