6th ANNUAL
LITERACY ESSENTIALS CONFERENCE
MARCH 31, 2012

Data that count
and data that really count:
Focusing on the whole child

CONFERENCE CO-CHAIRS
Jesse P. Turner
Elene S. Demos
Reading and Language Arts Department
Welcome!

Welcome to the 6th Annual Literacy Essentials Conference at Central Connecticut State University. A big welcome to those who are attending for the first time and a particularly warm thank you to those who have been returning to the Literacy Essentials Conference each year.

In 2011-2012 we find 85% of our schools not making NCLB's annual yearly progress. These are challenging times for education, and literacy education in particular. The 6th Annual Literacy Essentials Conference is both timely and relevant to every educator who wishes to make a difference in students’ lives. This year’s theme: Data that count and data that really count: Focusing on the whole child celebrates innovative visions of effective literacy curriculum, instruction and assessment that value all students, parents, teachers, educational staff, community leaders, and administrators who advocate for the kinds of transformative framework beyond mere test scores.

Through hands-on workshops, paper presentations, panel discussions, research poster sessions, and activity demonstrations, a wide range of practitioners and scholars in the field of literacy will present to inform participants about the most up-to-date research and best practices in teaching and assessing literacy. Learn, share, and celebrate new learning moments with us at our 6th Annual Literacy Essentials Conference.

In keeping with the high caliber of presenters at our previous annual conferences, we are confident that this year’s conference will also be equally intellectually stimulating and engaging for all attendees. Our keynote speaker, Yetta M. Goodman is world renowned for her expertise and vision regarding issues of language, teaching and learning with implications for the language arts curricula. Our luncheon speaker, Nancy Carlsson-Paige, has received numerous awards for her leadership and advocacy in peace and early childhood education. Another special guest, author and illustrator Kevin O’Malley, will delight us with his books and enthusiastic sense of humor. We will also recognize Jack Hasegawa for his indefatigable service to our professional community as advocate for literacy, and the Edna C. Stevens Elementary School, a deserving recipient of the 2010-2011 International Reading Association Exemplary Reading Program Award!

During our breakout sessions, our long list of presenters will further enhance our understanding of literacy by addressing issues relevant to our concerns for better educating our students. The wide range of presentations on vocabulary, English language learners, critical literacy, children’s literature, and new literacies will provide us with strategies and ideas to facilitate our teaching and inform our research. The presenters will inspire and energize us to continue finding creative and transformative ways of supporting and enhancing all our students’ literacy experiences in classroom.

It has been a privilege serving as the chairs of the 6th Annual Literacy Essentials Conference and we are truly pleased and honored that you have chosen to be here today. We would, therefore, like to encourage you to be an active participant, by sharing your ideas and exploring how this conference helps provide better access to literacy learning for all.

Enjoy the conference!

JESSE P. TURNER
Conference Co-Chair

ELENE S. DEMOS
Conference Co-Chair
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<td>4-H Education Center at Auerfarm</td>
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<td>YETTA M. GOODMAN, Regents Professor of Education, University of Arizona</td>
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<td>10:10AM – 11:00AM</td>
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<td>“Reclaiming play”: Helping children learn and thrive in school</td>
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<td>NANCY CARLSSON-PAIGE, Professor Emerita at Lesley University</td>
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SECOND ANNUAL COMMUNITY ENGAGEMENT LITERACY EVENT:

AN EVENING WITH KEVIN O’MALLEY

Friday, March 30, 2012

An Evening with Kevin O’Malley is the second annual community engagement literacy event sponsored by the Literacy Essentials Conference. Kevin O’Malley is an award-winning author and illustrator who is known for his zany style and quirky color and texture. He has published and illustrated over 70 books for kids, including Once Upon a Cool Motorcycle Dude, Gimme Cracked Corn and I Will Share, and the Miss Malarkey series.

This year’s event is co-sponsored by the Central Connecticut Writing Project (CCWP) with support from the New Britain Public Schools.

SAVE THE DATE!
April 6, 2013

7th ANNUAL LITERACY ESSENTIALS CONFERENCE
Go to <http://www.reading.ccsu.edu/LiteracyEssentialsConference/>

KEYNOTE SPEAKER

YETTA M. GOODMAN
The teacher: The essential element in kidwatching

Yetta M. Goodman is Regents Professor of Education at the University of Arizona. She consults with education departments and speaks at conferences throughout the United States and in many nations of the world regarding issues of language, teaching and learning with implications for language arts curricula. In addition to her research in early literacy, miscue analysis and in exploring reading and writing processes, she has popularized the term kidwatching encouraging teachers to be professional observers of the language and learning development of their students. She is a major spokesperson for whole language and in her extensive writing shows concern for educational issues and research with a focus on classrooms, students and teachers.
NANCY CARLSSON-PAIGE
“Reclaiming play”: Helping children Learn and thrive in school

Nancy Carlsson-Paige is Professor Emerita at Lesley University where she taught teachers for more than 30 years and was a founder of the University’s Center for Peaceable Schools. Nancy has written and spoken extensively about the impact of violence, especially in the media, on children’s lives and social development, and how children learn the skills for caring relationships and positive conflict resolution. She is the author and co-author of five books and has written numerous articles on media violence, the importance of play, and peaceable classrooms. Her most recent book is called Taking Back Childhood. Nancy has received numerous awards for her leadership and advocacy in peace and early childhood education.

CENTRAL CONNECTICUT STATE UNIVERSITY
LITERACY ADVOCACY AWARD
JACK HASEGAWA

As a college student, Jack Hasegawa marched with Dr. Martin Luther King, Jr. and worked as a community organizer in Tennessee, Georgia and Boston during the 1960’s Civil Rights Movement. He was also appointed to serve on committees under the US Commission on Civil Rights. He worked as a community organizer and pro-democracy advocate in Japan, Taiwan, and South Korea. Living in Japan from 1968 to 1977, he taught English to students ranging in age from 4 to 70. He returned to the United States to become the Executive Vice President of Friends World College, and later to serve as General Secretary of Dwight Hall at Yale University.

During an 18-year career at the State Department of Education, he supervised a variety of programs and projects intended to reduce racial, ethnic and economic isolation, and to address issues of fairness in public education. This includes magnet schools, charter schools, interdistrict cooperative programs, OPEN CHOICE, Title IX programs, federal civil rights compliance reviews, and multicultural education. He has worked as a consultant and lecturer on diversity issues for a variety of educational institutions, businesses and non-profit organizations. He has been a member of the Connecticut Committee of the US Commission on Civil Rights, and was the first Chairman of the Connecticut Asian Pacific American Affairs Commission. He retired from the Department of Education in 2011, and returned to his roots as the son of a farmer, and became the first Executive Director of the 4-H Education center at Auerfarm, in Bloomfield, CT.
PROGRAM SCHEDULE

10:10AM – 11:00AM

LEADERSHIP PANEL: Perspectives on assessments [ALL]
Moderator: Jack Hasegawa, Executive Director, 4-H Education Center at Auerfarm, CT Sprague/Carlton
Panelists: Yetta Goodman, University of Arizona, AZ
Maureen Brummett, Assistant Superintendent, Plainville Public Schools, CT
Mary Beth Iacobelli, Assistant Superintendent, New Britain Public Schools, CT
A panel of educational leaders responds to the keynote presentation and shares their perspectives on assessments.

Dads must read the books they like [ALL]
Kevin O’Malley, Author and Illustrator
Guys, children’s books are ruled by our better halves. They edit, market, sell, and buy the children’s books that get into our homes. These books are often delightful for women to read. But as you know, moms could read a telephone book and their children will curl up next to them and purr. Dads do not have such luxury. More often than not we are left blue with frustration. If we ever hope to enjoy the reading hour we have to stand up. We want our children to hear our voices. We need books that allow us to talk like guys!

Common Core State Standards (CCSS): What we need to know [ALL]
Amy Radikas, State Department of Education, CT
Joanne White, State Department of Education, CT
Connecticut has adopted the Common Core State Standards (CCSS) … now what? Participants will learn about the statewide implementation plan and proposed information regarding the assessment system for Connecticut standards (CCSS). In addition, participants will be provided with an overview of the key shifts in English language arts and what these shifts mean for pre-service and veteran educators.

Comprehending complex informational text: Teaching struggling readers and the rest of the class how to read the hard stuff [ALL]
Thomas Gunning, Professor Emeritus, Southern Connecticut State University, CT
The key standard in the Common Core Standards is the ability to read complex text. This presentation will explore four techniques designed to develop the ability to read complex text: advanced manipulatives, stepping stone approach, paraphrasing, and thinksheets. Demonstration selections will be drawn primarily from the Common Core list of materials.

Coaching for Common Core expertise: Tuning in to what’s important to enhance students’ comprehension [All]
Nancy Boyles, Southern Connecticut State University, CT
What do we need to understand in order to maximize the potential of the Common Core State Standards in helping students to demonstrate higher level thinking in literacy? This session will address the increased rigor of the standards themselves as well as shifts in instructional scaffolding, text complexity, and performance tasks. Learn how That’s a Great Answer, second edition can support your Common Core teaching.
The politics of literacy: Impacts of policies on practice
Yetta Goodman, University of Arizona, AZ
This session focuses on issues and concerns surrounding the politics of literacy—how the transformation of literacy, specifically our children’s literacy learning, has been impacted by national and state educational mandates.

Combining ELL and reading methodologies:
Tiered instruction for the English language learners
Betsy Sisson, Central Connecticut State University, CT
Diana Sisson, Central Connecticut State University, CT
Balanced literacy offers a structure through which reading instruction can be scaffolded to meet the unique needs of English language learners in secondary classrooms. Learn how phonemic awareness strategies, phonics skills, an instructional sequence of vocabulary development, reading comprehension instructional cycles, and foundational fluency practices can be implemented in a tiered approach that will ensure literacy acquisition as well as academic success.

Data that really count: The top ten ways to help children elaborate
Margaret Queenan, University of Bridgeport, CT
Third grade children struggle to read nonfiction texts downloaded from the Internet and write about the ideas they learn at first; but when children build up knowledge of the topic, they read and write confidently. This workshop will involve participants in creating a nonfiction unit addressing all ten steps in helping children elaborate. Examples of children’s work gathered during the research in a third grade classroom in an urban school will be shared.

Getting published!
Kevin O’Malley, Author and Illustrator
This is a special session for the Central Connecticut Writing Project (CCWP) Fellows. The session will address issues and concerns surrounding teachers as writers and teaching writing.

The wonderstruck of books for youth:
Cultivating lifelong readers
Susannah Richards, Eastern Connecticut State University, CT
The presentation will include an overview of at least four dozen books for youth and the elements (design, descriptive language, story arc, etc.) of each text that captivates readers. The range of titles will include complex picture books, graphic novels, survey nonfiction, steam punk, and many other formats and genres. Strategies to engage students with the text will include electronic book hooks, curriculum connections across titles, and questioning techniques, ideas to support and extend inferential comprehension of the texts.
LUNCH BREAK
12:00PM – 1:20PM
Luncheon Speaker
“Reclaiming play”: Helping children learn and thrive in school
NANCY CARLSSON-PAIGE
Professor Emerita at Lesley University

1:30PM – 2:20PM
Moving beyond the promise:
Literacy Coaching Academy (LCA)
Michael Shaw, St. Thomas Aquinas College, NY
Jesse P. Turner, Director, Literacy Center, Central Connecticut State University, CT
Discussion on the five Ws of literacy coaching. This is an open forum that will discuss both the promises and challenges of literacy coaching. Participants will leave with relevant information, e-links, and future opportunities to engage in further learning/discussion engagement at CCSU throughout the academic year.

Intimate conversation with Nancy Carlsson-Paige
Nancy Carlsson-Paige, Lesley University, MA
Intimate conversation with Nancy Carlsson-Paige will focus on peaceable schools and impact of violence, especially in the media, on children’s lives and social development, and how children learn the skills for caring relationships and positive conflict resolution.

Gaining perspective to promote literacy “eggsellence”
Bryan Crandall, Fairfield University, CT
An interactive workshop to promote critical thinking when reading and writing. In this workshop teachers will have an opportunity to “write” in another’s shoes, asking themselves to explore an issue from multiple angles. Teachers will also leave with new tools for inspiring young people and adolescents to be critical readers and writers.

School transformational dialogues: Books that change lives
Moderators: Ellen Retelle, Central Connecticut State University, CT
Betty Sternberg, Central Connecticut State University, CT
The purpose of this session is to share professional books on school reform via book talks. Participants will also have opportunity to discuss emerging themes and issues surrounding school reform as well as engage in ongoing post-conference online group dialogues.
Breakout Session 4

Wikis, blogs, and writing! Oh, my!
Meredith T. Menton, Middlebury Public Schools, CT
Judy York, Southbury Public Schools, CT
This session focuses on ways of incorporating technology in the form of wikis and blogs into the English language arts curriculum. Websites (a wiki and a blog) used in the middle school English language arts classes will be shared.

Before, during, and after writing:
What teachers can learn about children's writing
Judi Randi, University of New Haven, CT
Mei Tan & Baptiste Barbot, Yale Child Study Center, CT
Cyra Levenson, Yale Center for British Art, CT
Elizabeth Godwin & Sherena Campbell, University of New Haven, CT
This presentation will draw upon data collected in a collaborative study of children's writing and visual literacy. Teacher researchers, faculty researchers, and museum educators have been studying first and second graders as they transition from looking at art, discussing interpretations, generating ideas through sketching, and ultimately turning THEIR thoughts into WRITTEN EXPRESSION. Collaborators will present data from interviews, children's drawing samples, writing assessments, and classroom observations. Presenters will provide an in-depth “portrait” of children as writers, including how they generate, select, organize, and synthesize their ideas into coherent and original written products.

Panel Presentation: Impact of after school programs on students' literacy learning
Discussant: Agnes Quinones, After School Programs
Neighborhood Youth Centers and Youth Service Bureaus
Connecticut State Department of Education, CT
Panelists: Tracey Lay, School Age Programs & Development Services, EDUCATION CONNECTION, CT
Kristen Osmundson, Winchester After School Program, Winchester Public Schools, CT
Johnny Scafidi, Dwight Hall at Yale and Cooperative Arts
and Humanities Magnet High School, New Haven, CT
Bill Stover, Windham Before and After School Extended Literacy Program,
Windham Public Schools, CT
Suzannah Holsenbeck, Yale Co-Op Partnership Coordinator/Director of Co-Op After School
Kjerstin Pugh, Dwight Hall at Yale/CT Campus Compact AmeriCorps VISTA Fellow
for Co-Op After School
How do after school programs benefit students' literacy learning? Panelists will share experiences of their after school programs in facilitating, supporting, and enriching students’ literacy learning and how these programs align with the students’ regular classroom expectations.

SOS town hall meeting
SAVE OUR SCHOOLS:
Initiatives to support thoughtful English language arts practices
Michael Shaw, St. Thomas Aquinas College, NY
Participants will engage in an open conversation on policies, issues, concerns, challenges, and controversies impacting our students’ literacy learning, PK-12.
RESEARCH POSTER PRESENTATIONS

1:30PM – 2:20PM

ALUMNI HALL

**TREE: An open-ended response strategy**
Leigh Buczak, Berlin High School, Berlin, CT
Sarah Galatie, Cromwell High School, Cromwell, CT
This poster focuses on strategies that teachers, especially at the high school level, can use to help students write well-structured responses to open-ended questions. TREE is an acronym that students can use to structure their responses. T stands for *Topic Sentences*, R stands for *Reason*, the first E stands for *Explain* and the second E stands for *Ending*. This strategy aligns with the CAPT open-ended response rubric.

Comic life: Using technology to motivate young writers
Janice Aalberg, Oswegatchie School, Waterford, CT
This poster highlights the Comic Life program. Participants will see the program in action, look at sample student work, and share several ideas for implementing the Comic Life program into their narrative and expository writing lessons.

Phonics instruction in the primary grades
Elizabeth Burns, Fredrick Brewster Elementary School, Regional District 13, CT
This poster presents data collected in a first grade classroom relating to vowels. Participants are presented with lessons, strategies, and materials, which can be utilized in any primary classroom to enhance phonics instruction.

Expanding vocabulary using root words and affixes
Frank G. Domanic, Roosevelt Middle School, New Britain, CT
Angela Buccheri-Duran, Roosevelt Middle School, New Britain, CT
Rose Monarca, Roosevelt Middle School, New Britain, CT
This poster presents results of a study that examined the effects of using morphological analysis of Greek and Latin roots and affixes, and how this analysis impacts vocabulary development.

Draw me a story: Using visualization to improve story retelling
Patricia Hackett, Smalley Academy, New Britain, CT
This poster presents the use of multisensory strategies to differentiate comprehension instruction, particularly for struggling readers.

QAR as a comprehension strategy
Silvia Agosto, Pulaski Middle School, New Britain, CT
Michelle Demko Borselle, Smalley Academy, New Britain, CT
Laurie Sarnacki, Northend Elementary School, New Britain, CT
This poster focuses on the QAR (Question-Answer Relationship), a research-based comprehension strategy appropriate for students across grade levels.
The effectiveness of using graphic organizers and conferencing to enhance students’ written responses
Michelle Balthazrr, Buckley Elementary School, Manchester, CT
This poster presents the effectiveness of using graphic organizers and conferencing to enhance third grade students’ written responses to open-ended questions.

Explicit instruction and use of context clues
Janet Byer, Slade Middle School, New Britain, CT
This poster examines the influence of teaching contextual analysis strategies and the ability to determine the meaning of unfamiliar words.

Determining the effectiveness of indexing on student retelling
Jenna Ferrara, Valley View School, Portland, CT
This poster shows how research was conducted, materials used, and the results found after employing the indexing intervention for eight weeks. The goal is to inform about indexing and its potential use in the classroom. Strengths, limitations, and ideas for future research will be presented.
ACKNOWLEDGEMENTS

Aleks A. Peske
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CCSU DINING SERVICES

Susan Kelly, Processing Technician
CCSU EVENT MANAGEMENT

Cara Mulcahy, Advisor
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STUDENT CENTER
Floor 2