8th Annual Literacy Essentials Conference
Saturday, April 12, 2014

Transforming Schools and Communities Through Literacy

CONFERENCE CHAIRS
Helen R. Abadiano
Louise J. Shaw
Reading and Language Arts Department

LITERACY ESSENTIALS
School of Education and Professional Studies
Central Connecticut State University
Welcome to the 8th Annual Literacy Essentials Conference at Central Connecticut State University! The theme of this year’s conference is Transforming Schools and Communities Through Literacy. We dedicate this conference to those who care deeply about all of our children and the future of schooling in America. Across the country, we have been experiencing an increase in organizing efforts by parents, communities, and youths to undertake the core issue of education reform – how to create effective public schools that can serve all children well. The disparities in education underscore the need to push with renewed vigor for transforming schools and communities that reaches each child in every classroom. It is our hope that this conference will provide us with a context for the meeting of hearts and minds that can lead to developing our strong sense of professional citizenship.

Dr. Ernest Morrell and Dr. Timothy Rasinski, this year’s keynote speakers, are both dynamic and inspiring. They will raise further our consciousness and generate vigorous debate and conversations around what we can do, together, to transform schools and communities through literacy.

Enjoy the conference!

Helen R. Abadiano
Conference Chair

Louise J. Shaw
Conference Chair
**KEYNOTE SPEAKERS**

**ERNEST MORRELL** is Director of the Institute for Urban and Minority Education (IUME) and Professor of English Education at Teachers College, Columbia University. He is also the President-Elect of the National Council of Teachers of English (NCTE). For nearly 20 years his research has focused on drawing upon youth’s interest in popular culture and participatory media technologies to increase motivation and to promote academic literacy development, civic engagement and college access. He is recognized nationally for developing powerful models of teaching and learning in classrooms and non-school environments and for communities in the project of educational reform. For more information visit www.ernestmorrell.com.

**TIMOTHY RASINSKI** is Professor of Literacy Education in the Department of Teaching, Leadership, and Curriculum Studies at Kent State University. He is author of over 200 articles and books. His major interests include working with struggling readers, phonics and reading fluency instruction, word study, and teacher development in literacy instruction. He served on the Board of Directors of the International Reading Association, and is past president of the College Reading Association. He is past editor of The Reading Teacher, and the Journal of Literacy Research. He was inducted into the International Reading Hall of Fame in 2010.

Sponsored by:  

![Scholastic Logo]
The Connecticut Association for Reading Research (CARR) has served educators in Connecticut since 1977. It is a special interest council of the Connecticut Reading Association and is the only research-based council of the International Reading Association. The organization has five goals:

- to enhance the professional development of literacy educators,
- to provide leadership in support of research, policy, and practice that improves literacy instruction and supports the best interests of all learners and reading professionals,
- to form partnerships with other organizations that share our goals,
- to encourage and support research to promote informed decision making by reading professionals, policymakers, and the public,
- to identify and support leadership on significant state, national, and international issues.

CARR’s mission seeks to advance the status of research throughout Connecticut by aiding in the interpretation and application of literacy research findings and whenever possible, by sponsoring and participating in research studies. The organization sponsors and offers monetary support in the form of scholarships and grants for literacy educators who are conducting research that has the potential to impact students and professionals in classrooms throughout the state and country. CARR continues to be a voice in the support of legislation designed to assure high professional standards in the field of reading and language arts. For more information about CARR, visit www.ctreadingresearch.org.

SAVE THE DATE!
March 28, 2015
9th Annual Literacy Essentials Conference
http://www.reading.ccsu.edu/LiteracyEssentialsConference
7:00 am – 8:00 am  Ongoing Registration/Breakfast
Alumni Hall Lobby

8:00 am – 8:30 am  Welcome
Alumni Hall

**CARL R. LOVITT**
Provost & Vice President for Academic Affairs
Central Connecticut State University

**WILLIAM BUMPUS**
Connecticut Assistant Attorney General
Co-Chair, Gently Used Children's Book Drive

*Literacy Advocacy Award Presentation*
Recipient: Connecticut Association for Reading Research

8:30 am – 9:20 am  Keynote Address
Alumni Hall

**(Re) Inventing the Future of Literacy Education: Socially, Culturally, and Technologically Relevant Instruction**

**ERNEST MORRELL**
Director of the Institute for Urban And Minority Education
& Professor of English Education
Teachers College, Columbia University, New York, NY

**BREAK-OUT SESSIONS**

9:30 am – 10:15 am  Break-Out Session I

10:20 am – 11:05 am  Break-Out Session II

11:10 am – 11:55 am  Break-Out Session III
1:00 pm – 1:50 pm  
Keynote Speaker  
Why Fluency Matters: How Fluency Can Transform Reading for Struggling Readers  
TIMOTHY RASINSKI  
Professor of Literacy Education  
Department of Teaching, Leadership, and Curriculum Studies  
Kent State University, Kent, OH

2:00 pm – 3:00 pm  
MEET THE AUTHORS  
Spring Hermann  
Barry Lane  
Timothy Rasinski  
Padma Venkatraman
Leadership Panel with Ernest Morrell [All]

Moderator: Daniel Mulcahy, Chair, ConnSCU Professor, CCSU Philbrick

Panelists: Michael P. Alfano, Dean, School of Education & Professional Studies, CCSU
Darlene S. Hurtado, Executive Director, Literacy Volunteers of Central Connecticut
David A. Monti, Professor Emeritus, C-CMU
Susan Kalt Moreau, Deputy Superintendent, Bristol Public Schools, CT
Paula M. Talty, Superintendent, Cromwell Public Schools, CT

A panel of educational leaders responds to the keynote presentation and shares their perspective on the challenges facing Connecticut public schools.

“The Negative Images They Have Are Inaccurate”: [MS/HS] Motivating Writers in the Age of Common Core Camp

Through Listening, Speaking, and Analysis

Bryan Ripley Crandall, Connecticut Writing Project, Fairfield University, CT

Learn how high school young men were inspired to collaboratively write an editorial that countered the deficit-construction they faced as urban youth through analyzing political cartoons, deconstructing published editorials, and drawing from lived experiences and research. Participants will engage in similar activities as they examine and act upon their own beliefs about teaching.
Energy Leadership for Teachers  
Kristen Werblow, Balanced Living Now, Berlin, CT
Jacob Werblow, Central Connecticut State University, New Britain, CT
Barbara Hartigan, University of Saint Joseph, West Hartford, CT
In an era of test-driven mandates, when many teachers are struggling to maintain their passion for teaching and working with children, teachers need the skills to practice mindfulness and the courage to “be the change.” In this workshop, participants will learn to apply principles of energy leadership to understand their potential to inspire themselves and empower students.

Close Reading: Bringing Reading and Texts Together  
Diana Sisson, Central Connecticut State University, New Britain, CT
Betsy Sisson, Central Connecticut State University, New Britain, CT
This workshop provides a framework for creating a close reading lesson and close reading strategies for a variety of texts, for comprehension objectives, and for a comprehensive tool. Learn how to introduce close reading, how to support students through challenging texts, and how to use close reading as a springboard for close writes and talks.

A Storytelling Workshop Enhances Student Narrative Writing  
Tara Achane-Miller, Mansfield Middle School, Mansfield, CT
Gail Herman, Storyteller and Educational Arts Consultant, Easthampton, MA
This session demonstrates how to immerse students in a storytelling-writing workshop that includes the use of vocal techniques, mime, and musical instruments. Learn to use strategies for helping students gather narrative ideas and apply skills learned through oral rehearsal, planning, and revising of narrative writing. Walk away with a toolkit of ideas!

Rigor Without the Mortis: Writing and Laughing Across the Curriculum  
Barry Lane, Author
The Common Core Standards have called for a new level of reading and writing and a deeper understanding of complex texts through collaboration and meaningful instruction. Yet too often such top down curriculum directives lead to dry, humorless teaching that seeks to just cover the material and not uncover the deep meaning. Enter Wacky We-Search: multi-genre writing that exceeds Common Core and raises writing to new standards of joy and passion. Come to this session read to write, think and laugh.

Art-making for Education Justice  
Lauren Anderson, Connecticut College, New London, CT
Susan Cunningham, Connecticut College, New London, CT
[In collaboration with Connecticut College students]
This session presents a selection of artwork made by students and teachers who are committed to critical literacy and using their voices to “talk back” to contemporary education reform. Take a few minutes to express - using markers, crayons, glue, clay, scantron sheets, and more - your own concerns, critiques, hopes, dreams, and ideas about how we can work together to advance education justice.
Conversation with Ernest Morrell
Ernest Morrell, Teachers College, Columbia University, New York, NY
This is an open conversation with author and academic Ernest Morrell on topics ranging from pedagogies of change—the CCSS, texts, reading, and the future of Language Arts instruction—to bringing literary theory and popular culture into the classroom.

For Better or Verse: Selecting and Using Stories in Verse
to Implement Common Core State Standards in English Language Arts
Diane Kern, University of Rhode Island, Kingston, RI
Padma Ventkatraman, University of Rhode Island, Kingston, RI
A growing sub-genre of young adult and middle grade literature is the novel in verse; but are verse novels out, now that CCSS are in? What unique challenges and opportunities does the verse novel present to teachers/librarians who wish to expose their students/patrons to poetry? Presenters will offer strategies to select new and classic verse novels. Using a newly released verse novel, A TIME TO DANCE, as an example, presenters will suggest activities and exercises that middle school teachers may employ (or adapt) to implement specific ELA/CCSS.

Teaching Critical Media Literacy Through Sports Stories
Mark A. Fabrizi, Eastern Connecticut State University, Willimantic, CT
Robert D. Ford, North Branford High School, North Branford, CT
Discover how a high school teacher uses film, sports, literature, music, and electronic media in challenging learning experiences to support students as active learners engaged in critically examining media. The presenters will discuss teaching rhetorical analysis and helping students develop their writing style using the work of sports columnists on the Internet and in print.

Formative Assessment to Support Smarter Balance
David A. Monti, Professor Emeritus, CCSU, New Britain, CT
This session focuses on what teachers need to utilize in order to inform literacy instruction. Discussion will center around tools that teachers can use from a diagnostic perspective.
Fabulous Phonemes: Phoneme-Grapheme Mapping in Elementary Grades
Valerie Kehoe, Bridgewater-Hebron Village School, Bridgewater, NH
Explore the power of the predictability of the English language and phoneme-grapheme mapping as a tool to improve student spelling. Learn how to clearly teach tricky spelling concepts. Bring spelling lists for phoneme-grapheme mapping.

Literacy and the Billboard Top 100
Douglas Fetchin, Assistant Director for Grants Compliance, Stamford Public Schools, CT
How do you embed literacy into a generation that is forever “plugged in”? Find out what they are listening to and play with the lyrics! In this break-out session, participants will explore the basic mental processes students use to make sense of information (cognitive structures), and how to use visualization and reflective awareness with complex text (lyrics to the music students actually listen to) to develop personalized structures for vocabulary development.

Using Non-fiction for Uniting Multi-racial Student Communities:
A Dialogue between Author and Teachers
Spring Hermann, Author
Author Spring Hermann, who has written non-fiction titles on Native Americans, the struggle for equality for women and minorities in America, and Anne Frank, will dialogue with teachers on using her latest books in a World Black History series. These middle-grade books fulfill standards in language arts and social studies, and provide surprising information for all students to process, write and speak about, and create a new understanding of each other.

Roundtable Sessions
10:20 am – 10:40 am and 10:45 am – 11:05 am
Identifying Information for “Gifts of Learning Differences”
Amanda Argazzi, Benjamin Franklin Elementary School, Meriden, CT
Learn to use inspirational non fiction picture books about learning differences to spark conversations between diverse learners. Build upon the techniques of media and early childhood educators by using American Sign Language to support reading comprehension of struggling readers, and allow advanced readers to obtain an additional skill-set.

10:20 am – 10:40 am and 10:45 am – 11:05 am
Becoming an Informed Decision Maker:
Seeing the Relevance Of Argumentative Writing
Jessica Buckle, Thompson Brook School, Avon, CT
In this workshop participants will explore argumentative writing, one of the three main types of writing in the Common Core. The presenter will model texts and tasks that connect students to argumentative writing and informed decision-making in everyday life. Participants will receive resources on making good decisions, consumer choices, active citizenship, and advocating for an idea.
Constructive Approaches to Phonics and Vocabulary Instruction: Transforming Word Study from Drudgery to Delight!
Timothy Rasinski, Department of Teaching, Leadership, and Curriculum Studies
Kent State University, Kent, OH
Word decoding (phonics), vocabulary, and spelling are essential skills in learning to read. In this session Dr. Rasinski will share effective and engaging methods for helping students to learn and take delight in words.

Getting the Horse to Drink: Strategies and Programs Used to Create a Positive Attitude Towards Reading
James Johnston, Central Connecticut State University, New Britain, CT
As teachers, we often find that some students choose not to read or write independently. Research tells us that students need to read and write frequently in order to become better readers and writers, particularly students who struggle in these areas. The presenter will discuss the creation of reading programs that transform schools and communities into centers for literacy learning.

Transforming Reading, Writing, Listening and Speaking Instruction Through Visual Arts
Donna Verbeck, Riverhead Central School District, Roanoke Avenue School, NY
Philbrick
The Common Core Standards require students to close-read written texts and teachers can use close reading of visual texts to help guide students through that process. This interactive workshop encourages participants to consider this and other possibilities for authentically integrating visual arts into their reading and writing curriculum as they explore the deep connections between visual and written composition.

The Reality Is: Using Recently Published Nonfiction Texts and Curriculum to Create Meaning & Engagement
Susannah Richards, Eastern Connecticut State University, Willimantic, CT
With increased attention to reading and writing expository text in the Common Core State English Language Arts Standards, teachers and students must be able to engage with high quality informational texts. This session features instructional strategies to build schema, address Tier II and III vocabulary, and create meaningful reader responses using a variety of recently published nonfiction texts meant to ignite readers’ thinking.
Close, Careful, Thoughtful Reading: Making it Happen  
Darcy A. Fiano, Manchester Public Schools, Manchester, CT
Jennifer DeRagon, Coventry High School, Vernon, CT
This session will address the CCSS:ELA-Literacy, CCRA.R.1, “Read closely…” The presenters will review current research on deep reading and its impact on teaching and learning. They will also provide practical implications for instruction to address deep reading through text-dependent questioning which requires students to analyze the text and synthesize the information.

Close Reading to Detect Author’s Craft  
Kelly Andrews-Babcock, Killingly Intermediate School, Killingly, CT
Discover what fifth grade students learned from a book study that focused on author’s craft. Participants will have the opportunity to practice the technique based on Katie Wood Ray’s research. In small groups, participants will discuss books and excerpts that could be used at a variety of grade levels to incorporate into their classrooms. Join us to discover just how much craft is in children’s literature!

Roundtable Sessions
11:10 am – 11:30 am    and    11:35 am – 11:55 am
Purpose-First Writing  
[UE/MS]  
Nick Chanese, Central Connecticut Writing Project
Caine Schlenker, Central Connecticut Writing Project
In this workshop, participants will learn about a different type of writing instruction that is based on the purpose-first approach. Presenters will highlight the strengths of the approach and the practical applications in the classroom. Through hands on activities and discussion, the participants will learn how this approach achieves purposes that are essential in all disciplines.

11:10 am – 11:30 am    and    11:35 am – 11:55 am
Keep a Poem in Your Pocket: The Transformational Power of Poetry  
[ES]
Ryan Colwell, Fairfield University, CT
This workshop will introduce participants to a variety of engaging and developmentally appropriate methods of integrating poetry into elementary school classrooms. Learn strategies for using poetry to support students’ development of foundational reading skills, engage students in close reading and literary analysis, and explore content across the curriculum.

LUNCH BREAK
12:00 pm – 12:50 pm
Alumni Hall
KEYNOTE SPEAKER
Alumni Hall
1:00 pm – 1:50 pm
Why Fluency Matters: How Fluency Can Transform Reading for Struggling Readers
TIMOTHY RASINSKI
Kent State University, Kent, OH

MEET THE AUTHORS
2:00 pm – 3:00 pm
But How Do You Teach Writing?
A Simple Guide for All Teachers, The Reviser’s Toolbox,
After “The End”: Teaching and Learning Creative Revision
Barry Lane
Alumni Hall

The Fluent Reader
Timothy Rasinski
Co-Author of the Award winning fluency program
called “Fluency First”
Bellin B

Climbing the Stairs
Padma Venkatraman
Bellin A

Making Their Mark
Spring Hermann
Bellin A
JOIN A COHORT
IN MASTER’S AND/OR 6TH YEAR DEGREE PROGRAM
IN READING AND LANGUAGE ARTS
AT CENTRAL CONNECTICUT STATE UNIVERSITY

ABOUT THE COHORT
The Department of Reading and Language Arts offers a Cohort Program for teachers to complete a degree in the Master of Science in Reading and Language Arts leading to 102 certification—Remedial Reading Teacher (Reading Specialist) and/or a 6th Year degree leading to 097 certification—Reading Consultant (Literacy Coach).

A cohort is a group of students who will pursue professional goals together by attending all of the required courses in their planned program of study leading to a degree. Students in a cohort remain together throughout their program and forge professional relationships through collaborative groups, performance-based and individual learning drawing on common academic and professional work, experiences and interests.

COHORT REQUIREMENTS
- Each cohort must have at least 15 students.
- Each cohort attends 50% of classes in planned program of study in a designated school of the sponsoring school district; 50% of classes in planned program of study are offered at CCSU campus.
- Students applying to the cohort should meet ALL eligibility requirements listed by the Graduate School and the Reading and Language Arts Program. They must apply for admission to the School of Graduate Studies (go to http://www.ccsu.edu/page.cfm?p=1177) following application deadlines:
  - Fall semester: June 1
  - Spring semester: November 1
- They must also apply for admission to the Reading and Language Arts Master’s or 6th Year degree program (download from http://www.reading.ccsu.edu/Applications/Program_Applications.htm) following the Graduate Studies application deadlines.
- Applicants will attend scheduled group orientation and interview to complete admission requirements to the reading and language arts program.
- When submitting application forms to the School of Graduate Studies and the Reading and Language Arts Program make sure to indicate the specific cohort district (e.g., Bristol, Cromwell)
- Students must register and pay for courses offered as scheduled (a 3-credit graduate course is $1637; go to http://www.ccsu.edu/page.cfm?p=6266 for details). Courses are offered in summer, fall and spring semesters. Occasionally a course may be offered during the winter session upon request of the cohort.
- Students must comply with all program requirements (go to Graduate Catalog, p. 78 at http://web.ccsu.edu/catalogs/graduate/2008_2010/Education08.pdf).

CONTACT
Dr. Helen R. Abadiano
Professor & Chair, Department of Reading and Language Arts
Tel. # 860-832-2180  Email: abadiano@ccsu.edu  Skype: abadianoh
Community Engagement: Early Literacy Institute
9:00am – 4:00pm ♦ Barnard Hall (HB)
By invitation only
[Funded through a Grant from the Community Foundation of Greater New Britain]

PROGRAM

9:00 am – 10:00 am Ongoing Registration/Breakfast
HB 229

10:00 am – 10:20 am Welcome
HB 229
JESSE P. TURNER
Director, Literacy Center
Central Connecticut State University

JAMES G. WILLIAMSON
President, Community Foundation of Greater New Britain

Orientation
HELEN R. ABADIANO
Coordinator, Early Literacy Institute
Central Connecticut State University

WORKSHOP SCHEDULE

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<tr>
<th>Time</th>
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<td>10:30am - 11:00am</td>
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<td>3:10 pm - 4:00 pm</td>
<td>CLOSING CEREMONY - HB 229</td>
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**WORKSHOP SESSIONS**

**Session A: Picture Talk Using Wordless Picture Books**
- Pamela Baclaski, Chester Elementary School, Chester, CT
- Katie Baillargeon, Bakerville Consolidated, New Hartford, CT
- Eleanor Brasche, Seymour Middle School, Seymour, CT
- Sarah Greco, John Lyman Elementary School, Middlefield, CT
- Deborah L. Hocking, King Street Primary School, Danbury, CT
- Kim LeRoux, Expeditionary Learning Academy at Moylan School, Hartford, CT
- Lisa Morlock, Mill Ridge Primary School, Danbury, CT
- Caitlin Pelletier, O'Brien STEM Academy, East Hartford, CT
- Karrie Rinaldi, Hartford Public Schools, Hartford, CT
- Jennifer Wright, New Britain Public Schools, New Britain, CT

This session demonstrates how to “read” wordless picture books using picture walk and engaging conversation with children.

**Session B: Spring Into Writing**
- Kelly Carollo, Preservice Teacher, CCSU, New Britain, CT
- Lillian Kasavage, Bowers School, Manchester, CT
- Stacey Martins, Special Education Teacher, Newington Public Schools, Newington, CT
- Sarah Mayo, JFK Middle School, Enfield, CT
- Christine Peach, Glastonbury-East Hartford Magnet School, CREC, CT
- Shannon Shea, Preservice Teacher, CCSU, New Britain, CT
- Diane Smith, Eager Reader, Middletown, CT

This session demonstrates fun activities to encourage beginning writing skills using children’s imagination and creativity such as participating in an activity that promotes writing by creating a play post office.

**Session C: Letter-Sound Correspondence Game**
- Fransiola Baci
- Leandra Ferony
- Meg Scanlan
- Laura Bittner
- Kelsey Hegarty
- Demitri Tagariello

Preservice Teachers, CCSU, New Britain, CT

This session demonstrates a letter-sound correspondence game to help children distinguish different sounds orally and in writing.

**Session D: Concepts About Books and Print**
- Elizabeth Bagot, Squadron Line Elementary School, Simsbury, CT
- Amanda Kushner, Betances Early Reading Lab School, Hartford, CT
- Samantha Daniele
- Brianna Duffy
- Kristen Scavone
- Rebecca Dodge
- Elena Knudsen
- Tricia D’Onofrio

Preservice Teachers, CCSU, New Britain, CT

This session demonstrates how to read books with children. Parents are introduced to ways of developing print awareness, including book handling and spoken word to symbol matching.

**Session E: Smart Technology for Early Literacy**
- Stephanie Albino
- Diane Calitri
- Katie Nemer
- Brittany Bouchard
- Sabrina Husted
- Micaela Rafferty

Preservice Teachers, CCSU, New Britain, CT

Parents and children explore the use of free interactive, learning-based apps that support the development of early literacy skills on electronic devices such as tablets and smart phones.

**Session F: All SORTS of Fun**
- Laura Giannitti, Betances Early Reading Lab School, Hartford, CT
- Mary daCunha, Betances Early Reading Lab School, Hartford, CT
- Jaclyn Nardi, Betances Early Reading Lab School, Hartford, CT
- Jason Boyle
- Bryan Czel
- Randy Douglas
- Melissa Luna

Preservice Teachers, CCSU

This activity engages children in analyzing words by sorting them into categories. Word sorts can be adapted and created for every subject, from sorting words by their vowel patterns to sorting scientific facts into groups such as solids, liquids and gases.
ACKNOWLEDGMENTS

Carl R. Lovitt
CCSU Provost and Vice President for Academic Affairs

Michael P. Alfano, Dean
CCSU School of Education and Professional Studies

Julie Dyson, Account Executive CT and RI
Scholastic Classroom and Community Group

James G Williamson, President
Joeline Wruck, Director of Program
Community Foundation of Greater New Britain

Helen R. Abadiano, Conference Chair
Julia Kara-Soteriou
Catherine Kurkjian
Cara Mulcahy
Louise J. Shaw, Conference Chair
Jesse P. Turner
Lynda M. Valerie
CCSU Department of Reading and Language Arts

Lisa Michaud, Administrative Support
CCSU Department of Reading & Language Arts

Eleanore Brasche, 6th Year Student
Central Connecticut State University

Christa Sterling, Director
Heidi Huguley-Brown, Administrative Support
CCSU Office of Continuing Education
ACKNOWLEDGMENTS

Al Poulin, Human Resources
Target # 1289, New Britain, CT

Toys R Us
Waterbury, CT

Joe Barile, Owner
Barile Printing, New Britain, CT

Brendan Kelly, Copy Center Supervisor
Central Connecticut State University

Catherine Kurkjian, Coordinator
CCSU 3rd Annual Gently Used Children’s Book Drive 2014

Cara Mulcahy, Advisor
CCSU Graduate Society of Reading

Lori Backus, Catering Director
CCSU Dining Services

Susan Kelly, Event Coordinator
CCSU Event Management

Ruby Blackmon, Event Coordinator
CCSU Student Center

Student Volunteers
Central Connecticut State University
CALLING ALL GENTLY-USED CHILDREN'S BOOKS!

THE DEPARTMENT OF READING AND LANGUAGE ARTS
at CENTRAL CONNECTICUT STATE UNIVERSITY
in collaboration with
NEW HAVEN READS, the DEPARTMENT OF CHILDREN AND FAMILIES,
and THE CONFERENCE OF CHURCHES
is conducting the
3RD ANNUAL “GENTLY-USED CHILDREN’S BOOK DRIVE.”

"There Are Many Little Ways To Expand A Child's World. 
Love Of Books Is The Best Of All."

The purpose of this drive is to promote Early-Age Reading, while encouraging engagement between Connecticut children and their families and to help bridge the academic achievement gap.

We would appreciate donations of the following: Story Books - Picture Books - Rhyming Books - Alphabet Books Books About Animals, Colors, Numbers, Shapes and Words. (Any Books for Children Ages 4 through 10)

PLEASE: No Text Books, Encyclopedias, or Damaged Books

Drop your “Gently-Used Book” Donations
at Henry Barnard Hall, Room 209
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
Coordinator: DR. CATHERINE KURKJIAN, CCSU
860-832-2175

FOR MORE INFORMATION CONTACT:
Theresa Gielisson, theresa@newhavenreads.org * 203-752-1923,
Book Drive Co-Chair, Assistant Attorney General William Bumpus
at: AttyWilliamBumpus@gmail.com