4th Annual Conference
SATURDAY, MARCH 20, 2010

CONFERENCE CHAIRS
DR. JULIA KARA-SOTERIOU
DR. CATHERINE KURKJIAN

Literacy Essentials
Central Connecticut State University
A Welcome
From the Conference Chairs

Welcome to the 4th 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 are returning to the Literacy Essentials Conference for the second, third, and, yes, some of you for the fourth time.

In keeping with the high caliber of presenters at our previous annual conferences, we are confident that this year’s conference will also be intellectually stimulating and engaging for all attendees. Our keynote speaker, Dr. Donald J. Leu, will present the most up-to-date research the field of New Literacies has to offer and will inspire us to reconsider how we integrate literacy and technology in our classrooms and communities. During the three breakout sessions, the 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 comprehension, writing, vocabulary, English Language Learners, critical literacy, literature, and new technologies will provide us with strategies and ideas to facilitate our teaching and inform our research.

While we build on the success of our previous conferences, this year we are also introducing new features to enhance your learning experience and to respond to your feedback. For the first time, during breakfast, a group of published authors from “our own backyard” will share their work and their experience with publishing. Also for the first time, the conference will conclude with a whole group presentation, Barry Lane’s Literacy Cabaret for Teachers.

It has been a privilege serving as the Chairs of the 4th Literacy Essentials Conference and we are truly pleased and honored that you have chosen to be here today, given the many options you have. We would, therefore, like to encourage you to be an active participant, by sharing your ideas and exploring how this conference can help each one of us provide better access to literacy learning for all.

Enjoy the conference!

Dr. Julia Kara-Soteriou,  Dr. Catherine Kurkjian,  
Conference Chair  Conference Co-Chair
Program Schedule for March 20, 2010

7:30 -8:45  Ongoing Registration
Alumni Hall Lobby

7:45-8:45  Breakfast with Authors in Our Own Backyard
Alumni Hall

9:00-9:15  Welcome by Dr. Carl Lovitt, Provost and
Alumni Hall  Vice-President for Academic Affairs, CCSU

Literacy Advocacy Award Presentation

9:15-10:15 Keynote Address by Dr. Donald J. Leu
Alumni Hall

10:30-11:20 Breakout Sessions I

11:30-12:20 Breakout Sessions II

12:20-1:20 Lunch
Alumni Hall

1:30-2:20 Breakout Sessions III

2:30-4:00 Barry Lane's Literacy Cabaret:
Alumni Hall  A Celebration of Song, Dance and

Laughs for Teachers

SAVE THE DATE!
April 9, 2011
5th Literacy Essentials Conference
Dr. Donald J. Leu is the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut, where he also directs the New Literacies Research Lab. Dr. Leu is a member of the Board of Directors of the International Reading Association and the Reading Hall of Fame, as well as a past president of the Literacy Research Association (National Reading Conference). A graduate of Michigan State, Harvard, and Berkeley, Dr. Leu has been researching the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. He has more than 100 research publications and seventeen books on topics that range from phonics and phonemic awareness to teacher education and the new literacies of online reading comprehension.

Keynote address:

The New Literacies of Online Reading Comprehension: How the World of Reading Is Changing and How Our Educational Systems Might Respond

How should we prepare our students to read, learn, problem solve, and communicate with others using the Internet, preparing them for the 21st century? You are invited into a conversation about the nature of information on the Internet and its implications for reading comprehension, learning, and critical thinking in a digital information age. We will explore how the Internet poses new challenges for learners that extend beyond traditional reading comprehension skills to encompass new literacies and the higher level thinking skills associated with locating, evaluating, synthesizing, and communicating with online information. The key components of Internet Reciprocal Teaching will be introduced, a student-centered model of instruction designed to better prepare students for the unique challenges of reading and learning on the Internet within 1-1 laptop classrooms. We will end with a series of recommendations for educational leaders and policymakers seeking to prepare all students for their literacy future in a digital age.
Literacy Volunteers of Central Connecticut, Inc.
Darlene Hurtado, Director

“Literacy Volunteers of Central Connecticut provides instruction, assistance and encouragement to those adult members of our community who want to improve their skills in reading, writing, or speaking English so that they can achieve their work, family, and community goals. We recruit and train volunteers who tutor and also act as mentors for students that may need help with cultural or societal issues, as well as language difficulties. The nature of our program is such that while students are being taught basic skills, they are also coming to feel that someone truly cares about their progress. And indeed this is true - our tutors are able to recognize specific problems that would likely have been lost (and often were, prior to their coming to us) in a larger setting. This personalized aspect of our program is often what keeps people coming.”
PROGRAM SCHEDULE

7:45 -8:45 A.M.  
BREAKFAST WITH AUTHORS IN OUR OWN BACKYARD

MJ Allaire, Author
MJ Allaire is the author of the *Denicalis Dragon Chronicles*, a young adult fantasy series perfect for that young reader (8-15) who loves dragons, adventure and magic! She has also written a women's non-fiction/inspirational story about the challenges presented by life as a military dependent called *My Blissful Life As a Submariner's Wife*. She is currently working on book four in her fantasy series (expected to be released Summer, 2010), loves visiting schools and libraries in New England, and currently lives in Southeastern Connecticut.

Emily Chasse, Author, Storyteller, and Librarian
Folktales and family stories have been part of Emily Chasse's life since she was born! Her book, *Telling Tales: A Guidebook* (Neal-Schuman, 2008), provides information to novice and experienced tellers about the magic of stories and making the tales come alive for individuals and groups of all ages. Emily loves sharing tales with children, young adults, and adults, and she has been telling and teaching others how to tell for the past 20 years in English and Reading & Language Arts Departments at Central Connecticut State University.

Doreen Tango Hampton, Author of children's literature
Born and raised in New Jersey, Doreen Tango Hampton attended Seton Hall University where she received a BS in Marketing and an MBA in Finance. In 1996, after working for many years in university administration, Doreen and her husband Jack relocated to Litchfield County, CT. Inspired by the birth of her niece Grace, Doreen began writing her own children's stories. Her first children's picture book *I Like Gum* was released by Shenanigan Books in 2007. Another children's picture book, *Louella's Umbrella*, will be released by Shenanigan Books in 2011.

Spring Hermann, Author of books and plays for youth
Spring Hermann is an author of 12 novels, biographies, and social surveys for young readers. She has also written five plays or musical scripts for young audiences. Her novel, *Seeing Lessons: The Story of Abigail Carter and America's First School for Blind People* (Henry Holt 1998), was a Junior Literary Guild Selection, and SCBWI Grant winner, and selected as “Best Picks” in handbooks for children's literature. Her script version of this book, *Abby's Light*, was a winner in 2 national play competitions. Spring's play *Mama Tomcat's Flying School* won the Central Washington University's New Plays for Youth in 2008, and received 2 professional productions. Her script *The One and Only Milo* won first prize in the Jackie White Memorial National Children's Playwriting Contest. Her latest books are part of the World Black History series with Heinemann Library for grades 4-6.
Padma Venkatraman, Author

Padma Venkatraman is an author and oceanographer. Her debut novel, *Climbing the Stairs* (Putnam, 2008,) was released to starred reviews in Booklist, VOYA and Publishers Weekly and won the Julia Ward Howe Boston Authors Club Medal as well as several other honors: Bank Street College of Education Best Book, ALA/YALSA BBYA, Booklist Editor’s Choice Best Book, NYPL Book for the Teen Age, CCBC choice, NCSS/CBC Notable SS Trade Book, Capitol Choice, PA School Library Association Top 40, CLN Top 25, ALA/Amelia Bloomer List, Booksense Notable, Booklinks Best New Books, PW Flying Start, Shortlisted for RARI, ME and UT state awards.

Pegi Deitz Shea, Author of children’s and young adult literature

Pegi Deitz Shea, a winner of the Connecticut Book Award for Children’s Literature, has recently won two awards for her picture book biography, *Noah Webster: Weaver of Words*. It is a Junior Library Selection, and was just named an Orbis Pictus Honor Book by the National Council of Teachers of English. Pegi also teaches Children’s Literature at UCONN-Hartford Campus, and Writing Children’s Books at UCONN-Storrs.

Carole Shmurak, Young adult author and adult mystery author

Dr. Carole Shmurak is Professor Emerita at Central Connecticut State University and the author of ten books. She holds degrees from Mount Holyoke College, Harvard University, and Indiana University. *Deadmistress*, her first mystery featuring professor/sleuth Susan Lombardi, was named a Notable Book of 2004 by Writers Notes Magazine. Other Lombardi mysteries include *Death by Committee* (2006) and *Death at Hilliard High* (2009). As Carroll Thomas, she co-authors the Matty Trescott novels, one of which (*Ring Out Wild Bells*) was nominated for the Agatha for best YA mystery of 2001. She currently leads book discussion groups in libraries all over Connecticut.

7:45 - 8:45 A.M. & 10:30-11:20 A.M. — ALUMNI ENTRANCE

Research Poster Presentation and Activity Demonstration

1. *Making the Case: Genre Based Approaches to Academic Writing* (Gr. 1-6)

**Joshua Schulze**, University of Massachusetts Boston, Boston, MA

The purpose of this presentation is to share the results of a study that examined how a genre based approach (GBA) to writing instruction helped a group of fifth grade beginning and early intermediate ELLs receiving small group intensive language instruction develop their abilities to write effective persuasive texts. Participants will get a better understanding of how genre based pedagogy, particularly the inclusion of model, expert texts within the curriculum cycle, can help revitalize academic writing instruction and help ELLs produce more powerful persuasive texts.

2. *Technology to Promote Fluent Reading* (Gr. 6-12)

**Deborah Salling**, South Elementary School, Windsor Locks, CT

This presentation/activity demonstration is designed to show teachers how to utilize computer technology for the explicit teaching of reading fluency. Specifically, teachers will learn how to use a microphone, the computer's sound recorder and sound clips found in Microsoft PowerPoint to record students reading poetry, plays, and short stories. These stories can be shared with classmates, parents, and even the local library.
Central Connecticut Writing Project Presentations

1. **Student Photo Voice Writing Project Display**
   **Patricia Forbes**, The Consolidated School District of New Britain, CT
   This poster presentation demonstrates a project that provides students with an opportunity to write from the heart. The Photo Voice Project centers on the thesis What challenges do you need to overcome to be successful in life? The teacher incorporates the music and lyrics from Tracy Chapman's *At This Point In My Life* in the Anticipatory Set of the lesson to initiate discussion on challenges. Students take photos of their greatest challenges. These photos become the inspiration for their writing.

2. **A Self-Regulated Strategy Development Model: Promoting Student Mastery of Planning Strategies Pertaining to Non-Fiction Report Writing**
   **Molly Mendez**, Waterbury Public Schools, CT
   This poster presentation demonstrates how to make students aware of planning prior to writing a non-fiction, fact-based report through utilizing a strategy development model that links writing and science curriculum.

3. **“Piecing together the Past” Using Found Poetry**
   **Jodie Langley**, Newtown Public Schools, CT
   This poster presentation examines U.S. Historical passages for the purpose of becoming familiar with historical events through the creation of found poems.
BREAKOUT SESSIONS I
10:30 -11:20 A.M.

Superintendent Panel with Donald Leu

Chair: Daniel G. Mulcahy, Central Connecticut State University
Donald J. Leu, University of Connecticut
Doris Kurtz, Superintendent, The Consolidated School District of New Britain
Philip Streifer, Superintendent, Bristol Public Schools

Superintendents in Connecticut respond to the keynote presentation and share their perspectives on the integration of technology in schools.

The Art of Wacky We-search: Face the Facts with Fun
(Gr. 2-12)
Barry Lane, Discover Writing Company

Who says research reports have to be dry and boring? Trade in the dump truck essay for something far more meaningful and fun and meet the State Standards in the process. Based on Barry’s best-selling non-fiction children’s/teacher book, 51 Wacky We-search Reports, this session will give many fun ideas for transforming research writing assignments in your class.

Climbing the Stairs: Teaching Non-Violence through Literature
(Gr. 6-12 and post-secondary)
Padma Venkatraman, Author and Instructor, University of Rhode Island, Kingston, RI
Diane Kern, University of Rhode Island, Kingston, RI
Kathryn Lee Johnson, University of Rhode Island, Kingston, RI
Bethany Lisi, Reading and Writing Instructor, New York, NY

The author will provide personal context and historical background of her award-winning novel, Climbing the Stairs, and will then describe a collaborative effort that was launched with her co-presenters to highlight and teach the nonviolence component of the novel. The author will present interactive literacy activities that will help the attendees gain hands-on experience on how to teach the nonviolence component of the novel. These activities will include: student discussion based on Barton’s question continuum; reader play; cross-curricular links between the novel and other subjects; writing activities and reader response journal suggestions; literature circle and Socratic seminars suggestions; and a literature Cyberlesson.
Analyze, Synthesize & Respond: Using VoiceThread to Support Reading Comprehension  
(Gr. 1-12)  
Heidi Everett-Cacopardo and Lisa Zawilinski  
New Literacies Research Lab, University of Connecticut, Storrs, CT

Looking for a new way for your students to share their thinking and/or research projects? In this session, we will demonstrate and highlight a free tool that supports reading comprehension: VoiceThread- a tool that encourages response and sharing in multimodal ways that can promote higher order thinking skills like analysis and synthesis. VoiceThread supports analysis and synthesis of materials found both online as well as digital documents, images, and videos. In this session, the presenters will demonstrate how VoiceThread provides collaboration tools for reading, thinking, and sharing on the Internet through audio, video, and text. Laptops will be provided for hands-on participation.

Meeting the Challenges of RTI Through Classroom Literacy Instruction  
(Gr. K-8)  
Nancy Boyles, Southern Connecticut State University, New Haven, CT

This session will focus on the actual teaching that must precede students’ responses to open-ended comprehension questions—if we want to achieve the goals of RTI Tier 1 instruction. Learn to prioritize comprehension objectives for optimal student performance, achieve a deeper understanding of “cranky” objectives, and gain new insights into essential features of powerful literacy lessons. Handout will include sample pages from Nancy’s new book on this topic: Launching RTI Comprehension Instruction with Shared Reading. This presentation is for classroom teachers, reading specialists and consultants, administrators, ESL teachers, and special education teachers.

Literacy Connections for Digital Natives in Low-Tech Mode  
(Gr. 6-12 and post-secondary)  
Naomi Migliacci, Southern Connecticut State University, New Haven, CT

This hands-on, interactive presentation begins with an overview of Web 2.0 technologies and how they are different from Web 1.0. In addition, the presenter will outline why these are motivating to young people and how they can assist teachers of all content areas in middle and high school classrooms. Recognizing that not all teachers have access to the Internet or to computers, nor may these be appropriate in all classes, the presenter will share several templates and teaching strategies, which capitalize on today’s popular social networks such as MySpace and Facebook. While all students can benefit from these strategies, the presenter will highlight those that best serve the struggling adolescent reader and the more advanced (not beginning) English language learner.
BREAKOUT SESSIONS II  
11:30 A.M.-12:20 P.M.

Reserved for Writing Project Participants only

The Art of Wacky We-search: Face the Facts with Fun  
(Gr. 2-12)  
Barry Lane, Discover Writing Company

Who says research reports have to be dry and boring? Trade in the dump truck essay for something far more meaningful and fun and meet the State Standards in the process. Based on Barry's best-selling non-fiction children's/teacher book, 51 Wacky We-search Reports, this session will give many fun ideas for transforming research writing assignments in your class.

A Seventh Grader's Journey to Authorship  
(Gr. 6-12)  
Jim Johnston, Central Connecticut State University, New Britain, CT  
Mariano Santiago, Van Sickle Middle School, Springfield, MA

In this presentation we will discuss what goes into creating a positive attitude toward being a writer. Mariano will discuss how he writes for publication, as well as why 10 drafts now seems doable when as little as three years ago it did not. Jim will discuss methods of getting students to see their potential as writers, as well as places that will use students' writing in meaningful ways. This presentation will also begin to examine how to get boys to read and write at the middle and high school levels. Some of this presentation will also be adaptable for upper elementary writers.

Reading Comprehension Strategies That Work  
(Gr. 1-6)  
Margaret L. Queenan, University of Bridgeport, Bridgeport, CT

Teachers will consider whether the words of fourth grade students from a high poverty school captured in a variety of their writing and in transcripts count as formative assessments. Participants will look for comprehension strategies applied and content learned and discuss some creative solutions to involving first to 6th grade students in grand[er] conversations.

Connecting Classical Literature and Curriculum with Web 2.0 Tools  
(Gr. 4-12)  
Greg McVerry, New Literacies Research Lab, University of Connecticut, Storrs, CT

In the race to prepare 21st Century learners too often the focus is on technology and the classics can be forgotten. In this session participants will share hands-on activities to connect some of the oldest literary genres with newest emerging texts. The presenter will provide lesson ideas that utilize Web 2.0 tools to transform the curriculum.  
Laptops will be provided for hands-on participation.
Building-Based Literacy Strategies Across the Content Areas
(Gr. K-12)
Carolyn Ivanoff and Terry McCabe, Shelton Intermediate School, Shelton, CT

Participants will be provided with techniques and tools to improve reading comprehension and vocabulary development. The goal of the workshop is to demonstrate and model how-to techniques and allow participants opportunities to interact through the instructional strategies, tools, and techniques presented. Traditional literacy skills along with 21st century skills are presented and promoted. The structure and flow of this workshop encompasses the steps of understanding the research based instruction; demonstrating the six steps of effective vocabulary instruction; demonstrating research based strategies and instructional techniques of direct vocabulary instruction to increase literacy skills and comprehension; providing various tools and strategies for effective instruction and learning in an interactive format.

Teaching Young English Language Learners to Write: Exploring the Writing Workshop in the Early Years of School
(Gr. PreK-1)
Tara Concannon-Gibney, Adelphi University, Garden City, NY

This presentation is based on one teacher’s personal experience working in a classroom where 100% of the students spoke English as an additional language. The presenter will focus on developing the emergent writing skills of ELLs in pre-kindergarten, kindergarten and first grade using the writing workshop approach. Classroom organization, teaching materials and lesson formats will be discussed. A range of appropriate mini-lessons will be examined. In relation to assessment, the presenter will also discuss holistic approaches for documenting a student’s growth and development over time.

TEAM-UP! Developing Cross-Curriculum Activities from Picture Books
(Gr. K-5)
Pegi Deitz Shea, Author of children’s and young adult literature

A hands-on workshop! Leave with scores of activities generated on-site by teams studying different picture books.
BREAKOUT SESSIONS III
1:30 -2:20 p.m.

Vocabulary Instruction: Beyond Defining and Using in a Sentence (Gr. K-8)
Katrina Dexter, Norwich Public Schools, Norwich, CT

This workshop will provide teachers with many strategies and activities to promote vocabulary development. The activities will include ideas for direct instruction and guided and independent practice that will engage students using a wide variety of learning modalities. Students will become excited about learning new words as they explore how roots and affixes are simply pieces of puzzles and connect with words through drawing, writing and oral language. As many strategies/activities are introduced during the presentation, participants will construct their own samples and get enough information to implement in their classrooms.

Are They Literate or Are They Readers? Exploring the Relationship Between Literacy and Technology (Gr. 6-12)
Nina Kositsky, University of Massachusetts, Amherst, MA

The sheer ubiquity of electronic technologies and the popularity of the screen medium among the young raise questions about (1) the relationship between technology and literacy and (2) the role of digital and conventional literacy practices in education, culture, and society. Some claim that electronic texts, being primarily multimedia artifacts, may in fact promote literacy, as they help to create the conditions that are agreed to promote reading achievement. The opposite set of arguments points to declining reading scores among adolescents in the period of rising Internet use. This presentation focuses on the implications both views have for middle- and high-school literacy classrooms and on what it might take to achieve the goal of attaining high levels of literacy in “new times.”

Whodunnit? You Did: The Elements of Mystery Writing (Gr. 5-12 and adults)
Carole B. Shmurak, Young Adult Author and Adult Mystery Author

Spark your imagination and hone your skills with a published mystery writer. The elements of plotting a mystery and creating a fictional detective will be explored, along with a consideration of clues and red herrings. The workshop leader is the author of Deadmystery, Death by Committee, and Death at Hilliard High.

Facilitating Critical Evaluation and Communication Skills in Adolescents (Gr. 6-12)
Ian O’Byrne, New Literacies Research Lab, University of Connecticut, Storrs, CT

While students read more online, important questions are being raised about their ability to think critically and evaluate the information they encounter. The inability of many students to critically evaluate the online information they encounter, combined with the increasing importance of online information in their lives, makes it important to examine effective ways to teach critical evaluation of online sources.
Laptops will be provided for hands-on participation.
Developing Comprehension through the Read Aloud  
(Gr. K-6)  
Dana McCormick, Teachers College, Columbia University, New York, NY

In this session, teachers will learn ways to use the read aloud to demonstrate the comprehension work a reader does so that they can prepare students to take that learning to their independent books. Teachers will also learn ways to motivate students to actively participate in the read aloud. As part of their demonstration of the read aloud process, the presenters will show teachers how to think aloud when reading to their class, how to demonstrate partner conversations, how to write about reading, and how to choose literature that will deepen comprehension.

A Critical Literacy Project: Resisting “Normalization” of Racism and Stereotypes in Children’s and Young Adult Literature  
(Gr. K-12 and post-secondary)  
Jane M. Gangi, Manhattanville College, Purchase, NY

Scholars, writers, and educators of color have long resisted white appropriation—or at least appropriation without crediting the original source—of stories not their own, as well as the misrepresentation, denigration, and infantilization of “the Other” in children’s and young adult literature. Yet, well into the 21st century, demeaning, racist, and stereotypical children’s and young adult books continue to be produced and consumed in the PK-12 schools; these same books are sometimes introduced to future teachers in their children’s literature classes in their teacher education programs. This interactive workshop will begin with a brief, historical overview; participants are invited to examine the books for themselves, then see what critics have written. A discussion of a critical literacy project with fifth graders will ensue. Bibliographies will be provided.

Alternative Method of Conferring With Students During Writer’s Workshop  
(Gr. K-6)  
Jenna Gray, Highcrest School, Wethersfield, CT  
Allison Vicino, Deep River Elementary School, Deep River, CT  
Steven Petrella, Latimer Lane School, Simsbury, CT

The presenters will demonstrate their researched intervention of a dialogue journal that was implemented in 2nd, 3rd and 6th grade classrooms. The writer’s workshop model was utilized for writing instruction. As an intervention to assist teachers with meaningful discussions of student writing while conferencing, a dialogue journal was introduced. During this presentation teachers will model how this new intervention of dialogue journaling was established as a daily routine in each of the grade levels as an alternative to oral conferencing as well as share writer’s workshop conferencing strategies that worked well in the lower primary grades and the upper elementary grades.
WHOLE GROUP SESSION

2:30 - 4:00 P.M.

Alumni Hall

Barry Lane’s Literacy Cabaret:
An Inspiring Session of Singing,
Dancing and Clean, Comic Fun that Celebrates Teachers

After years of doing stand-up, karaoke and singing as part of his academic presentations, Barry has created a genuine night club act for teachers. You will sing, you will dance and you will enjoy laughing at yourself and the world around you. And with catchy numbers like, “Smooth Laminator” and “Homework in the Night,” you may find yourself humming memories of this event for years. Bring your singing voices, your dancing shoes and your funny bone.

Barry Lane is an internationally known author and speaker, who travels the world sharing his unique style of motivating students to become better writers. His mission is to help teachers as they help their students discover writing. Some of his books include *But How Do You Teach Writing? A Simple Guide for All Teachers*, *Reviser’s Toolbox*, *After THE END*, and *Why We Must Run With Scissors*.

When asked, “What remains the central challenge for teaching writing?” Barry Lane, after a long pause, replied, “I think the central challenge is actually teaching it and making it part of the curriculum. … The three things a teacher needs to teach writing are time, space and choice. You need regular time to write every day. You need space. Space is sometimes physical space, sometimes it’s curriculum space. You create time and space by realizing you are in charge of the room and the instruction in the room. Choice, of course is the hardest one because it involves giving kids time and space” (interview with Lynda Valerie, February 2010).
5TH LITERACY ESSENTIALS CONFERENCE
CENTRAL CONNECTICUT STATE UNIVERSITY – APRIL 9, 2011

CALL FOR PROPOSALS
PROPOSALS MUST BE SUBMITTED ELECTRONICALLY BY
OCTOBER 22, 2010

The Literacy Essentials Conference is open to individuals who are interested in advancing research, curriculum, and pedagogy in areas of reading and language arts. Researchers, educators, administrators, and other interested individuals are invited to submit proposals for presentation at the 5th Literacy Essentials Conference. The proposal submission site will be available Summer 2010 on our conference web page:

www.reading.ccsu.edu.

Conference Chairs:
Cathy Kurkjian and Kenneth Weiss

Please visit our conference web page for information regarding Guidelines for Submission and Deadlines, Notification, and Types of Proposals.

CENTRAL CONNECTICUT STATE UNIVERSITY
LITERACY ADVOCACY AWARD
CALL FOR NOMINATIONS

This award recognizes individuals and/or organizations that have, through their advocacy, made significant literacy contributions in the Greater Connecticut area. Contributions may be in the areas of professional service, teaching, research, writing, and policy development. The award is presented annually at the Literacy Essentials Conference.

Information on criteria and nomination process will be available in Summer 2010.

Check our conference web page at www.reading.ccsu.edu
ACKNOWLEDGEMENTS

ALRAN BOOKS

ALPHA UPSILON ALPHA, READING HONOR SOCIETY OF IRA

CENTRAL CONNECTICUT WRITING PROJECT

CCSU CONTINUING EDUCATION

CCSU DEPARTMENT OF READING & LANGUAGE ARTS

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