



2ND ANNUAL CONFERENCE

CONFERENCE CHAIRS
DR. LYNDA VALERIE
DR. CARA MULCAHY

SATURDAY, MARCH 1, 2008
7:30 AM - 3:00 PM

LITERACY ESSENTIALS

CENTRAL CONNECTICUT STATE UNIVERSITY



WELCOME

We welcome you to the 2008 Annual Literacy Essentials Conference, the second of what we hope will become a regular conference for you to attend in future years. In keeping with the high caliber of speakers and presenters at our first annual conference, we are confident that this year's conference will be equally stimulating at the intellectual and professional levels. In addition to the major highlight of this conference—our keynote speaker, Dr. Richard Allington, we have a range of scholars and practitioners who will inspire, inform, and engage us through paper presentations, round table and panel discussions, and workshops that cover important research topics, trends and issues that have shaped and continue to inform current classroom practices.

In these exciting yet challenging times in education, in general, and in literacy education, in particular, this conference couldn't be more timely and relevant. We are pleased that you have decided to take this opportunity to re-invigorate your commitment in facilitating all students' access to literacy learning. We wish you a productive conference.

We also encourage you to participate in, or to submit a proposal for the 3rd Annual Literacy Essentials Conference on March 7th, 2009. Visit our conference website at www.reading.ccsu.edu.

Enjoy the conference!

Lynda M. Valerie and Cara Mulcahy
Conference Chairs

KEYNOTE SPEAKER:
DR. RICHARD ALLINGTON
HOW TO DESIGN READING INTERVENTIONS
THAT ACCELERATE READING DEVELOPMENT
9:00 AM IN ALUMNI HALL



Dr. Allington is a Professor of Education at the University of Tennessee. He was an elementary school classroom teacher and a Title I director in poor rural schools prior to beginning his career as a teacher educator and instructional researcher. His research interests include reading/learning disabilities and effective instruction, especially in classroom settings. His publications include over 100 articles, chapters, monographs, and books. He served or serves on the editorial advisory boards of *Reading Research Quarterly*, *Review of Educational Research*, *Journal of Educational Psychology*, *Reading Teacher*, *Elementary School Journal*, *Journal of Literacy Research*, and *Remedial and Special Education*.

Dr. Allington has served as president of the National Reading Conference and the International Reading Association. He received the William S. Gray Citation of Merit from IRA for his contributions to the organization and the profession. He was co-recipient (with Dr. Anne McGill-Franzen) of the Albert J. Harris Award for contributions to improving professional understanding of reading/learning disabilities and was elected to the Reading Hall of Fame.

Dr. Allington is co-editor of the recently rereleased *No Quick Fix: The RTI Edition* (TeachersCollegePress). He has a forthcoming book, *What Really Matters for Reading Fluency* to be published in 2008 by AllynBacon.

EXPANDING OUR LITERARY
HORIZONS THROUGH MUSIC
AND STORYTELLING



KOJO BEN REUBEN BEY

They say he carries “the mark”!! Something so special that captivates audiences everywhere. He is a true leader with the ability to move people to action. He is a director of Sounds of Afrika, Co-Founder Kojo Ben Reuben Bey. Sounds of Afrika has given brother Kojo the opportunity to teach about Arikan-American culture in communities and schools. He has studied with a variety of master teachers from all over the Afrikan diaspora, continues to learn and study.

“I am an eternal student,” he says.

VALERIE TUTSON

Valerie has been telling stories in schools, churches, libraries, festivals and conferences since 1991. She draws her stories from around the world with an emphasis on African traditions. Her repertoire includes stories and songs she learned in her travels to South Africa, her experiences in West Africa, stories from African American history. In addition, she is gaining quite a reputation for her exciting retelling of age-old Bible stories. She also teaches workshops and classes to students of all ages, and hosts “Cultural Tapestry”, an award-winning show for COX 3 celebrating the diverse cultures around us. Valerie has most recently served as the co-director of the National Black Storytelling Festival in Providence, RI.



2008 RECIPIENT OF
CENTRAL CONNECTICUT STATE UNIVERSITY
ADVOCATE FOR READING PROFESSIONALS AWARD

DONALD J. LEU



This year's award recipient, Donald J. Leu, is the John and Maria Neag Endowed Chair in Literacy and Technology and holds a joint appointment in Curriculum and Instruction and Educational Psychology at the University of Connecticut. He directs the New Literacies Research Lab at the University of Connecticut and is a member of the Board of Directors of the International Reading Association and the Reading Hall of Fame. He is a past president of the National Reading Conference. A graduate of Michigan State, Harvard, and Berkeley, Don's work focuses on 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.

SAVE THE DATE!
MARCH 7, 2009
3RD LITERACY ESSENTIALS CONFERENCE



PROGRAM SCHEDULE FOR MARCH 1, 2008

- 7:30 -8:45** **Ongoing Registration**
Student Center, Alumni Hall Lobby
- 8:00- 8:45** **Round Table Discussions**
Alumni Hall, Bellin A & B
- 9:00-10:00** **Welcome**
Alumni Hall
Dr. Carl Lovitt, Provost, Vice-President for Academic Affairs, CCSU
- Presentation: Central Connecticut State University
Advocate for Reading Professional Award
Dr. Julia Kara-Soteriou, Department of Reading and Language Arts, CCSU
- Keynote Speaker: Dr. Richard Allington
- 10:15-11:00** **Workshop Sessions I**
Superintendents' Panel
Poster Sessions I
- 11:00-12:00** **Workshop Sessions II**
Literacy Coaches' Panel
Poster Sessions II
- 12:00-1:00** **Lunch (Alumni Hall)**
Musical Performance: Kojo Ben Reuben Bey
Story Telling: Valerie Tutson
- 1:10-2:00** **Workshop Sessions III**
- 2:10-3:00** **Workshop Sessions IV**



PROGRAM SCHEDULE

8:00 A.M.-8:45 A.M.

ROUNDTABLE DISCUSSIONS – BELLIN A & B

Alternatives to the “blame game”: academic literacy’s expectations

Kimberly Hamilton Bobrow, Manchester Community College, Manchester, CT

This round table discussion will initiate and foster dialogue regarding essential literacies shared by faculty at secondary and post-secondary institutions of learning as an alternative to frustrated expectations and unspoken assumptions concerning the diverse circumstances and contexts in which we teach.

Writing from the heart: a springboard to writing from written expression

Waltrina Kirkland-Mullins, Davis Street Inter-District Magnet School, New Haven, CT

Writing often times proves challenging to both students and educators. It is a discipline that many of us would opt to bypass. How can we combat the challenge? How do we inspire young learners to transform thought into written words that prove descriptive and meaningful? How do we help students realize they are writers? Bring a journal, a pen and get ready for a writing discovery session with a poet and published author.

Writing bio-poems to explore character analysis

Shakira Perez, Classical Magnate School, Hartford, CT

Using an adapted bio-poem format, students can write about character change and analysis in literature in a creative way. In addition, the use of a bio-poem will offer an opportunity for the student to use past life experiences to help them make connections to the characters from stories read in class.

Comparing offline and online comprehension

Greg McVerry, University of Connecticut, Storrs, CT

Participants will compare offline and online reading comprehension by examining shifts in “the reader, the text, and the activity.”

Forget Prince Charming Where’s My Paper and Pen?

Laurie Mazzamurro, Cornerstone Christian School, Manchester, CT

As a result of participating in a writing project summer institute, a teacher tells her story of how she felt revived as an educator and a teacher of writing.



WORKSHOP SESSIONS I

10:15 A.M.-11:00 A.M.

Reading online & traditional texts: Planning for multimodal literacy

1849 Room

Sheelah Sweeny, University of Connecticut, Storrs, CT

Multi-modal reading plans, featuring reading choices of traditional or online texts, along with targeted reading strategy instruction, are shared. Critical and cognitive thinking strategies as well as new literacy skills will be included.

Keeping your mini-lesson mini: Strategies for an efficient workshop

Blue & White Room

Jessica L. Lucas, East Farms Elementary School, Farmington, CT

This session is for teachers with so much to teach but too little time. Participants will learn how to conduct an efficient reading/writing workshop by keeping mini-lessons less than ten minutes.

Reading comprehension strategies are only a start

Clocktower Room

Dr. Margaret Queenan, University of Bridgeport, Bridgeport, CT

This workshop will describe the reading comprehension strategies, small group inquiry procedures, graphic organizers and authentic writing procedures that motivated 150 fourth grade urban students to learn content. It will also invite discussion about the dilemma of urban schools.

Screening & monitoring progress: Keys to successful implementation of RTI

Carlton Room

Tom Gunning, Central Connecticut State University, New Britain, CT

This workshop explains the key role that screening and progress monitoring play in Response to Intervention. Practical suggestions, with real-life examples, for the selection and use of effective screening and monitoring instruments are provided.

How constant feedback from the student learner helps refine a teacher's style

Sprague Room

Kim Richard & Douglas Kaufman, University of Connecticut, Storrs, CT

This presentation will show how students' continuous feedback can provide a teacher educator with opportunities to immediately make curricular and instructional revisions to meet the learning needs of the students in the classroom.



SUPERINTENDENT PANEL 10:15 AM – 11:00 AM – PHILBRICK ROOM

“Schools that work”: Where do we go from here?

Chair: Daniel G. Mulcahy, Central Connecticut State University, New Britain, CT

Pamela W. Aubin, Superintendent, Norwich Public Schools, Norwich, CT,

Henry R. Kelly, Deputy Superintendent, Bridgeport Public Schools, Bridgeport, CT

Doris Kurtz, Superintendent, New Britain Public Schools, New Britain, CT

Marion H. Martinez, Superintendent, East Hartford Public Schools, East Hartford, CT

David P. Sklarz, West Hartford Public Schools, West Hartford, CT

A panel of superintendents in Connecticut share their perspectives on schools that work, their challenges, and vision for the future.



CONCURRENT POSTER SESSIONS 10:15 A.M. - 11:00 A.M. – ALUMNI LOUNGE

Collaborative constructions of critical literacy by teacher candidates

Patricia E. Calderwood, Fairfield University, Fairfield, CT

A presentation of the social construction of critical literacy and critical pedagogy among a group of elementary teacher candidates, as captured in an online conversation during a class on extending literacy in elementary grades.

The effect of oral fluency intervention on reading comprehension

Erin Guarino, Laurel Elementary School, Bloomfield, CT

An evaluation of the effectiveness of repeated reading intervention to increase oral fluency on written comprehension.



WORKSHOP SESSIONS II

11:10 A.M.-12:00 P.M.

Oral history taking as part of the integrated language arts curriculum

Carlton Room

Darla Shaw, Western Connecticut State University, Danbury, CT

This workshop will discuss the value of teaching students to take oral histories as a part of first person research process. It will also show how twelve of the most essential literacy skills are involved in the project.

Multicultural literature: An essential to literacy development

Philbrick Room

Dr. Jane Gangi & Mary Ann Reilly, Manhattanville College, Purchase, NY

Ways of using multicultural literature and culturally relevant pedagogy to further the literacy learning of K-6 students in diverse settings. Emphasized are the connections between the proficient reader research and multicultural literature, and ways multicultural literature teachers teach writers' craft.

Promoting literacy through after-school programs

Blue & White Room

Agnes Quinones, Bureau of Health, Nutrition & Family Services, Middletown, CT

An assessment of the impact of after-school programs in promoting literacy learning among diverse students K-12.

Coach talk: Becoming aware of our language practices as literacy coaches

1849 Room

Kristin Rainville, Manhattanville College, Purchase, NY

Come and explore how the language a literacy coach uses has an impact on the relationships they build, the trust they develop, and the success that they have.

Professional conversations to enhance reading research understandings

Clocktower Room

Jill Pilon, East Farms School, Farmington, CT

Pam Govertsen-Kahn, Middletown Schools, Middletown, CT

An action research project describes a literature review about study groups as powerful and motivating tools for stimulating professional development. Solid evidence of the positive effect of this form of shared learning will be presented along with protocols for how to create and run a study group.



LITERACY COACHES PANEL 11:10 AM – 12:00 AM – SPRAGUE ROOM

The promise of literacy coaches: The “five Ws” of literacy coaches

Chair: William Farr, University of Connecticut, Storrs, CT

Maydie Bombart, Language Arts Coordinator, New Britain Public Schools, New Britain, CT

Jennifer Borck, Language Arts Consultant, K-12, CT State Department of Education

Jean Klein, Legislative Liaison, Connecticut Association for Reaching Research (CARR)

Judy Cunningham Latonie, Language Consultant, K-5, Granby Public Schools, CT

Jesse Turner, Director, Literacy Center, CCSU

Joanne R. White, Bureau of Curriculum & Instruction, CT State Department of Education

An open forum on the promises and challenges of reading coaching. A talking points bulletin and an article link will be posted online for participants to read prior to the conference in order to start the thinking process for a moving discussion.



CONCURRENT POSTER SESSIONS 11:10 A.M. - 12:00 P.M. – ALUMNI LOUNGE

Application of SIOP in a non-ELL social studies classroom

Susan Lynch, RHAM Middle School, Hebron, CT

An examination of the application and impact of Sheltered Instructional Observational Protocol in an intermediate social studies classroom. SIOP, a protocol developed for teaching content area to English language learners (ELL), was used for content area instruction in a non-ELL classroom. Findings and implications to classroom instruction will be presented.



WORKSHOP SESSIONS III

1:10 - 2:00 P.M.

Making meaning through paired texts:

Philbrick Room

Textual & visual literacy

MaryAnn Sheehy, Easton Public Schools, Easton, CT

Eileen Foley, Wilton High School, Wilton, CT

The focus of this workshop is to emphasize important questions about reading different types of paired texts in order to understand connections between different genres when making meaning of texts. Central questions to consider are: How does one text illuminate another? How does personal writing connect the reader with the texts? Where are the roots of persuasive argument within texts?

What's the buzz: Data Walls: A perfect match for reading/writing workshops and urban schools

Sprague Room

Leslyee Frederick, Victoria Morse & Carolyn Turner, Hartford Public Schools, Hartford, CT

What happens when committed inner data driven inner city teachers use Reading/Writing Workshop to write their district Language Arts Curriculum? Come share the transformative tale of urban middle school teachers and their reluctant readers riding Louise Rosenblatt's aesthetic/effrent continuum. Come hear about the data that really count!

Best practices to create confident, independent readers

Clocktower Room

Faye C. Gage, Fairfield University, Fairfield, CT

The workshop is designed to help teachers empower secondary students to become increasingly independent readers through inquiry and response strategies. The workshop will focus on ideas and practices that encourage students to become confident, skilled and satisfied readers of memoir, fiction, poetry and drama.

Creating a collaborative web knowledge for reading texts

Blue & White Room

Paul Stengel, English Department, Joseph A. Foran High School, Milford, CT

This presentation will demonstrate how to use collaborative web 2.0 technology to create a classroom knowledge base for the study of *The Canterbury Tales*. Using Moodle, student data will be shared to demonstrate collaborative learning through Wikis, asynchronous discussion, and a project using a new media technology to analyze information and create a satire on the social ecology of high school.

Redefining assessment in the writing workshop classroom

1849 Room

Kim Richard & William Farr, University of Connecticut, Storrs, CT

This interactive presentation will offer new ways to assess students' writing so that the assessment is valuable for both teacher and student.



WORKSHOP SESSIONS IV

2:00 - 3:00 P.M.

A tool kit for reading success

Clocktower Room

Jennifer Brodeur, Old Saybrook, CT

This workshop introduces you to creative activities to actively engage and improve your child's understanding of texts. You will leave with a reader's tool kit filled with creative and fun ways to improve your child's reading comprehension.

Is your plate full? Get children reading off their plates!

Carlton Room

Susan Schmidt, Gaffney Elementary School, New Britain, CT

Maureen Billings, Squadron Line Elementary School, Simsbury, CT

Promote reading stamina by building a personal plate portrait. Use paper plates as a vehicle to motivate independent reading and to promote phonics, reading stamina, and reading comprehension.

Headline conversations

Sprague Room

Joanna Fitzgerald, Wethersfield School District, Wethersfield, CT

Joanna Najarian-Garb, Valley Regional High School, Region 4, CT

Joanne Muldoon, Middle School of Plainville, Plainville, CT

Elizabeth Pursley-Bush, Howell Cheney Technical High School, CTHS System

Parents, teacher, tutors, paraprofessionals and after-school staff can use the newspaper as a springboard to critical thinking and lively discussions with middle and high school students.

Using police blotters to engage writers

Blue & White Room

Erika Sacharko, Smith Elementary School, New Britain, CT

Through the use of police blotters and asking "What if?," students engage in problem solving and creative writing.

Building home-school connections through family message journals

Philbrick Room

Judy Andrews, Jepson Magnet School, New Haven, CT

Sheila Foss-Swanson, Gaffney Elementary School, New Britain, CT

This writing workshop presents an effective way of engaging family members in written communication with children about their school day.



3RD LITERACY ESSENTIALS CONFERENCE
CENTRAL CONNECTICUT STATE UNIVERSITY - SPRING 2009

CALL FOR PROPOSALS

Proposals **MUST** Be Submitted Electronically by Midnight EST October 1, 2008.
Please use the link located at: www.reading.ccsu.edu

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 3rd Literacy Essentials Conference.

The proposal submission site will be available Summer 2008 on our conference web page: www.reading.ccsu.edu. Please visit our conference web page for information regarding Guidelines for Submission and Deadlines, Notification, and Types of Proposals.

Conference Chairs:
Cara Mulcahy and Julia C. Kara-Soteriou



CENTRAL CONNECTICUT STATE UNIVERSITY
ADVOCATE FOR READING PROFESSIONALS AWARD

CALL FOR NOMINATIONS

This award recognizes individuals and/or organizations who 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 at our conference web page: www.reading.ccsu.edu Summer 2008.

ACKNOWLEDGEMENTS



Center for Africana Studies

Central Connecticut Writing Project

Continuing Education

Graduate Society of Reading

IRA Undergraduate Honor Society

Phi Delta Kappa

Reading & Language Arts Department

School of Education & Professional Studies



STUDENT CENTER

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- 1 • ATM
- 2 • Alumni Hall
- 3 • Bellin A
- 4 • Bellin B
- 5 • Blue and White Room
- 6 • Breakers Game Room
- 7 • Black Student Union Office
- 8 • Camp Room
- 9 • Carlton Room
- 10 • CCSU Card Office
- 11 • CenConn Credit Union
- 12 • CENTix Box Office
- 13 • Clock Tower Room
- 14 • Devil's Den and Food Court
- 15 • Information Desk
- 16 • Legacy Lounge
- 17 • Mail Services
- 18 • Normal School Lounge
- 19 • Philbrick Room
- 20 • PRIDE Office
- 21 • Program Council Office
- 22 • Restrooms
- 23 • Ruth Boyea Women's Center
- 24 • Semesters
- 25 • Seven Centuries Courtyard
- 26 • Student Government Association Office
- 27 • Sprague Room
- 28 • Student Activities/ Leadership Development Department
- 29 • Student Center Scheduling Office
- 30 • SUBOG
- 31 • The Mosaic Center
- 32 • The Recorder Office
- 33 • The Student Center Department
- 34 • The ICC Lounge
- 35 • University Bookstore
- 36 • Wells Street Lounge
- 37 • WFCS FM 107.7
- 38 • 1849 Room

