Colloquium Goals
- Foster conversation and collaboration among language arts teachers across secondary and postsecondary levels.
- Extend discussions from Fall 2013 and Spring 2014 Lost in Transition events, specifically around close reading and the relationship between student reading and writing.
- Deepen teachers’ (and ultimately students’) understanding about the ways that reading and writing provide mutually reinforcing opportunities for learning and personal growth.
- Generate ideas to help students develop close reading skill and support their writing with textual evidence.
- Explore the CCSS components that create opportunities (and tensions) for connecting student reading and writing.

Agenda
Friday
12:00-12:30 pm
Registration, lunch, and welcomes

12:30-1:30
Panel Discussion: Making it matter: How close reading and writing provide opportunities for deeper learning.

Panelists
Ryan Sennet and Malinda Garcia, Wind River Middle/High School, Pavillion
Nicole Bryant, Laramie County Community College
Arielle Zibrak, University of Wyoming at Casper

Facilitator
Beth Wiley

1:30-1:45
Break

1:45-3:00
Small group discussions (extended the panel discussion): What is the relationship between reading and writing? Is there one? How do your assumptions affect your approach to teaching reading and writing?

3:00-3:30
Large group reporting out

3:30-3:45
Break

3:45-5:00
Discussion: Close Reading of “In the Lab with Agassiz”

6:00-7:00
Dinner with speaker, Jeff Lockwood

7:00-8:00
Table Discussion: CCSS and connections between literature and writing
Saturday
8:00-8:15 am  Light breakfast treats and registration
8:15-8:30  Overview of the day’s agenda, and introduction to table group discussion/respondents
8:30-9:45  Table group discussions: Writing assignments
  NOTE: Each participant should bring 8 copies of a writing assignment that requires students to read at least 2 texts (books, movies, charts/graphs, images, news articles, student exemplars, essays, lyrics/poetry, blogs, etc.). We strongly encourage you also to bring a sample student response to the assignment (with student name removed). The sample can be either successful or poor, or one of each if you wish.
9:45-10:00  Break
10:00-10:30  Large group reporting out: formal responders speak out!
10:30-11:30  Table self-guided discussions. Possible topics for discussions:
  On-screen/multimodal/non-traditional reading
  Cross-subject collaborations
  Reading as information literacy
  Connecting “words” and “worlds
  Class-generated texts as reading
11:30-11:45  Large group reporting out: Top takeaway from each break-out session
11:45-12:00  Wrap-up, evaluations, announcements, door prizes

Event Sponsors
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