

# Practical Strategies for DIFFERENTIATING WRITING INSTRUCTION in Your Classroom (Grades 6-12)



**NEW Seminar Presented by LARRY LEWIN**  
Outstanding Secondary Teacher, Author and Presenter

**Specifically Designed for Educators Serving Grades 6-12: English and Language Arts Teachers; Content Area Teachers Incorporating Writing into Their Subject Areas; Special Needs Teachers; and Gifted Education Teachers**

- ▶ **Innovative ways to differentiate writing instruction** to engage all the diverse levels of student readiness, interests and learning styles
- ▶ Utilize differentiated writing strategies to help you target the writing skills identified in the **Common Core State Standards for writing**
- ▶ **Apply the four key principles of differentiation** to your writing program by increasing opportunities for more student choice, tiered writing prompts, multi-modal writing, and a variety of student groupings
- ▶ **Take your writing instructional success to the next level** by examining how to manageably infuse differentiated teaching strategies into your lessons
- ▶ **Incorporate digital technology tools** into student writing assignments that reflect real-world applications for written communication, increase student motivation for writing and strengthen student writing skills

## 2013 SCHEDULE

### Connecticut

**Hartford – December 17**  
(Bristol)

CT Five (5) Contact Hours Available  
with Prior District Approval

For MA, Contact Hours Verification Available  
RI Five (5) Contact Hours Available

### New Hampshire

**Manchester – December 18**  
(Bedford)

NH Clock Hours Verification Available

For MA, Contact Hours Verification Available

### New Jersey

**Newark – December 16**  
(Parsippany)

NJ Professional Development Hours  
Available with Prior District Approval

### Vermont

**Burlington – December 19**

VT Inservice Credit Available with  
Prior District Approval

“*Larry offers concrete examples of differentiated instruction that can be offered to students and immediately used in the classroom.*”

– JENNA ADSIT, HIGH SCHOOL

## Practical Strategies

In today's highly diverse middle school, junior high and high school classrooms, how can we differentiate writing instruction to maximize success for each student while providing the appropriate level of challenge for the struggling student as well as the high achiever? How can we, as busy teachers, incorporate differentiated teaching principles into our writing instruction? With changing student populations, how can we ensure that all students are engaged in their writing in order to acquire the key skills we are teaching through varied activities and assignments that account for individual interests and motivation?

If you are searching for practical answers to these questions, this is a seminar you won't want to miss. In this outstanding **NEW** seminar, **Larry Lewin**, experienced secondary teacher, presenter and author, will present the key elements of differentiated instruction as they apply specifically to teaching writing in grades 6-12. Throughout this seminar, Larry will demonstrate a variety of practical teaching strategies designed to help each of your students become more competent writers.

***You'll leave this seminar with practical and innovative teaching strategies to enhance your differentiated writing instruction, and an extensive resource handbook to help you put these ideas to work immediately in your own classroom.***



## Ten Key Benefits of Attending

- 1. Take Your Differentiated Writing Instruction to the Next Level**  
Identify what you are already doing to differentiate writing instruction and what your next steps will be to advance your use of differentiation in your writing instruction
- 2. Utilize Differentiated Writing Strategies to Increase Student Success with the *Common Core State Standards* for Writing**  
Learn how you can utilize the new national writing standards to make better informed instructional decisions for the diverse levels of student writers in your classroom
- 3. Gain New Motivating Writing Prompts that Work Across the Curriculum**  
Acquire new writing prompts designed to increase student interest while decreasing student anxiety for writing
- 4. Learn How to Adjust the Prompt, the Audience, the Purpose, and the Mode**  
Utilize simple modifications in a writing assignment that will renew students' interest in, and energy for, writing in the content area or topic ... Here's how
- 5. Discover the Best Ways to Bring New Technologies into Your Classroom**  
Discover some of the best real-world technology applications to incorporate into your classroom that will facilitate and motivate academic writing in both fictional and informational text
- 6. Differentiate Writing Assessment as Well as Writing Instruction**  
Differentiation isn't just for instruction; it's also a means for assessment ... By applying alternate, authentic forms of assessment, you can reduce your paper load ... Timesaving tips for key targeted performance tasks with accompanying scoring guidelines
- 7. Provide Increased Opportunities for Student Choice in Writing**  
Draw on examples from teachers around the country on how you can incorporate more choices for your students' writing assignments ... Prompt options, mode choices, format preferences, and partner selection to promote student ownership, buy-in and enthusiasm for writing
- 8. Design and Assign Tiered Writing Prompts**  
Utilize an easy-to-use approach to tiering that takes into account current student writing-readiness levels ... Employ a pre-assessment writing task to determine which level of complexity each student is best ready to handle
- 9. Expand Writing Assignment Options by Incorporating Multi-Modal Presentations**  
Discover motivating yet purposeful ways to differentiate writing tasks by incorporating the use of drawings, doodles, graphics, or video clips to support and enhance students' writing for their intended audience and purpose
- 10. Learn Multiple Methods to Flexibly Group Students**  
Learn a variety of mix-and-match grouping configurations that place students into pairs, trios and groups of four depending on the stage of the writing process

## Outstanding Strategies You Can Use Immediately

- **How to keep your entire class progressing** by differentiating your writing instruction to better meet the diverse needs of your students
- **Practical ways to apply the four key principles of differentiation** to your writing program: student choice, tiered assignments, multi-modal activities, and flexible, temporary grouping configurations
- **How to employ the “shared-text/singular-text continuum”** to balance whole-class writing assignments with a degree of individual student choices, preferences and strengths
- **Learn a variety of mix-and-match grouping configurations** to boost cooperative groups and peer partners when it is appropriate
- **Utilize the new *Common Core State Standards*** to focus your writing program
- **How to teach the writing mode “canon”** – fictional/narrative, expository/informative, persuasive/argumentative modes – in new, surprising and engaging ways for even your most reluctant writers
- **New approaches to “peer editing”** ... Reframe “peer editing” into “peer response” ... Provide solid scaffolding for helping editing partners get serious about constructively assisting each other
- **How to help emerging writers be more successful at self-editing** ... Proven strategies to make revisions less mysterious and more achievable
- **How to pre-determine the “essential features”** – the key characteristics of any writing prompt – so that your students will clearly understand what the assignment requires of them
- **How to convert the “essential features”** into a scoring device that provides a heads-up for students on what they need to accomplish as well as constructive feedback on their writing
- **Innovative techniques** to guide your students to take “audience and purpose” seriously
- **Using digital technologies to expand the audience** of students’ writing well beyond classroom walls
- **How to more effectively differentiate writing instruction** by using “error pattern sheets” to track individual student writing needs
- **How to provide increased opportunities for your students** that complement their learning style strengths by bringing in more graphic visuals to their written texts
- **Strategies to help you move beyond the standard five-paragraph essay** ... Instill energy and motivation into your student authors using low-stress prompts like RAFT writing, Student-to-Author Talk Backs, Student-Authored Study Guides, and an Essay with an Attitude
- **How to identify which key writing strategies are most beneficial** at various stages of the writing process ... How to teach them to your students to increase competence and confidence
- **Practical ways to address the challenge of students** who complete assignments earlier than their classmates ... Use an “anchor activity” that expands and extends the writing assignment
- **Proven techniques** for conducting one-on-one student-teacher conferences using a hierarchy of questions aimed at getting the writer to clarify, expand, narrow, or reconsider a draft

“Larry provides many examples of teaching strategies to keep learning exciting for my students.”

– D’ANNA L. KLOEKER,  
TITLE I READING TEACHER



To Register,  
Call Toll-Free

1-800-735-3503

# A Message From Your Seminar Leader, Larry Lewin



**Bureau of Education & Research**

915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009-9668  
Phone (800) 735-3503 • Fax (425) 453-1134 • [www.ber.org](http://www.ber.org)

Dear Colleague:

Most teachers readily agree that teaching writing to students in grades 6-12 is becoming increasingly more challenging. Teaching our students to write, and to write well, has serious challenges, given the increased diversity of student populations in most classrooms.

My goal in this new seminar is to provide you with a wide variety of practical ways to incorporate the four key principles of differentiated instruction into your instructional writing program. Specifically, I want to share with you differentiated teaching techniques that:

- Add more student choices to writing
- Use tiered writing prompts
- Incorporate multi-modal writing
- Employ various grouping configurations for support in writing

Each of these key principles will be explored in detail with specific examples from secondary classrooms around the country – for you to examine, question, critique, and adapt for your classroom use.

Additionally, most states have adopted the new *Common Core State Standards* in writing. I want to examine these simplified standards with you to determine how you can best use them in informing, supporting and improving your teaching of writing.

I look forward to the opportunity to work with you at the seminar.

Sincerely,

Larry Lewin

P.S. The focus of this writing seminar is not on instructional theory about differentiated writing instruction, but on **practical strategies that really work with students in grades 6-12.**

“My goal in this new seminar is to provide you with a wide variety of practical ways to incorporate the four key principles of differentiated instruction into your instructional writing program.”



# What Your Colleagues Say About Larry Lewin

**"The strategies Larry presents are extremely practical. He presents the ideas in a logical way and provides samples and examples that reinforce and explain the concepts."**

– Emily Breese, High School English Teacher

**"Larry Lewin is a master at sharing usable, fun strategies that will work for all learners."**

– Tracy Thunem, 6th Grade Teacher

**"Larry's presentation is extremely useful. I learned realistic strategies to implement immediately."**

– Bonnie H. Shortino, 7th/8th Grade Social Studies Teacher

**"Larry presents absolutely one of the most beneficial seminars I've ever attended."**

– Valerie Masunas, 8th Grade Language Arts Teacher

**"Terrific! Larry presents one of the most practical seminars I've attended."**

– Chris Stultz, Jr. High Principal

**"Larry Lewin presented the best seminar I have attended thus far in my career. I look forward to implementing many (if not all) of the strategies I have learned today."**

– Christina Gonzalez, English Teacher

**"Larry Lewin presents realistic, usable, interesting techniques to meet the needs of all learners with the understanding that educators also have different strengths and weaknesses."**

– Betty Ilowitz-Ryder, Reading Specialist

**"Larry presented one of the best seminars I have attended – and I measure 'best' in terms of how much was presented that can be actually used tomorrow in class."**

– Mike DeMazza, High School Social Studies Teacher

**"Wonderful, practical strategies! I especially like the connection to core and the tech tools."**

– Angela Kanak, High School English Teacher

**"Larry does a terrific job presenting ideas I can use tomorrow ... A great variety, too!"**

– Lori Rill, English Middle School Teacher

## Uniquely Qualified Instructor

**Larry Lewin**, a classroom teacher for more than 30 years' working with students in grades 6-12, now consults for school districts across the United States and Canada. Internationally recognized for his expertise in developing strategies for writing improvement, he is the author of *Practical Strategies for DIFFERENTIATING WRITING INSTRUCTION in Your Classroom (Grades 6-12)*, the extensive teaching resource handbook that each participant will receive at the seminar. Additional authorship credits include *Great Performances: Creating Classroom-Based Assessment Tasks*, 2nd Ed. (ASCD); *Teaching Comprehension With Questioning Strategies That Motivate Middle School Readers* (Scholastic); *Reading Response That Really Matters To Middle Schoolers* (Scholastic); *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12* (Jossey-Bass); and three writing textbooks for *Stack the Deck Writing Program*. As an experienced teacher who served grades 6-12, and now a university writing methods instructor, Larry knows what works and what doesn't in today's classrooms.



“This seminar contains very practical and easy-to-use differentiation strategies.”

– KEN FILAS, HIGH SCHOOL LANGUAGE ARTS INCLUSION FACILITATOR

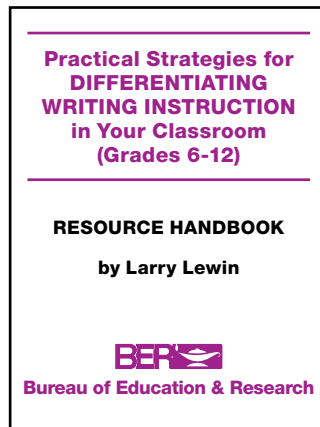


## Special Benefits of Attending

### Extensive Differentiated Writing Instruction Resource Handbook

Each participant will receive an extensive resource handbook specifically designed for this seminar. The handbook includes:

- Student-written work samples from various grade levels and subjects
- Instructions with accompanying formats for new writing prompts
- Assessment devices that can reduce grading time and paper load
- Reflective prompts with time to process new ideas, ponder possibilities and consider modifications
- Peer response guidelines and activities
- Teacher-student conference protocols



### Meet and Share

This seminar provides an excellent opportunity for participants to meet and share ideas with other educators interested in strengthening student writing abilities in their classrooms.

### Consultation Available

Larry Lewin will be available at the seminar to answer questions and address the unique needs of your own writing program.

### Semester Credit Option

One graduate level professional development credit is available with an additional fee and completion of a follow-up practicum project. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at the seminar.

### Meet Inservice Requirements

At the end of the program, each attendee will receive a certificate of participation that may be used to verify hours of participation in meeting continuing education requirements.

### Can't Attend?

A related BER seminar, *Practical Strategies for Achieving Success with Struggling Readers and Writers (Grades 6-12)*, also presented by Larry Lewin, is available on CDs with a comprehensive resource handbook at a cost of \$99.00 plus \$9.00 shipping and handling. To order, call toll-free 1-800-735-3503 (**Stock #A-HRL-1757**) or use the order form on the back page.

### Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. Now offering On Demand Video-Based courses as well as Scheduled Instructor-Led courses. You also may earn optional graduate-level credits for most courses. See the catalog of available courses at [www.ber.org/onlinelearning](http://www.ber.org/onlinelearning).

### On-Site Training

Most BER seminars can be brought to your school or district. See the options at [www.ber.org/onsite](http://www.ber.org/onsite) or call 877-857-8964 to speak to one of our On-Site Training Consultants.

## FOUR EASY WAYS TO REGISTER:



**PHONE toll-free:**  
**1-800-735-3503**

(Weekdays 6 a.m. - 6 p.m. Pacific Time)



**REGISTER ONLINE at:**  
**www.ber.org**



**FAX this form to:**  
**1-425-453-1134**



**MAIL this form to:**  
**Bureau of Education & Research**  
915 118th Avenue SE • PO Box 96068  
Bellevue, WA 98009-9668

## Who Should Attend

Educators serving Grades 6-12: Classroom Teachers; English and Language Arts Teachers; Content Area Teachers incorporating writing into their subject areas; Special Needs Teachers; and Gifted Education Teachers.

## Program Hours

All seminars are scheduled 8:30 a.m. - 3:15 p.m.

Check-in 8:00 a.m. - 8:30 a.m.

## Fee

The registration fee is \$225 per person, \$205 per person for groups of five or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.** No cash please. Fee includes seminar registration, morning coffee and tea, a personalized certificate of participation, and an extensive resource handbook.

## Cancellations/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the seminar. Late cancellations can exchange for a certificate to attend another seminar or will be refunded less a \$15 service fee. Substitutions may be made anytime without charge.

## Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at **www.ber.org**. The Bureau is North America's leading presenter of seminar training for professional educators. Programs are based on sound research, are highly practical in content and consistently receive excellent evaluations.

## Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Burlington: Hilton, (802) 658-6500
- Hartford: DoubleTree – Bristol, (860) 589-7766
- Manchester: Southeastern Regional Education Service Center – Bedford, (603) 206-6800; hotel accommodations available at Hampton Inn – Bedford, (603) 623-2040
- Newark: Holiday Inn – Parsippany, (973) 263-2000

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.



## Possible Funding Sources

Race to the Top grants; Elementary and Secondary Education Act funds, including Title I School Improvement Grants; Title VI; Title VII; Restructuring grants; At-Risk grants, Bilingual/ESL and Migrant Education funds; IDEA; Demonstration School Funds; Parent Teacher Organizations; and Inservice Training funds.

## Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.



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## Practical Strategies for DIFFERENTIATING WRITING INSTRUCTION in Your Classroom (Grades 6-12)

### Registration (WDL4F1)

- 1. **Burlington, VT** – December 19, 2013
- 2. **Hartford (Bristol), CT** – December 17, 2013
- 3. **Manchester (Bedford), NH** – December 18, 2013
- 4. **Newark (Parsippany), NJ** – December 16, 2013

FIRST NAME	M.I.	LAST NAME
_____		
POSITION, SUBJECT TAUGHT	GRADE LEVEL	
_____		
SEMINAR LOCATION NUMBER: _____ (Please see list above)		

*List additional registrants on a copy of this form*

SCHOOL NAME	
_____	
SCHOOL MAILING ADDRESS	
_____	
CITY & STATE	ZIP CODE
_____	_____
SCHOOL PHONE NUMBER	HOME PHONE NUMBER
( ) _____	( ) _____

*Registration confirmations are sent via e-mail.  
If you would like a confirmation, please provide your e-mail address.*

E-MAIL ADDRESS	
_____	
HOME MAILING ADDRESS	
_____	
CITY & STATE	ZIP CODE
_____	_____

**IMPORTANT: PRIORITY ID CODE EWDL4F1**

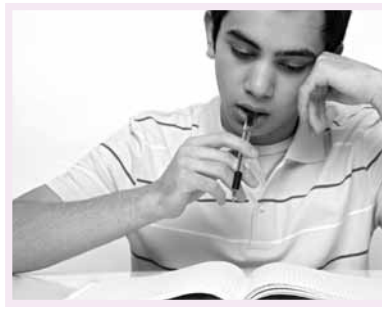
### FOUR EASY WAYS TO REGISTER:

**PHONE toll-free: 1-800-735-3503** (M-F 6 a.m. - 6 p.m. PST)

**FAX this form to: 1-425-453-1134**

**MAIL this form to:**  
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**REGISTER ONLINE at: [www.ber.org](http://www.ber.org)**



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## Strengthen Your Writing Instruction (Grades 6-12)

WDL4F1

PLEASE DO NOT DETACH MAILING LABEL (Just make corrections as needed)

## Practical Strategies for DIFFERENTIATING WRITING INSTRUCTION in Your Classroom (Grades 6-12)



### METHOD OF PAYMENT

The registration fee is \$225 per person,  
for groups of five or more registering at the same time, the fee is \$205 per person.  
**Payment is due prior to the program.** No cash please.

- A check (payable to **Bureau of Education & Research**) is attached
- A purchase order is attached, P.O. # \_\_\_\_\_  
(Be sure to include priority ID code on the P.O.)
- Charge my:  MasterCard  VISA  Discover

Account # \_\_\_\_\_ Exp. Date: \_\_\_\_\_  
MO/YR

Please print name as it appears on card \_\_\_\_\_ Signature (required for credit card purchases)

CONFIRMATION # (If you are confirming a previous registration) \_\_\_\_\_

### CAN'T ATTEND?

- I'd like to order the CD version of the related seminar, *Practical Strategies for Achieving Success with Struggling Readers and Writers (Grades 6-12)*, by Larry Lewin, \$99.00 plus \$9.00 shipping (**Stock #A-HRL-1757**).