

Talk to Write, Write to Learn™

Speech organizes and guides children's use of symbolic tools well before alphabetic writing emerges (Vygotsky, 1978). Indeed, it is difficult to see how children could learn to compose with written graphics unless they already could use comfortably a natural language (oral or sign; Ramsey, 1997) as a tool to plan, narrate, make queries, and even reflect on, and analytically examine, speech itself.

Anne Hass Dyson, *Writing and Children's Symbolic Repertoires: Development Unhinged in Handbook of Early Literacy Research* (Neuman, S B. & Dickinson, D. K.eds., 2002)

Though educators often speak of the link between oral language and reading achievement, they speak less often about the link between oral language and writing achievement. This workshop is designed to help educators focus on the link between oral language and writing, as well as to provide educators with tools to increase student achievement in these areas. As part of their registration fee, participants will receive the *Talk to Write, Write to Learn™* educational kit, which is designed to heighten oral storytelling and improve listening, reading comprehension, expository text comprehension, and writing for students in grades two through six.

In this session, the connection between oral language, comprehension, and writing will be examined, and the writing process and writers' workshop will be explored in this context. Through the use of hands-on tools, iconic mapping, read-alouds, and think-alouds, participants will be presented with strategies to improve students' narrative and expository writing skills, including writing the five-paragraph essay. Differentiated and tiered instruction as well as assessment are important parts of the framework that will be presented, which is aligned with state standards and NCLB and IDEA guidelines.

In order to improve students outcomes, participants will:

- explore methodology that connects oral language, comprehension, and writing;
- use read-alouds as a springboard for oral language and writing;
- develop strategies to teach writing using the writing process and writers' workshop; and
- explore the macrostructure and the microstructure of writing.

Please Note: This session has been designed to fulfill partial requirements for P.A. 99-211, which mandates 15 hours of training (or 1.5 CEUs) on the teaching of reading during a five year CEU cycle.

Date, Time, Location:

Wednesday, October 17, 2007
9:00 a.m. to 3:30 p.m.
SERC, Middletown



www.ctserc.org

Presenter:

Maryellen Roney Moreau, CCC-SLP
Founder and President
MindWing Concepts, Inc.
Springfield, MA



Audience: Grades 2-6

Forty (40) general and special educators, literacy specialists, student support services professionals, paraprofessionals, and curriculum specialists/coordinators

CEUs: .7

Includes:
Full Attendance
Post-Activity Application of Learning

Registration Fee:

\$130.00 per person
(Fee includes Talk to Write, Write to Learn™ kit.)
Payable to Rensselaer at Hartford
Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs:

Contact: Leticia Garcia Guerra
Senior Project Assistant
(860) 632-1485, ext. 233

Register By:

October 9, 2007

Literacy Initiative

Please return application to SERC, **Literacy Initiative**, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

APPLICATION FORM: **Talk to Write, Write to Learn™** (08-45-006 – FN/Literacy)lgg (Please print clearly.)

District/Region _____ School/Program _____ Work Phone (____) _____

Name _____ Home Phone (____) _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

Release time is approved for educators: Administrator's Signature is required _____

In which region do you receive/provide services? ACES // CES // CREC // EASTCONN // ED CONNECTION // LEARN