9th Annual Literacy Essentials Conference

March 28, 2015

Unlocking Every Student’s Potential Through Literacy

Conference Chairs

Julia Kara-Soteriou
Central Connecticut State University

Jen Flood
North Haven Public Schools

Gina Kotsaftis
Naugatuck School District
Welcome to the 9th Literacy Essentials Conference at Central Connecticut State University. A big welcome to the pre-service teachers, especially those who are attending their first literacy conference, and a particularly warm thank you to the education professionals who are returning to a literacy conference looking for additional ways to strengthen their teaching.

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 participants. Our keynote speaker, Sharon Taberski, will inspire us to use authentic literacy instruction in our classrooms, while helping our students become strategic, critical thinkers. Our luncheon speaker, Lester Laminack, will remind us of the power of reading and will show us how read alouds and guided conversations can be used to deal with bullying in schools. Further, our invited speakers, Nancy Boyles and Wiley Blevins, will address close reading and phonics, respectively, in the practical ways teachers like.

This year we received an unprecedented large number of proposals. We accepted only the best and we are bringing you the most up to date, research-based strategies. The four breakout sessions include presentations on a wide range of literacy topics and offer choices for teachers of primary grades, intermediate/upper elementary, middle, and high school classrooms. We are confident the presenters will share practical and creative ideas for participants to take back to their classrooms, and will motivate us all to further enhance our understanding of literacy learning and instruction.

It has been a privilege serving as the chairs of the 9th Literacy Essentials Conference. We are honored that you have chosen to be here today and we look forward to your feedback.

Enjoy the conference!

Julia Kara-Soteriou, Jen Flood, and Gina Kotsaftis,
Conference Chairs
PROGRAM SCHEDULE

7:00 am - 8:10 am  Ongoing Registration
Alumni Hall Lobby

7:00 am - 8:00 am  Poster Presentations
Alumni Hall

8:10 am - 8:30 am  Welcome
Alumni Hall
Dr. Carl R. Lovitt, Provost & Vice-President for Academic Affairs, Central Connecticut State University

Literacy Advocacy Award Presentation
Recipient: Dr. Nancy Boyles

Kids’ Lit Quiz, USA Team Recognition

8:30 am - 9:20 am  Keynote Address by Sharon Taberski
Alumni Hall

9:30 am – 10:20 am  Breakout Session I

10:30 am - 11:20 am  Breakout Session II

11:30 am - 12:20 pm  Breakout Session III

12:30 pm - 1:00 pm  Lunch
Alumni Hall

1:00 pm – 1:50 pm  Luncheon Presentation by Lester Laminack
Alumni Hall

2:00 pm - 2:50 pm  Breakout Session IV
CENTRAL CONNECTICUT STATE UNIVERSITY
LITERACY ADVOCACY AWARD

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, policy development, leadership, and mentoring. The award is presented annually at the Literacy Essentials Conference.

THE 2015 AWARD IS PRESENTED TO DR. NANCY BOYLES

Professor of Reading Emerita, Dr. Nancy Boyles is an educator who has been serving the literacy community in Connecticut in a variety of ways over a long and distinguished career. Nancy began her career as a classroom teacher in the North Haven Public Schools, where she taught grades 1, 3, 4, and 5, as well as the K-8 gifted program. After 15 years of public school teaching, Nancy joined the faculty at Southern Connecticut State University where she coordinated the Graduate Reading Program and helped prepare future literacy leaders. Since 2001, Nancy has published nine books, which focused on comprehension, RTI, literacy coaching, small group reading instruction, and close reading. Nancy has also worked on numerous committees and projects with the Connecticut State Department of Education and with school districts across the United States. Teachers know Nancy from her many invited conference presentations and from her workshops and modeling of best literacy practices in classrooms.
Nationally recognized educator, author, and presenter, Sharon Taberski is a leader in the field of early reading instruction. Her book On Solid Ground revolutionized the way primary teachers approach reading and remains a classic in the field. Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop and companion DVDs Lessons from the Ground Up and It’s ALL About Comprehension showcase her ongoing work in classrooms and provide a view of authentic, effective literacy teaching and learning. Her latest book, The Common Core Companion: The Standards Decoded helps translate each standard into practical, day-to-day lesson ideas.

A teacher for over 35 years, Sharon currently works in schools and districts throughout North America helping teachers set up reading and writing workshops and think systematically about how to best accomplish their goals. Sharon presents live PD webinars based on her Heinemann titles, and is a Heinemann on-site consulting author and a frequent speaker at regional and national conferences.

KEYNOTE ADDRESS

Strategic, Engaged Readers and Critical Thinkers: Five Ways to Make It Happen

To accomplish our goal of creating accomplished readers endowed with agency, we must direct our attention to helping them become strategic, critical thinkers whose main focus is enjoying and comprehending the text they’ve set out to read. Our reading workshop brims with opportunities to engage and empower students to acquire, create, connect and understand ideas and information. This keynote will illustrate high-impact practices to move ownership of reading back to the student, where it belongs.
LUNCHEON SPEAKER

LESTER L. LAMINACK

Lester Laminack, a full-time writer and consultant working with schools throughout the United States, is Professor Emeritus from Western Carolina University in Cullowhee where he taught writing workshop, children's literature, and reading. He is an active member of the National Council of Teachers of English and served three years as co-editor of the NCTE journal *Primary Voices* and as editor of the Children’s Book Review Department of the NCTE journal *Language Arts* (2003-2006). He also served as a teaching editor for the magazine *Teaching K-8* and wrote the Parent Connection column (2000-2002). Lester is the author of several children’s books, including *Three Hens and a Peacock* and *Saturdays and Teacakes*. His professional books include *Cracking Open the Author’s Craft*, *Unwrapping the Read Aloud*, and *The Writing Teacher’s Troubleshooting Guide*.

LUNCHEON PRESENTATION - Sponsored by SCHOLASTIC

*Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*

Over 160,000 students miss school each day because of fear. An alarming number of young people have taken their own lives as a result of the desperation associated with relentless bullying behavior. These behaviors begin in our preschool and elementary classrooms escalating into the middle grades. Let’s work together to create a culture of kindness and caring where bullying behaviors cannot thrive. Together we will explore the use of read aloud and guided conversations working through five layers of understanding to develop empathy, insight into bullying behaviors and appropriate responses when those behaviors occur.
NANCY BOYLES is a former classroom teacher and Professor of Reading Emerita from Southern Connecticut State University. She currently consults with districts, providing workshops and modeling best practices in classrooms, especially as they apply to the Common Core State Standards. Nancy is the author of several books, including the newly released book *Closer Reading, Grades 3-6: Better Prep, Smarter Lessons, Deeper Comprehension* and *Teaching Written Response to Text: Constructing Quality Answers to Open-Ended Comprehension Questions*.

Using Picture Book Mentor Texts as Pathways to Closer Reading and Critical Thinking
How can we maximize the potential of close reading to enhance students’ critical thinking? In this session learn to integrate high quality, complex picture books into units that teach students not just the art of close reading, but strategies for investigating important themes, topics, genres, authors, current issues, and more. Handout will include both a primary and intermediate grade curriculum map each specifying eight inquiry-based units with 32 picture books, sample focus questions for a learning pathway, and a rubric to measure critical thinking.

WILEY BLEVINS has taught elementary school both in the United States and South America. He received his undergraduate degree from Bowling Green State University and his graduate degree from Harvard University. Wiley wrote phonics readers and leveled books, as well as books to help teachers in their classrooms. Some of his books include *Phonemic Awareness Activities for Early Reading Success* and *Phonics from A to Z: A Practical Guide*.

Fixing Phonics: 10 Reasons Phonics Instruction Sometimes Fails
Participants will briefly examine the 7 characteristics of strong phonics instruction and the 10 key reasons teachers might not be getting the results they need. The focus will be on fine-tuning phonics instruction to maximize student learning.
PROGRAM SCHEDULE

POSTER PRESENTATIONS
ALUMNI HALL

7:00 am – 8:00 am Presenters will be available to discuss their work with conference participants
8:00 am – 1:00 pm The posters will be available for conference participants to view on their own

Poster 1: Literacy Learning Network: Observing and Collaborating to Lead Instructional Reform
Sarah Woulfin and Rachael Gabriel, University of Connecticut, Storrs, CT
This presentation describes a University-District partnership to promote a curricular shift and advance high school English teachers’ professional learning. We use a collaborative coaching model to open up the classroom door, develop teachers’ understanding of reading instruction in the context of literature courses, and to foster teacher leadership. Our model, the Literacy Learning Network (LLN), provides ongoing, contextualized learning opportunities for teachers about the workshop approach to secondary level reading and writing instruction.

Poster 2: Finding Yourself in a Book: Non-Dominant Adolescents Engage Literacy as Identity Work
Tony Johnston, University of Saint Joseph, West Hartford, CT
Saddled with limited and limiting self-narratives and trajectories of practice, non-dominant youth benefit from access to practices and alternative identities through engagements with literature. Over six-months, an ethnographic and multi-case study approach was carried out in a small, high poverty, urban high school in the San Francisco Bay Area. Twenty-two 11th grade students of color engaged in a curriculum designed to engage literature as an examination of the self.

Poster 3: There is an App for That: A Graphic Organizer for Planning and Writing Persuasive Essays
Julienne Cuccio-Slichko, Tammy Ellis-Robinson, and Mary Beth Arcidiacono, University at Albany-SUNY, Albany, NY
The presentation focuses on the effects of a computer-based graphic organizer writing app and the iPad on the persuasive writing of fourth grade students. In this intervention study, the effects of technology were compared to traditional paper and pencil planning strategies. Fourth-grade students were taught to write a persuasive essay using a computer-based graphic organizer within an iPad writing app as well as planning with traditional paper graphic organizer.

Poster 4: Read, Think, Share: Online Mentoring for Reluctant Readers
Dennis Quinn, Reader to Reader, Inc., Amherst, MA
Kristine Blinn, Springfield Central High School, Springfield, MA
Reluctant readers need compelling, authentic discussion in order to open up to books. Too often, they feel they do not have a stake in the classroom curriculum and often their response is to resist or disengage, setting up a cycle of below-grade literacy skills and further disengagement. By combining high-interest young adult literature, an appealing social media platform, and an engaging and diverse group of mentors drawn from elite colleges, Read, Think, Share transforms students’ attitudes toward reading and writing in the classroom. Computer demonstration will accompany the poster presentation.
Poster 5: Approaching Complex Texts: A Look Into Close Reading and How it is Used in the Classroom
Jennifer Gottfried, Manhattanville College, Tarrytown, NY
One of the most compelling shifts the Common Core State Standards have had on instruction in elementary classrooms is the expectation that all students will be able to read increasingly complex texts competently and independently. In this action research project, I investigated how to support striving readers as they approach complex texts by teaching them strategies connected to close reading.

Poster 6: Strategic Relationship and Literacy Skill Building Through Active Learning and Technology That Focuses on Student-Centered Health and Wellness
Leah Ward and Patricia Bellamy, University of Connecticut, Storrs, CT
Husky Sport is a community-campus partnership working within the City of Hartford’s North End and University of Connecticut’s Neag School of Education. Husky Sport staff and student-volunteers have worked to sustain positive collaboration and educational engagement with City of Hartford youth, families, teachers, and community partners through multiple in-school, after school, and weekend partnerships. The presenters will share activities around relationship building, active learning, and student relevant content, by focusing on three literacy skill building lessons used within elementary and middle school partnerships.

Poster 7: The Twelve Point Buck and Six Wild Turkeys
Gillian Paku, State University of New York-College at Geneseo, Geneseo, NY
Amy Ivers, York Central Schools, Retsof, NY
Connor Valvo, State University of New York-College at Geneseo, Geneseo, NY
This collaboration partnered pre-service educators with high school students to enable mutual learning through literacy. The philosophy underpinning the service-learning was that pre-service educators would unlock high school literacy potential through their own improved understanding of how to diagnose and apply advanced literacy skills. With a clear set of skills delineated, high school students can see literacy as a practice involving concrete skills, not as a mystery. Simultaneously, the college students became highly conscious not only of how to plan, deliver, support, and assess students, but also upended the conventional dynamic of service-learning as they reflected on their own role as learners who could only teach effectively by connecting topic sentences and transitions to “six wild turkeys.”

Poster 8: Writing Researched Poetry
Mark Fabrizi, Eastern Connecticut State University, Willimantic, CT
This presentation will illustrate how to help students use research to improve their poetry-writing skills as they uncover information and specific detail related to their topic, giving their writing authenticity and power. Student work from elementary, middle, and high school levels will be presented, including early drafts and later revisions to demonstrate the value of this writing strategy, which is aligned with the Common Core State standards. The techniques described can be applied in the classroom immediately.

Poster 9: Motivation in the Classroom
Jaclyn Nardi, Betances Early Reading Lab Magnet School, Hartford, CT
Amanda Kushner, Hartford Public Schools, Hartford, CT
Eva Musumeci, Noah Webster Microsociety Magnet School, Hartford, CT
Laura Giannitti, R. J. Kinsella Magnet School of Performing Arts, Hartford, CT
The purpose of this study was to examine how altering a literacy environment affects students’ motivation to read. The participants were reluctant readers in first, second, and third grade who were observed to determine how the environment, choice, learning goals, and feedback impacted their motivation. The researchers will share the strategies they implemented and the research to support their chosen strategies. The researchers will also highlight results from the pre and post surveys and the impact the strategies had on the reluctant readers.
KEYNOTE ADDRESS

By

Sharon Taberski

Strategic, Engaged Readers and Critical Thinkers: Five Ways to Make It Happen

8:30 am – 9:20 am

Alumni Hall

BREAKOUT SESSION I

9:30 am – 10:20 am

Room: Carlton/Sprague

Oral Language, Vocabulary, and Comprehension

Sharon Taberski, Author and Education Consultant

Participants will examine instructional practices that help bridge the gap between struggling and low language students and their higher achieving counterparts, and examine ways to help students participate in conversations that lay the groundwork for collaborative conversations and deep comprehension.

Room: Bellin A

Using Picture Book Mentor Texts as Pathways to Closer Reading and Critical Thinking

Nancy Boyles, Professor Emerita, Southern Connecticut State University

How can we maximize the potential of close reading to enhance students’ critical thinking? In this session learn to integrate high quality, complex picture books into units that teach students not just the art of close reading, but strategies for investigating important themes, topics, genres, authors, current issues, and more. Handout will include both a primary and intermediate grade curriculum map each specifying eight inquiry-based units with 32 picture books, sample focus questions for a learning pathway, and a rubric to measure critical thinking.

Room: Blue & White

Performance Tasks and the Actively Engaged Classroom

Leslie Forbes, Groton Public Schools

Lola Colette, West Side Middle School

This interactive workshop will define an actively engaged literacy classroom, provide key strategies to use, and explain how performance assessment fits. We will highlight the section of the Connecticut Core Standards and Domain 3 of the CT SEED and we will correlate with the Smarter Balanced Assessments. The strategies will be applicable to all content areas as we explore literacy across the curriculum.
Room: Clock Tower

**An Essay Model for High School English**

*Jennifer Jepsen, East Hartford High School*

*Kristen Russell-Williams, East Hartford High School*

The lens and artifact model of writing essays asks students to use one text as a lens by which they see or analyze another text or artifact. High school students use poems, quotations, or non-fiction pieces as lenses to analyze larger artifacts, such as novels or plays. This model not only helps students view the text and the world in a unique way, it also helps them understand another’s perspective and that there are a variety of perspectives.

Room: Philbrick

**Enhancing Comprehension of Expository Text: Strategies and Technology**

*Barbara Govendo, Lesley University*

*Gail Cahill, Lesley University*

Research has identified three areas in which students should be supported to understand informational text: knowledge of text structures, including those appearing in electronic texts; use of content enhancements; and cognitive strategies. The focus of this workshop is to model and share three easily implemented steps to ensure effective teaching of non-fiction text for ALL students. Participants will have an opportunity to link modeled literacy strategies to their own teaching practices. Varied technologies will be shared.

Room: Camp

**Unlocking Metacognition for Students Who Are English Language Learners Through the Use of Wordless Picture Books**

*Andrea Cayson, Bridgewater State University*

Explore how wordless picture books provide opportunities for students who are speakers of languages other than English to practice reading strategies in a text-less context in order to gain an understanding of the thinking processes required to use these strategies. Participants will engage in hands-on activities using wordless picture books that allow the learner to focus on the thinking involved in using comprehension strategies. Lesson plans used in the presentation will be distributed.

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**BREAKOUT SESSION II**

10:30 AM – 11:20 AM

Room: Bellin A

**Fixing Phonics: 10 Reasons Phonics Instruction Sometimes Fails**

*Wiley Blevins, Author*

Participants will briefly examine the 7 characteristics of strong phonics instruction and the 10 key reasons teachers might not be getting the results they need. The focus will be on fine-tuning phonics instruction to maximize student learning.
The Art of Literacy Leading

*Michael Rafferty, Fairfield Public Schools*

Literacy specialists are essential for school reform. This session will help participants reflect on their current leadership practices, learn about the research-based practices in literacy leadership and be provided with tools and strategies on leading literacy reform in schools.

How Stories Become Argument: Helping Every Student Write

*Regine Randall, Southern Connecticut State University*
*Joseph Marangell, East Haven Public Schools*

Position papers, persuasive essays, and argument all require students to develop a thesis and then provide the pertinent information to support it throughout their writing – whether the writing is four paragraphs or forty. While we all may agree with this perspective, it is not necessarily a compelling call to action. Because of this, our goal is to conduct a writing workshop where participants gain firsthand experience using creative instructional scaffolds that help students use narrative as a transition to powerful and original argument.

Teacher Innovations: Literacy Across the Curriculum

*Judi Randi, University of New Haven*
*Alexandra Seaha, University of New Haven*
*Katie Besemer, University of New Haven*
*Kirsten Surdej, University of New Haven*

This presentation focuses on the design and development of curriculum, instructional sequences, and pedagogical strategies that promote students’ use of literacy to access content across the curriculum. We will set the stage to illustrate the kinds of literacy skills engaged by students to access social studies content. We will also describe how visual literacy skills and cognitive processes can be developed in young children in ways that promote students’ strategic use of these skills and processes to access content in all subject areas.

Collaborative eLearning Strategies to Support Literacy Instruction

*Jon Moss, Pine Grove Elementary School*

As more and more schools put technology directly into the hands of students, teachers are looking for ways to meaningfully incorporate it into their instructional practices. This session will provide teachers with specific strategies they can use to integrate collaborative eLearning into their reading instruction. Participants will leave with a set of strategies and resources that they can immediately put into practice in their own classroom. Please bring your mobile devices (phones, laptops, tablets, etc.) to the session.

Good Literacy Pedagogy: The Key to Common Core Success

*David Monti, Professor Emeritus, Central Connecticut State University*

In order to be successful with the Common Core Standards in English Language Arts, students must understand how to construct meaning, interpret texts, and respond critically. Discussion of constructing meaning will include utilization of a variety of strategies at the before, during and after sections of learning. We will then look at interpreting texts for personal and social meaning. Finally, responding critically will include a variety of critical responses with a major emphasis on writing.
Close, Careful, Thoughtful Reading: Making it Happen
Darcy A. Fiano, Washington Elementary School
Jennifer DeRagon, Coventry High School
This session will address the CCSS: ELA-Literacy, CCRA.R.1. “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” We will review current research on deep reading and its impact on teaching and learning. We will provide practical implications for instruction to address deep reading through text-dependent questioning which requires students to analyze the text and synthesize the information.

The Wonder of Words
Jaime Lee Swift, Woodstock Academy
Participants will be introduced to student-generated “word of the day” vocabulary presentations. A student is required to choose an appropriate word based on curricular demands, create a six-slide PowerPoint presentation, and instruct his or her classmates about the word. All students in the classroom keep a daily journal that allows them to interact with the word being presented in a variety of ways that encourages long-term retention. Vocabulary presentation and journal assessments will also be suggested.

When Writers Read
Lester Laminack, Author and Education Consultant
Writers approach a text with an eye for more than, “What’s the story here?” Writers look for structure, craft, intention, bias, and authenticity of content in any text. Learning to read like a writer has many important implications for literacy. Explore ways to help your students look at text and question the credentials and knowledge base of the writer, identify craft examples in that text, pay attention to structure, and then transfer what they have learned to their own writing. Teach your students how good writing is more than just beautiful language. Work with some of the best children’s literature available and become grounded in the craft lessons contained in those books. Return to your classroom and use those same books and identified craft lessons as curriculum for a successful year of teaching writing.

Procedural Facilitators: Scaffolding Struggling Writers to Meet CCSS in Writing
Thilagha Jagaiah, University of Connecticut
Natalie Olinghouse, University of Connecticut
To support struggling writers with the writing process, this interactive session will present a writer’s checklist within the framework of the gradual release of responsibility model. Teachers will use this model to provide structured and targeted instruction using the writer’s checklist to help struggling writers to become independent writers. The presentation will show teachers how to provide targeted, individualized instruction, and then shift writing task responsibilities to students.
**Meeting the Common Core Mandate: Unlocking the Mystery of Informational Texts**

*Nancy Spitulnik, University of Phoenix and Becker College*

*Linda Denault, American International College and Becker College*

This workshop will help participants unlock the mystery of informational texts by providing a comprehensive overview of the standards as they progress from the elementary grades through high school. Examples of materials and lesson plans will be presented to illustrate the implementation of informational text standards in secondary classrooms. Participants will also practice using a model self-assessment and planning tool for integrating informational texts into existing curriculum.

**Secondary Literacy: Tools for Teaching Staff and Students How to Develop and Model Disciplinary Literacies**

*Kristine Schmidt, Valley Regional High School*

What does it mean to read/write/think like an Historian? Or a Scientist? Or a Mathematician? For many secondary subject area teachers, teaching disciplinary literacy is an additional new skill and essential to the Common Core State Standard. Discover how one library media specialist has taken on the role of literacy coach to collaboratively develop disciplinary literacy tools for faculty and students and learn how you can generate and customize your own. Access to tools will be provided.

**Reading is Not a Spectator Sport: Encouraging Active Reading**

*Lisa Maucione, Dartmouth Public Schools*

In order to comprehend, students need to be actively engaged with their reading. Reading involves thinking about the text and its meaning. If students are to read and analyze complex text they need to build habits of engaged readers. In this session, participants will understand what it means to be an engaged reader and learn practical instructional practices for supporting students’ engagement with text. These instructional practices will support students in thinking about text and building understanding.

**Morphological Awareness for Struggling Readers**

*Sally Grimes, The Grimes Reading Institute*

This workshop will provide strategies, resources, and hands-on activities that help students learn to use their Morphological Awareness when deciphering unknown word meanings. Participants will be shown how semantic maps, Latin and Greek roots, cognates (especially useful for English Language Learners) and learning center activities can be used in both classrooms and small group settings. Resources such as lists of the most commonly used prefixes and suffixes will be provided along with related websites and curricula.
Teaching the Common Core State Standards AND Meeting Student Needs as Learners and Thinkers
Ann Policelli Cronin, School and University Education Consultant

We want our students to do well on the Common Core aligned tests and we want them to grow and learn what is valuable for them as they prepare for their future. In this workshop we will prioritize the teaching of the Common Core standards so that students acquire key skills, which contribute to their achievement on high stakes tests, AND discuss ways to teach other skills essential for the future of our students, skills which are not addressed with the Common Core.

LUNCH BREAK
12:30 pm – 1:00 pm
Alumni Hall

LUNCHEON PRESENTATION
By
Lester L. Laminack

Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations

1:00 pm – 1:50 pm
Alumni Hall

BREAKOUT SESSION IV
2:00 PM – 2:50 PM

Room: Bellin A

What Makes a Text Challenging? Seeing Texts through Students’ Eyes
Jacqueline Leathers, Alton Central School

This session will provide an overview of the components of text complexity as defined in the CCSS, which include quantitative factors, qualitative factors, and reader-task considerations. Participants will practice looking at texts through the eyes of inexperienced readers. We will anticipate challenges which texts might present to students and discuss ways to scaffold instruction and adjust tasks in order to help all students access texts that may otherwise pose too great a challenge for them.
The Art of Visual Writing with the Common Core

Kim Waltmire, Wolcott Elementary School

All learning styles will benefit from this visual and creative approach to writing. Quick visual techniques will easily enhance narrative, expository, descriptive paragraphs, and poetry, as well as expand students’ vocabulary, establish meaning, key details, ideas and enhance comprehension. Visual writing will provide various pre-writing techniques and strategies, graphic organizers and publishing techniques, creating an interactive atmosphere for sharing and experiencing.

Nothing but The Truth

Nancy Stankiewicz, Cutler Middle School
Andrea Davis, Cutler Middle School

This interactive workshop will demonstrate how to use the novel *Nothing but the Truth* by Avi to address multiple Common Core Standards, such as argument writing, close reading, comprehending nonfiction texts, speaking and listening, and vocabulary development. Participants will learn how to use multiple websites to build background knowledge prior to reading a novel and learn about the debate process. Participants will also learn strategies for teaching perspective in literature and helping students understand multiple genres within a text.

Poetry and the Common Core: Tackling Close Reading with Metaphor

Danielle Pieratti, South Windsor High School
Amy Nocton, RHAM High School (Hebron, Andover, Marlborough)

This interdisciplinary presentation explores the links between metaphorical thinking and cognition, and introduces ways secondary teachers across the curriculum can use metaphor to build students’ skills in close reading and critical thinking. Through a variety of interactive activities we will analyze metaphors in poems for beginning to advanced readers, share experiences incorporating poetry exercises into our classrooms, and provide tips for how to choose poems for your own curriculum.

Getting Real with Nonfiction: Moving Beyond Titles, Captions, and Headings

Jennifer Kirk, Wells Road Intermediate School
Kathy Waddington, Wells Road Intermediate School

The CCSS emphasize the importance of students comprehending nonfiction text. Join us to explore the potentials of teaching with nonfiction. Learn how to utilize nonfiction text in your read-aloud, whole group instruction, and small group work. We will explore the nuances of the informational text standards and how they develop across the elementary grade levels, along with providing dozens of ideas to address the standards that will excite students with authentic nonfiction texts.
SAVE THE DATE!

APRIL 2, 2016
10TH ANNUAL
LITERACY ESSENTIALS CONFERENCE

The Literacy Essentials Conference is open to individuals who are interested in advancing research, curriculum, and pedagogy in the areas of reading and language arts. Researchers, educators, administrators, and other interested individuals are invited to submit proposals for presentation at the 10th Literacy Essentials Conference. The proposal submission website will be available in September 2015 at www.reading.ccsu.edu.

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