New England Reading Association
60th Annual Conference:
“Striving Readers and Writers: Literacy for All for Today and Tomorrow”

September 25th and 26th 2008
Springfield Marriott  Springfield, MA

Thursday September 25th 2008

7:30-8:30  Registration and Continental Breakfast
8:30-8:45  Greetings: Ruth Davison, NERA President
           Introductions: Catherine Kurkjian, NERA President Elect

8:45-10:00 Keynote

Donald J. Leu
University of Connecticut

Julia Coiro
University of Rhode Island

Julia Kara-Soteriou
Central Connecticut State University

"Continuing the New Literacies Journey: This Year’s Research and Promising Practices for Teaching Online Reading Comprehension"

This panel will share emerging data and insights gathered through the collaborative efforts of teachers, school leaders, and researchers to implement the integration of the new literacies of online reading comprehension into school classrooms. It will pick up from last year’s address and put you in touch with the latest research completed at the New Literacies Research Lab at the University of Connecticut and other universities. The newest ideas and resources for classroom reading and writing instruction will be presented. This research has been funded by the Institute for Educational Sciences, the National Science Foundation, the Australian Research Council, the North Central Educational Research Lab, the Connecticut Association for Reading Research, the Connecticut Reading Association, and the Carnegie Foundation of New York.

10:00-10:30 ESANE EXHIBITS/Break

INSTITUTES 10:30-12:30 – Note: Institutes are 2 hours in length

A  Lisa Zawilinski, Donald Leu, Greg McVerry, & Ian O’Byrne: University of Connecticut; Julie Coiro: University of Rhode Island; Julia Kara-Soteriou: Central Connecticut State University
Working with New Literacies: Preparing Students for New Forms of Reading and Writing
This institute, in a rotating series of round tables, will provide a range of teaching ideas for integrating the new literacies of online reading comprehension into your classroom. Several different models of instruction will be described along with practical ideas, including the most important online websites with new resources to use in your classroom. We will also provide you with our latest scope and sequence of online reading comprehension skills, developed during several recent research grants.

B  Thomas Gunning: Central Connecticut State University & Susan Santora: Director, Learning House, Guilford, CT. Response to Intervention: Implementing Tiers I, II, and III
This session will provide a flexible framework for constructing and implementing an RTI program, with an emphasis on Tiers II and III. Steps for improving Tier I will be explored. Screening and progress monitoring options will be discussed as well as intervention programs for Tiers II and III, including major multisensory approaches.

C  William Farr & Kim Richards: University of Connecticut
Redefining Assessment in the Writing Workshop: Assessing the Process as Well as the Product
This interactive presentation redefines assessment in the writing workshop classroom. Topics include assessing students’ writing so assessment is valuable for teacher and student, addressing assessment strategies to inform the writer and the instruction, and using assessment to help teacher and student understand modifications that have, or have not, happened.

D  Sue Biggam: Vermont READS Institute at the University of VT; Kathleen Itterly & Sandra Berkowitz: Associate Professors, Westfield State College, MA
Positive Profiling: Assessing and Planning for Developing Readers and Writers
In this session participants will be introduced to a Literacy Profile which provides a standards-based framework for assessing, documenting and planning for students’ literacy development, K-4. We’ll explore different ways to use the Profile and discuss how to get started. Participants will also review samples of student work and informal assessments, and consider how the Profile might be used to help plan next steps for students.
SESSIONS 10:30-11:30

1 Helen R. Abadiano & Kenneth J. Weiss: Central Connecticut State University
   Using Poetry to enhance Reader Response to Multicultural Children's and Young Adult Literature
   This session presents a series of targeted, structured, and modeled activities using poetry to enhance students' reader response to multicultural children's and young adult literature in grades K-3, 4-6 and 7-12. Participants will also be engaged in creating activities using poetry to enhance their students' reader response to multicultural literature. K-12

2 Spring Hermann: Children's Book Author
   Living & Reading History: Why I Write Adolescent Non-Fiction
   Why and how I wrote "Anne Frank: Hope in the Shadows of the Holocaust, The Struggle for Equality, and forthcoming, The Masters: Slavery & the U.S. Presidency and how children can appreciate the past struggles of people their age, gender, and race and use of non-fiction to discover their own place in history. Grades 6-9

3 Lois Lanning: Assistant Superintendent of Schools, Pomperaug Regional School District 15, CT
   Explicit Intervention for Students Struggling with Comprehension
   The focus of this session will be on how to structure small group instruction for students in grades 3-8 who struggle with comprehension. In order to not overwhelm the already confused reader, the typically long list of skills and strategies often found in curriculum documents and is reduced to four key comprehension strategies. Grades 3-8

4 Martha Beaudoin: staff developer; Roseanne Daigneault: consultant at EASTCONN; & Rose Zibikowski: Language Arts Curriculum Specialist for West Hartford, CT
   Real Reading. Real Connections. Real Life
   This session provides secondary language arts/literacy teachers a blueprint that scripts scaffolded strategy mini-lessons and thematic-based instructional sequences. It bridges the gap between school and the workplace and empowers students to recognize reading relevance in the adult world. Middle & High School

11:45-12:45 Concurrent Sessions:

5 Nancy Witherell: Bridgewater State College & Mary McMackin: Lesley College
   Differentiating Vocabulary, Reading, Writing Instruction through Tiered Graphic Organizers
   This presentation will be interactive and explain tiered graphic organizers, their use and how to implement them in the classroom. We will share how these leveled graphic organizers can be used to differentiate instruction in vocabulary, reading, and writing as we explain how they can be utilized in reading lessons. Grades 4-8

6 Patrick Nally: Title I Coordinator and K-3 Reading Teacher, Waits River Valley School, East Corinth, VT
   Teaching Vocabulary in K-3 Classrooms: A Review of Research and Practices
   In this session, we will review key research findings concerning vocabulary development and discuss guidelines for selecting vocabulary, steps for building vocabulary, and how to develop "student-friendly" definitions. Participants are asked to bring a favorite vocabulary-rich, read-aloud book appropriate for their grade level. K-3

7 Jan Kristo: University of Maine
   How Reading Aloud Nonfiction Becomes the Gateway to Teaching Nonfiction
   The presenter will share recent nonfiction titles and show how to plan read aloud sessions that incorporate powerful teaching strategies that help student learn to become more powerful thinkers, readers and writers of nonfiction. Grades 3 and up

8 Agnes Burns: Literacy Specialist, Torrington Public Schools
   Literacy and Boys: The Other Achievement Gap
   This session will explore the achievement gap of boys in literacy and to provide ways for classroom teachers to engage boys and help them to be successful readers. Handouts will include a list of strategies and a recommended list of books for boys. K-8

1:00-2:15 Luncheon:

Ralph Fletcher

Ralph Fletcher has written numerous books for writing teachers including Boy Writers and Craft Lessons and Writing Workshop: The Essential Guide. His books for students include Marshfield Dreams: When I Was a Kid (a memoir) and The Sandman. He has a special interest in encouraging young writers.

Engaging Boy Writers

There is ample evidence that many boy writers are struggling in school. Ralph Fletcher will explore why this is so and what we can do to create boy-friendlier writing classrooms. Sponsored by Stenhouse Publishers

2:15-2:45 or 2:15-3:00 ESANE EXHIBITS/Break

3:00-5:00 Concurrent Sessions:

INSTITUTES 3:00-5:00 – Note: Institutes are 2 hours in length

E Ralph Fletcher: Children's Literature Author, and Author of Professional Books for Writing Teachers
   Teaching the Qualities of Writing -- sponsored by Stenhouse Publishers
   It's not enough that students are writing more; we want them to become stronger, more effective writers. This institute will examine the qualities of writing, and best-practice ways we can teach them to students. Grades 3 and up

F Janet Allen: International Consultant & Author of Numerous Professional Books to help Struggling Readers
   Get Real! Instructional Strategies to Support Reading and Writing Nonfiction -- sponsored by Recorded Books
   This interactive workshop will highlight a variety of instructional strategies that support students' comprehension and writing of nonfiction. Expository and information texts require knowledge of text features, text structures, specialized vocabulary, questioning, and note-taking. Join us as we explore instructional strategies that help students get real with reading and writing. Grades 3-12

SESSIONS 2:45-3:45

9 Mary E. Shorey: Bridgewater State College
   Poetry with a Purpose: Writing to our Soldiers
   This presentation explains how 2nd graders and college students worked together to learn about poetry and writing poetry for an authentic purpose -- to share their work with soldiers in Iraq. Poetry cards, letters, and a published poetry book were sent to the troops. Examples will be displayed. Primary & Elementary Grades
10 Regine Randall: CT Regional School District 5 & Joseph Marangell: East Haven High School, CT
Writing Literacy Instruction into Content Area Curriculum: Specific Approaches for Refining and Strengthening Practice in Secondary Classrooms
Curriculum documents are a vital, if underused tool, in establishing standard frameworks for embedded literacy instruction across secondary content areas. By incorporating strategic reading tasks that require students to access traditional and digital texts, teachers can better explore ways to link discipline-specific benchmarks to literacy competencies and enhance achievement. Middle & High School

11 Rolandes Klaulevicius: Children's Book Illustrator and Artist
A visit with Zooliads Illustrator Rolandes Klaulevicius
In this session you will meet children's book illustrator Rolandes Klaulevicius. He will discuss his artwork, his inspirations and share tips on how to create stories, teach through games and music and will provide drawing demonstrations. K-3

12 Pegi Deitz Shea: Children's Literature Author
Banish the 'P'-Word; Spread the 'I'-Word: Goodbye, Prompt; Hello, Inspiration
Nobody likes the word "Prompt." The author shares ways she was "Inspired" to write some of her books, and adapts them for use in your classrooms. Workshop ways you can inspire your students to write and--perhaps more importantly--teach them how to "self-inspire." All grades

13 Quality Quinn: Educational Consultant
Using Technology to Play High Speed Catch-Up for Below-Level Readers – sponsored by Compass Learning
The focus for the classroom has returned to instruction, not just test preparation instruction. The key to this instruction is well mined data, strong differentiated models, and vivid, meaningful opportunities for fluency building. Content area reading comprehension is the grade level pay off. Pass out the number two pencils!!! This interactive session will show how technology partners with, and not replaces, quality instruction. K-12

SESSIONS 4:00-5:00

14 Rosalie Fink: Professor of Literacy, Lesley University, Cambridge, MA.
Interest and Motivation in Age of High Stakes Testing
How do striving readers and writers succeed in literacy and life? This session presents research based on 66 inspiring case studies and lots of practical activities, strategies, and materials to spark each child's motivation to read. The presenter discusses approaches to teaching that will spur progress for all types of kids. K-12

15 Megan Lambert and Jane Lannak: The Eric Carle Museum of Picture Book Arts
A Book in Hand: Multiple Copy Storytimes
The Carle and the Early Childhood Learning Lab, a mixed age preschool at Boston University, are engaged in a pilot program implementing and studying the "Book in Hand Storytime Model", a multiple copy shared reading approach developed by Megan Lambert. Learn how we've attempted to work out the kinks and articulate this innovative read aloud method, with exciting insights into benefits for children who are learning English as a second language. K-2

16 Melissa Stewart: Children's Book Author
The Art of Nonfiction
This award-winning author of more than 100 nonfiction books for children shares how to create great nonfiction choosing compelling topics and doing solid research. But language is important, too. It must be clear and precise as well as lively and engaging. Using the Six Traits of Writing as a starting point, this presentation explains how to craft nonfiction that sings. Grades 3-8

17 David Monti Professor Emeritus, Central Connecticut State University, Consultant, HMH School Publishers
What is going on in my head as I am reading?
In this session participants will learn how to model the five aspects of thinking during learning: questioning; clarifying; connecting; summarizing; and predicting. Using the gradual release of responsibility model, we will stress modeling the use of these though processes with students. Grades 1-12

18 Meredith Menton: Reading Consultant Memorial Middle School Region 15/Middlebury/Southbury, CT &
Debra Tibbault: Literacy Coordinator K-12 Berlin, CT
Keepin' Up with the Times: New, Critical and Media Literacies
Teachers will learn how blogs, wikis, ipods, video clips, websites and more can motivate students to become independent strategic literacy learners in any class. Grades 5-12

5:00 Cross-state Networking Session
- Meet your NERA delegates representatives.
- Have an opportunity to comment on this year's Nera Annual Conference and give suggestions for the format and future speakers at future conferences.
- Meet other NERA members with whom you can network.
- Hear what is happening in different states regarding current issues and upcoming professional development events and opportunities.

Thursday Evening: September 28, 2008

6:00 President's Reception:
All are invited to meet the Past-Presidents of the New England Reading Association, network, and socialize! (Cash bar)
7:00 NERA Annual Awards Banquet

Come to support your state’s recipient of the NERA Literacy Award!
- Connecticut honors Donald J. Leu, University of Connecticut, Storrs, CT
- Maine honors Jennifer Allen, Waterville, ME school district
- Massachusetts honors Jo Ann Thompson, Hopkinton Public Schools, MA
- New Hampshire honors Penny Kittle, Kennett High School in Conway, NH
- Rhode Island honors Barbara Halzel, Providence Public Schools, RI
- Vermont honors Helen Lanthier, St. Albans, VT

Banquet Presenter:
Jim Trelease

Since writing his bestseller, The Read-Aloud Handbook, in 1982, Jim Trelease has traveled to all 50 states and abroad, advocating the benefits of reading aloud to children. In doing so, he's won the applause of both teachers and parents for his pleas in behalf of literacy efforts that contain less "pain" and more focus on turning books into friends, not enemies. While more than 60 U.S. colleges use his Handbook as a text for education students, Chinese, Japanese, Korean, and Spanish editions now reach parents and teachers worldwide, and inspired the successful "All of Poland Reads to Kids" campaign in Europe.
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“Striving Readers and Writers:
Literacy for All Today and Tomorrow”
Friday September 26th 2008

7:15- 8:15 Hot Topics and Continental Breakfast
If you’re an early bird, come for coffee/tea and chat at tables marked with “hot topics” for discussion. No sign-up needed for these sessions!

Sample table topics include:
- Data "Driven" Decision Making – what’s the Speed Limit?
  Jennifer Webb: Two Rivers Magnet Middle School East Hartford, CT & Michael Webb: Enfield High School Enfield, CT
- Formative assessment – what’s it really about?
  Sue Biggum, VT READS Institute, University of VT
- Bringing genres and new literacies together: Cyber Lessons in middle school Language Arts.
  Betty Muratti, Roosevelt Middle School, New Britain, CT
- Caught in a Webquest: Learning about self and others
  Denise Stemmler, Gideon Welles School, Glastonbury, CT
- A Peek at the Perks of NERA Membership
  Lizabeth Widdifield, Coventry Public Schools, Coventry, RI
- Coaching for Change and Mentoring for Leadership
  Pam Chomsky-Higgins: VT READS Institute at the University of VT

7:30-8:30 Registration and Continental Breakfast
8:30-8:45 Greetings: Ruth Davison, NERA President
NERA Mission: Catherine Kurkjian, NERA President Elect
8:45-10:00 Keynote

Ellin Oliver Keene

Ellin Oliver Keene consults with schools and districts throughout the country and abroad on issues related to literacy teaching and learning and leadership. She is the co-author of MOSAIC OF THOUGHT: TEACHING READING COMPREHENSION IN A READER’S WORKSHOP (Heinemann, 1997, 2nd edition, May 2007), ASSESSING COMPREHENSION THINKING STRATEGIES (Shell Educational Books, 2006) and TO UNDERSTAND (Heinemann, 2008).

To Understand: Exploring New Horizons in Comprehension Teaching and Learning
What does it mean to truly understand? For what purpose do we teach comprehension strategies? How can we systematically raise expectations for students’ comprehension across the curriculum? Ellin will propose that we consider new types of discourse with students to enhance comprehension and intellectual engagement.
Sponsored by Houghton Mifflin Harcourt Supplemental Publishers: Great Source

10:00-10:30 ESANE EXHIBITS/Break

10:30-12:45 Concurrent Sessions:

INSTITUTES 10:30-12:30 – Note: Institutes are 2 hours in length

G Jodiann Tenney, Literacy Facilitator & Teresa Morais, ESL Teacher, Waterbury Public Schools
Sheltered Literacy Instruction
This session will focus on using Sheltered Instruction to improve literacy of English Language Learners. Participants will be given ideas on how to activate students’ background knowledge, use nonlinguistic representations, build academic vocabulary, and use formative assessments to maximize Ell student engagement. Grades 2-8

H Lynda Valerie (Facilitator) Director Central Connecticut Writing Project (CCWP), Judy Andrews, Dana Coelho, Nick Chanese, Doreen Lawson, Tahlya Farrington, Erika Sacharko, Sheila Foss-Swanson, Megan Zaba, and teachers/fellows of CCWP Central Connecticut State University
Teachers Teaching Teachers: The Central Connecticut Writing Project Roundtable Presentation
The National Writing Project is a teacher-teaching-teachers professional development model that demonstrates: best practices of teaching writing, extending student thinking across content areas and enriching teachers’ reflective practice. In this roundtable forum sessions teachers will reflect on their writing instruction, provide writing demonstration lessons, All in the Family writing activities, and engage participants in a mini writing marathon. All Levels

I Jeanne Paratore: Coordinator of the Reading Education and Literacy and Language Education Programs at Boston University
Acting on What We Know about Instruction for Struggling Readers – sponsored by Pearson Scott Foresman
This presentation will combine research-based evidence and videotape from unscripted classroom and clinical settings to provide a framework for discussion about the actions teachers, literacy specialists, and school administrators must take to make a difference for children who find learning to read and write difficult. K-8

SESSIONS 10:30-11:30

19 Nancy Boyles: Professor and Graduate Reading Program Coordinator Southern Connecticut State University
Coaching Teachers toward Excellence in Explicit Literacy Instruction
Learn to use an instrument for monitoring and coaching teachers in implementing explicit literacy instruction—complete with indicators of what to look for to identify when literacy instruction is going well, and when it is going off-track. Handout includes monitoring checklists for all components of the literacy block as well as a protocol for observing model lessons. K-8

20 Matt Copland: Consultant for the Kansas State Department of Education
Socratic Circles: Empowering Student-Directed Discussion, Part I of II – sponsored by Stenhouse
Socratic Circles, a structure for student-centered discussion with the teacher as facilitator, offer students the opportunity to construct knowledge through conversation and improve their discussion skills through peer coaching. This presentation offers an introduction to the process of Socratic Circles and an overview of the theoretical underpinnings that make it successful. This presentation will continue in Session 30. **Middle-High School**

Ellin Oliver Keene: National/International Literacy Consultant  
**Making the Dimensions and Outcomes of Understanding Come to Life in the Classroom** — sponsored by Great Source Ed. Group  
Ellin will describe specific ways in which teachers can help children comprehend at a much deeper level, far more consistently. Using the Dimensions and Outcomes of Understanding shared in the keynote, teachers will explore ways in which they can enhance students’ intellectual development — every day, for every child. **K-8**

### 22 **Barbara Mikush: Reading and Language Arts Consultant & Sarah Moreira: Language Department Coordinator for Region 15, Middlebury, CT**

**Make the Most of Phonological Awareness and Word Study Instruction: What You Need to Know and What You Need to Do**

This workshop will provide participants with the necessary information for identifying at-risk students in the areas of phonological awareness and word study skills and practical ideas for ensuring the success of even your neediest students. Participants will gain an understanding of the connection between language structure and its implications on the process of learning to read and write. **K-3**

### 23 **Joan Van Bramer: Sage College in Troy New York, past president of the Vermont Council on Reading**

**Children’s Literature: A Window into Critical Literacy and Kindness**

This session will provide children’s and young adult literature that can be used to teach critical literacy and address important social justice issues such as racial and ethnic prejudice and bullying. Ideas for implementing a curriculum for kindness will be discussed to help counter a culture of bullying and name-calling. **K-8**

### SESSIONS 11:45-12:45

### 24 **Patricia Mulcahy-Errt: University of Bridgeport, Bridgeport, CT**

**Research and Practice about Study Strategies for Secondary-level Students**

This session will feature an overview of the most commonly prescribed study strategies and will present current research about those strategies. While this session will focus on study strategies for traditional print literacies in secondary classrooms, the implications for online text and newer academic literacies will be discussed. **Secondary**

### 25 **Pam Chomskey-Higgins: Co-Director, Vermont Reading First Grant, Consultant, Bridging Project, Vermont READS Institute at UVM & Jane Mekkelsen: Literacy Leadership Initiative Co-Cordinator, Vermont READS Institute at UVM, Reading First Coordinator, Winooski, VT**

**Literacy Coaching: Conversation, Partnership, Leadership**

The role of literacy coaching is complex, varied, and, often misunderstood. In this presentation we will provide frameworks and resources for integrating this role in our leadership and teaching. Participants will view teaching and coaching episodes to practice coaching strategies. **K-12**

### 26 **Teresa Benedetti: ELL Coordinator for the Westfield Public Schools; Rosalind Brezinski ESL Instructor, Westfield Public Schools & Natalya Kofman, Highland School, Westfield Public Schools**

**Differentiating Instruction of English Language Learners**

This presentation will focus on how the classroom teacher collaborates with the ESL teacher to appropriately differentiate instruction for English language learners as they learn to read and write for academic purposes in English. Use of the English Language Proficiency Benchmarks and Outcomes will be demonstrated along with samples of student work as this is an integral tool for the instruction of ELLs. **Elementary**

### 27 **Diane Kern: University of Rhode Island**

**Vocabulary Strategies for Struggling Readers**

We know that students' vocabulary knowledge is strongly linked to their reading comprehension and overall academic success. Helping to close the vocabulary gap among our “word rich” and “word poor” readers is a constant challenge for teachers. In this session, participants will learn about research-based and teacher-tested strategies to improve the vocabulary knowledge of their struggling readers. **K-2**

### 28 **Nora Baskin Raleigh: Children's and Young Adult Book Author**

**Finding Fiction in Facts**

This session will focus on writing adult and children's fiction. Going through the writing process participants will learn ways writers, young and old, can mine their own memories and those of the people around them to create scenes and stories. Participants will learn how writers can put the DNA into characterization and will be provided with suggestions for making revisions. **Grades 4 and up.**

### 1:00-2:15 Luncheon:

**Jane Yolen**

*Jane Yolen is an author of children's books, fantasy, and science fiction and has authored over 200 books. She is also a poet, a teacher of writing and literature, and a reviewer of children's literature. She has been called the Hans Christian Andersen of America and the Aesop of the twentieth century. Jane Yolen's books and stories have won the Caldecott Medal, two Nebula Awards, two Christopher Medals, the World Fantasy Award, three Mythopoeic Fantasy Awards, the Golden Kite Award, the Jewish Book Award, and the Association of Jewish Libraries Award.*

**An Alphabet for Teachers**

Going through the alphabet, the writer speaks to teachers about reading, story, and a lifelong love of words.

**2:30-3:30 Concurrent Sessions:**

### 29 **Jesse Turner & Elene Demos (Facilitators): Dept. Reading and Language Arts. Central Connecticut State University; Jennifer Borch: 6-12 CSDE; Maydie Bombart: Literacy Coordination, New Britain Public Schools CT; Judy Cunningham Latonie: Language Arts Consultant K-5 Granby Public Schools; William Farr, University of Connecticut; Cathy Joann White the CSDE Reading First Coordinator**

**The Promise of Literacy Coaches: Panel Discussion on "five Ws of literacy coaching**

This is an open forum that will discuss both the promises and challenges of reading coaching. For panel members and participants there will be a talking points bulletin and article links posted online to read before the conference to jump-start the thinking process. **K-12**
Directions to the Springfield Marriott
Springfield Marriott
2 Boland Way
Springfield, Massachusetts 01115 USA
Phone: 1-413-781-7111

| I-91 North –from Hartford, Rhode Island, NY, etc. | I-91 South-from Vermont and points north |
| I-91 North to Exit 6 (Columbus Ave, Springfield Center) | I-91 South to Exit 7 (Springfield Center) |
| Go straight through 4 lights and the hotel is on your right | At first light, left under the highway |
| Take parking ramp to C-level, elevator to hotel entrance | Next light, left and the hotel will be on your right |

| MA Turnpike (Rt.90 East) | MA Turnpike (Rt.90 East) |
| Take exit 4 off the MA Turnpike; 91 South to Exit 7 | Take exit 4 off the MA Turnpike; 91 South to Exit 7 |
| Follow directions from 91 South above | Follow directions from 91 South above |

If you are planning to stay overnight:
Hotel Reservations are made directly with the Springfield Marriott. There are LIMITED rooms available, so REGISTER directly with the hotel NOW! Please mention that you are with NERA to receive the reduced Conference Discount Rate. Springfield Marriott 2 Boland Way Phone: 1-413-781-7111

If you require special handicap assistance, please contact NERA's Executive Director @ newenglandreading@cox.net
NERA reserves the right to make program changes due to circumstances beyond its control.

New England Reading Association
2007-2008

Executive Board

President – Ruth Davison (ME)
2nd Vice-President - Eileen B. Leavitt (NH)
Treasurer – Sandip Wilson (ME)

President-Elect – Catherine Kurkjian (CT)
Past-President - Sue Biggam (VT)
Executive Director- Arlene Hawkins

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Margaret Salt

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Sue Welch
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Nancy Witherell
Kathleen Itterly
Cynthia Rizzo

Vermont
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Lindy Johnson
Pam Chomsky-Higgins

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1st Vice-President – Diane Kern (RI)
Secretary - Dorothy Herrin (VT)
Journal Editor - Catherine Kurkjian (CT)
New England Reading Association
60th Annual Conference:

“Striving Readers and Writers:
Literacy for All for Today and Tomorrow”

Pre Conference Event

NAISMITH MEMORIAL
BASKETBALL\
HALL OF FAME
1000 West Columbus Avenue
Springfield, MA  01105-2532
(413) 781-6500
Fax (413) 781-1939

**Wednesday Pre-conference:**  Fast Break Curriculum: Capturing the imagination of youth via their love and interest in basketball

**September 24, 2008**

1:00 to 4:00 PM
The Naismith Memorial Basketball Hall of Fame invites you to take advantage of the unique opportunity to attend a one hour session to learn about their Fast Break Curriculum and to then take a tour of their amazing and unique venue. The Fastbreak curriculum, designed to capture the imagination of youth via their love and interest in basketball, consists of lesson plans in the areas of Math, Science, Geography, Social Studies, Language Arts, History and Health *spanning grades 3-8*. Basketball serves as a focal point for a variety of activities to help students better observe, interpret, evaluate and developing reflective and critical thinking.
The Hall of Fame is located 10 minutes from the Springfield Marriott. For more information visit the Hall of Fame website at [http://www.hoophall.com/](http://www.hoophall.com/)
Admission Price: $12.00. Please call (413) 781-6500 to reserve your place.

**While you are in Springfield, consider attending the Big E 2008**
Eastern States Exposition is proud to host the largest fair in the northeast and the 8th largest in North America, located in West Springfield, Massachusetts.
Visit the Big E website [http://www.thebige.com/](http://www.thebige.com/)
New England Reading Association

60th Annual Conference Program

“Striving Readers and Writers:
Literacy for All for Today and Tomorrow”

September 25 and 26, 2008

Springfield Marriott, Springfield, MA

Visit our web site: www.nereading.org
for information about our mini-grants, scholarships and additional conference details
NERA email: newenglandreading@cox.net
NERA mailing address: NERA, PO Box 1997, Westerly, RI 02891-0997
# New England Reading Association’s

## 60th Annual Conference, Springfield, MA

**Registration** (Please Print)

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*confirmations will be sent by email only

## REGISTRATION

All Conference fees include membership, continental breakfast and lunch on both days

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| Friday Only   |                     |              | $125                         |

Full-Time Student – with proof of student status included

|               |                      |              | $65                          |
| Name of College or University: |       |              | Thursday and Friday          |

|               |                      |              | Thursday only $35            |
|               |                      |              | Friday only $35              |

| Late Registration Fee (after Sept. 10) | $10 |

TOTAL CONFERENCE REGISTRATION

Make checks/PO payable to NERA

TOTAL CONFERENCE REGISTRATION $__________

Please indicate your 1st and 2nd choice on the day(s) you are attending:

### Thursday Morning Choices:

- 10:30-12:30 Institutes (A,B,C,D):
  - First choice: #__________, Second choice #____

- OR:
  - 10:30-11:30 Session (1-4):
    - First choice: #__________, Second choice #____
  - 11:45-12:40 Session (5-8):
    - First choice: #__________, Second choice #____

### Thursday Afternoon Choices:

- 3:00-5:00 PM Institutes (E, F):
  - First choice: #__________, Second choice #____

- OR:
  - 2:45-3:45 PM Session (9-13):
    - First choice: #__________, Second choice #____
  - 3:00-4:00 PM Session (14-18):
    - First choice: #__________, Second choice #____

### Friday Morning Choices:

- 10:30-12:30 Institutes (G,H,I):
  - First choice: #__________, Second choice #____

- OR:
  - 10:30-11:30 Session (19-23):
    - First choice: #__________, Second choice #____
  - 11:45-12:45 Session (24-28):
    - First choice: #__________, Second choice #____

### Friday Afternoon Choices:

- 2:30-3:30 PM Sessions (29-35)
  - First choice: #__________, Second choice #____

**MAIL TO: NERA, PO Box 1997, Westerly, RI 02891-0997**

Reservations are non-refundable, but substitutions from your district are accepted.

For groups of 10 or more from the same school/district, email newenglandreading@cox.net for rates