Rewriting the World: Issues of Literacy, Biliteracy, and Democratic Schooling

CONFERENCE CHAIRS
Jesse P. Turner
Jim Johnston
Reading and Language Arts Department

7th Annual Literacy Essentials Conference
Saturday, April 6, 2013

CCSU
Central Connecticut State University
Welcome to the 7th Annual Literacy Essentials Conference at Central Connecticut State University. In 2013 we find ourselves in the final year of No Child left Behind, our teachers and schools struggling to implement Common Core State Standards (CCSS), and wondering just what Smarter Balanced Assessments will mean to children, parents, teachers, administrators, and schools. These are challenging times for literacy education in particular as we deal with that one constant—CHANGE in education. The 7th Annual Literacy Essentials Conference theme: **Rewriting the world: Issues of Literacy, Biliteracy, and Democratic Schooling**, is both timely and relevant to every educator who wishes to make a difference in students' lives.

In keeping with the high caliber of presenters at our previous annual conferences, we are confident that this year's conference will also be equally intellectually stimulating and engaging for all attendees. Our keynote speaker, Dr. Antonia Darder is the Leavey Presidential Endowed Chair in Ethics and Moral Leadership in the School of Education at Loyola Marymount University. She is also Professor Emerita of Educational Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. She will challenge us to teach critically, to think globally, and to place social justice at the center of our teaching and learning. Our keynote speaker, Alan Lawrence Sitomer is a celebrated author of over 16 children's and young adult fiction books, a former inner-city high school English teacher and former professor in the Graduate School of Education at Loyola Marymount University. Mr. Sitomer is a nationally renowned speaker specializing in engaging reluctant readers. He received the 2004 award for Classroom Excellence from the Southern California Teachers of English, the 2003 Teacher of the Year honor from California Literacy, and California 2007 Educator of the Year.

We honor Dr. Agnes Quinones, Education Consultant of the Connecticut State Department of Education, for her indefatigable service to our professional community as an advocate of literacy. She has consistently provided the leadership and support for school-based and community-based programs that promote literacy for all children and families. We also celebrate Squadron Line Elementary School in Simsbury, CT, the 2012 and 2013 United States Champions of the Kids' Lit Quiz, and for placing children's literature at the heart of learning at their school.

The 7th Annual Literacy Essentials Conference continues to celebrate innovative visions of effective literacy curriculum, instruction, and assessment that value all students, parents, teachers, educational staff, community leaders, and administrators who advocate democratically meaningful and relevant learning communities. In partnership with the Connecticut After School Network, Inc., and the sponsorship of Scholastic, we are proud and excited to welcome all of you!

Enjoy the conference!

Jesse P. Turner
Conference Chair

Jim Johnston
Conference Chair
KEYNOTE SPEAKER

ANTONIA DARDER is an internationally recognized scholar, artist, poet, activist, and public intellectual. A radical educator in the critical pedagogy tradition, her work has focused on comparative studies of racism, class, gender, and society. Her teaching examines cultural and global issues in education with an emphasis on identity, language, and popular culture, as well as the philosophical foundations of critical pedagogy, Latino and Latina studies, and social justice theory. Dr. Darder holds the Leavey Presidential Endowed Chair in Ethics and Moral Leadership in the School of Education at Loyola Marymount University. She is also Professor Emerita of Educational Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign.

Rewriting the World: Literacy, Inequality, and the Brain

The keynote focuses on the significance of literacy formation as an essential emancipatory component in the education of bicultural children. Factors related to traditional assimilative approaches are explored with respect to their negative impact on the brain and the innate ability of healthy students from racialized communities to read their world, in ways that are meaningful to their cognitive and academic development. Also important to this discussion is the concept of democratic schooling, including ways in which a critical biliteracy approach creates the conditions for biculture students to better content with the inequalities they face in the world today.
ALAN LAWRENCE SITOMER is a celebrated author of children’s and young adult fiction, and California’s 2007 Teacher of the Year. In addition to being a former inner-city high school English teacher and professor in the Graduate School of Education at Loyola Marymount University, Alan Sitomer is a nationally renowned speaker specializing in engaging reluctant readers. He received the 2004 award for Classroom Excellence from the Southern California Teachers of English and the 2003 Teacher of the Year honor from California Literacy. In April 2007, Alan was named Educator of the Year by Loyola Marymount University and in February 2008, the Insight Education Group named Alan Lawrence Sitomer the innovative Educator of the Year.


Mr. Sitomer is sponsored by **SCHOLASTIC**
LITERACY ADVOCACY AWARD

This year’s recipient of the Literacy Advocacy Award is AGNES QUIÑONES, Education Consultant of the Connecticut State Department of Education, for her indefatigable service to our professional community as an advocate of literacy. Dr. Quiñones has been honored with the 2006 Mentor of the Year (Nutmeg Big Brothers Big Sisters), 2006 Catch Award for Youth Advocacy from the City of Hartford, 2006 After School Champion Award from the Connecticut After School Network, 2008 Latina Citizen of the Year, and 2009 Latina de Oro in Education Category by LPRAC, and the 2011 National After School Association Champion of After School Award given in Washington, D.C.

SAVE THE DATE!

April 12, 2014

8th Annual Literacy Essentials Conference

http://www.reading.ccsu.edu/LiteracyEssentialsConference
SPECIAL RECOGNITION

We celebrate **SQUADRON LINE ELEMENTARY SCHOOL** in Simsbury, CT, the 2012 and 2013 United States Champions of the Kids’ Lit Quiz, and for placing children’s literature at the heart of learning at their school.

Squadron Line Elementary School is a place in which students, staff, administrators, parents/guardians, and the community of Simsbury work together in a supportive partnership. We act as a team to ensure that every child develops the skills necessary for lifelong learning in a positive, inclusive environment. We collaborate with stakeholders to ensure that our credo “We all SHINE at Squadron Line!” is a reality for all students.

Our community members value reading and model the importance of literacy. Parents read aloud to their children when they are very young and continue to read and discuss books together as they go through school. We have an inviting town library with programs for children and families to encourage reading-related activities from infancy through adulthood. Our public library develops summer reading programs in conjunction with the public schools that motivate children to read throughout the summer and beyond.

Squadron Line School’s climate provides for many of the foundational necessities to support lifelong literacy learning. We follow a reading workshop model which includes opportunities for students to self-select reading material and engage in independent reading every day. Students are provided time to share their learning and interpretations with others. They are encouraged to construct meaning and share their views as they work in partnerships, small groups, and with the whole group in a variety of authentic literacy tasks. Further, teachers read aloud to expose students to a variety of literature and promote critical conversations around books and themes on a daily basis.

The success of Squadron Line School is dependent upon the collaborative efforts of the entire school community. We recognize that success is maximized when there is active involvement from students, parents, guardians, teachers, administrators. By working together, we continually accomplish our goal of providing students with the experiences they need so that each child successfully achieves across the curriculum, in an environment characterized by respect, responsibility, kindness, and mutual support.
PROGRAM SCHEDULE

7:20 AM—8:20 AM  Ongoing Registration/Breakfast
Alumni Hall Lobby

8:20 AM—8:40 AM  Welcome
Alumni Hall

CARLA. LOVITT
Provost & Vice President for Academic Affairs
Central Connecticut State University

MICHELLE DOUCETTE CUNNINGHAM
Executive Director, Connecticut After School Network, Inc.

WILLIAM BUMPUS
Connecticut Assistant Attorney General
Co-Chair, GENTLY-USED CHILDREN’S BOOK DRIVE

Literacy Advocacy Award Presentation
Recipient: AGNES QUINONES
Education Consultant of the Connecticut State
Department of Education

Special Recognition
SQUADRON LINE ELEMENTARY SCHOOL
Simsbury Public Schools, CT
2012 & 2013 U.S. Kids’ Lit Quiz Champions
MEG M. EVANS, Principal
PROGRAM SCHEDULE

8:40 AM—9:40 AM  
Keynote Address  
**Rewriting the World: Literacy, Inequality, and the Brain**  
**ANTONIA DARDER**  
Leavey Presidential Endowed Chair in Ethics  
and Moral Leadership in the School of Education  
at Loyola Marymount University

**BREAK-OUT SESSIONS**

9:50 AM—10:35 AM  
Break Out Session I

10:45 AM—11:30 AM  
Break Out Session II

11:40 AM - 12:20 PM  
**LUNCH BREAK**  
Memorial Hall

12:30 PM—1:30 PM  
Keynote Speaker  
**Making the Common Core Connect! Using Humor, Music, Poetry and Scaffolds to Unlock Rigorous Text**  
**ALAN LAWRENCE SITOMER**  
Author of Children’s and Young Adult Fiction

1:40 PM—2:25 PM  
Break Out Session III

2:35 PM—3:20 PM  
Break Out Session IV
Leadership Panel: Perspectives on Literacy, Biliteracy, and Democratic Schooling [All]

- **Moderator:** Daniel Mulcahy, Professor of Teacher Education, CCSU
- **Panelists:**
  - Antonia Darder, Endowed Chair in Ethics and Moral Leadership, School of Education at Loyola Marymount University
  - Kelt Cooper, Superintendent of New Britain Public Schools
  - Kathleen C. Greider, Superintendent of Farmington Public Schools
  - Mitch Sakofs, Dean of School of Education and Professional Studies, CCSU
  - Xae Alicia Reyes, Professor, NEAG School of Education, University of Connecticut

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

Ubuntu! A Workshop For Deconstructing Violence in the Literacy Classroom [All]

- **Bryan Ripley Crandall, Connecticut Writing Project, Fairfield University SC 1849**

This interactive session shares one part of Arnow’s NO MORE VIOLENCE workshop techniques, and asks participants to interrogate the structural and cultural foundations that lead to violent acts. From experiences as a classroom teacher, volunteer work with relocated refugee families, and interests as a writer and researcher, Crandall offers a way to foster care and responsibility when discussing violence with students. Ubuntu is a Bantu word that means, “I am what I am because of who we all are.” In wake of violent acts, how do we best (re)build community and communication? How do we encourage safety and respect?

Techniques for Reading and Responding to Complex Text [All]

- **Thomas Gunning, Professor Emeritus, Southern Connecticut State University, CT Bellin A**

The major difficulties students experience when reading and responding to complex text and techniques for overcoming those difficulties will be discussed. Key techniques include: rereading; paraphrasing; summarizing; asking questions, especially how and why questions; using heads and subheads to guide reading; using graphic organizers to integrate information; using text features such as maps, diagrams, and words defined in context.

Leaders of Your Own Change: 21st Century Professional Development Design [All]

- **Sue Das, Manhattan College, Mount Kisco, NY Bellin B**

This is an interactive session that focuses on practitioners at all levels. Benefits all teachers in their professional fields (schools, after-school programs). The expertise that will result from being aware and learning how to implement this design at the individual or micro-level will in turn create an impact on the macro or the professional learning community. Thus, this model will enable individual professionals to test their inner strengths and weaknesses that in turn will help them to refine their practices.
Fun With Words [K-6]
Amanda Antmanis, Middletown Public Schools Davidson 123
Participants will explore activities that strengthen language and vocabulary skills while getting children active and appealing to kinesthetic learners (85% of elementary age children). These games can appeal to a range of ages and abilities because the challenge can be adjusted depending on the level of difficulty of the vocabulary chosen.

Global Learning [All]
Linda Fecteau, Creating Opportunities for Youth, LLC HB 322
Participants will learn about the connection between Global Competencies and the Common Core Standards. They will also learn how to build upon this connection through the review of sample program ideas and resources. Interactive activities will give participants the chance to develop a program that supports these concepts.

Reducing Stress in Your Classroom [K-8]
Lani Rosen-Gallagher, Full of Joy Yoga HB 330
Can you imagine if you learned the tools to help you relax at a young age? This workshop will teach you to incorporate yoga poses, breathing exercises, visualization & relaxation techniques into your program that your students can use to alleviate stress due to tests & conflicts; the techniques also help to calm disruptive energy & anxiety.

Service Learning: [6-12]
A Way for Youth to Take Action in their Community and Learn about the World Founders Hall
Deborah Stewart, YDTRC The Consultation Center
Ingrid Colon, YDTRC The Consultation Center
Young people want and need opportunities to use their skills and talents to make a difference in their own neighborhood, their school or in the larger community. Learn how teens across the state have creatively reached out to help younger children or peers. Share ideas for expanding service-learning and community service in your after school program. Find out about resources for youth-led activities and stronger youth-adult partnerships.

My Words, My Life [All]
Anna Westbrook, CT After School Network Sprague/Carlton
Author/illustrator Anna Westbrook will teach you how to facilitate the My Words, My Life quality enrichment program. The program uses student journaling experiences and includes six 30-45 minute lessons. Staff will leave with a copy of the My Words, My Life Curriculum, as well as tips for tailoring the enrichment sessions to meet the specific financial and educational needs of our organization.

The Impact of an Author’s Visit on Reading and Writing at Your School [All]
Barbara Garvey, South Middle School, Brockton, MA HB 328
Have you ever considered having an author visit your school? This session examines the how(s) and why(s) of such a visit. Hear the supporting research done by the presenter as well as gather some tips on how to have the most effective use of an author’s visit.

Literacy Beyond the School Day: Family & Community Engagement [All]
Julie Dyson, Scholastic Classroom and Community Group Blue and White Room
This session will provide the research and action that supports strong family and community involvement. The importance of access to books, parental/family involvement, expanded learning, and mentoring partnerships, will be addressed. Attendees will leave with information and sample resources to support this research.
9:50AM—10:35AM

Clock Tower ★ ALL
Poster Presentations

Environmental Sciences Magnet School at Mary Hooker
Candice Server, Hartford, CT

Needed Information About Teaching Reading
Sarah Claffey, Moodus, CT
Suzanne Spalinger, Torrington, CT
Deena Levesque, Middletown, CT
Kathryn McEachern, Hartford, CT
Michelle Maletta, Durham, CT

9:50AM—11:30AM

SC Semesters ★ ALL

Complex Texts: Using Literacy Comprehension Strategies as a Bridge to Literary Elements
Janet Zarchen, State Education Resource Center (SERC)
Roseanne Daigneault, Connecticut State Department of Education
Joanne White, Connecticut State Department of Education

This everything you need to know about the CCSS session highlights how CCSS have brought increased attention to the issue of a close read of complex text. In this session we will demonstrate how literacy comprehension strategies can be used as a bridge to understanding literary elements in complex fiction. Participants will find an array of practical based strategies to align teaching and learning with the standards.
BREAKOUT SESSION II
10:45AM— 11:30AM

Transforming Schools: A Connecticut Perspective
Moderator: Daniel Mulcahy, Professor of Teacher Education, CCSU
Panelists: Barbara Clark, Central Connecticut State University
Joss French, Central Connecticut State University
Cara Mulcahy, Central Connecticut State University
Kurt Love, Central Connecticut State University
A panel presentation considering alternative perspectives to current educational policies by which our governments have become consumed. Panelists will focus on a select range of topic that have become the focus of concern and will consider the implications for school improvement. These topics include school reform in general, the achievement gap, literacy, standardized assessment, social justice and ecojustice, aesthetic and moral education, and general education.

Close Reading and the Common Core: Teaching Students How to Chunk, Re-read, [All]
Provide Textual Evidence and Build Academic Stamina
Alan Lawrence Sitomer, Author of Children’s and Young Adult Fiction
The Common Core State Standards place a premium on close reading, re-reading and providing textual evidence to support claims and with these ambitious goals come heightened challenges for language arts and literacy instructors. The goal of this session is to provide “take-away” tools immediately usable in the classroom (as well as the theory behind these research-based best practices). Engendering success for participants is the primary aim.

Harry Potter Book Party [E/M]
Amanda Amtmanis, Middletown Public Schools
Founders Hall
Join us for a Harry Potter book party and celebrate great literature. Show off your knowledge of the wizarding world as we conjure connections, duel, play charades and more. While we will be focusing on all things Potter, these games and activities can be used to celebrate any book.

Refocusing During Down Time [K-5/M]
Larry Dube, Enfield Resources for Children, Enfield, CT
Cara Webb, Enfield Resources for Children, Enfield, CT
In this workshop the participants will take part in demonstrations and group activities that will aid in down time and transitional periods, when children tend to be restless and disruptive.

Partnering Literacy With Yoga in the Classroom [K-5/M]
Lani Rosen-Gallagher, Full of Joy Yoga
Yoga and literacy go hand in hand! Learn how to pair yoga poses with your favorite stories, poetry books & non-fiction books. Want to make your own? Creating a kid’s yoga book is as easy as simply having a camera, a printer and some imagination.
Creating a Common Core Learning Environment in After School  
Ken Anthony, Connecticut After School Network  
What can Common Core Standards do to transform your programs and strengthen your partnerships? Participants will learn how to identify the Common Core and "Habits of Mind" in what they are already doing in their programs. Activity choices, the role of after school in the implementation of the Common Core Standards, the importance of staff culture and climate, relevant research, and partnerships with school districts in adapting the Common Core are the cornerstones of this engaging workshop for directors, site coordinators, and front line staff. As the standards are implemented nationally in 46 states, and policymakers and funders look for innovative models in after school, alignment with the learning day and Common Core is an opportunity to showcase the impact programs have on children. This workshop provides tools to start these conversations and make your program have a larger impact on the children, families, and communities that are served.

Guiding Behavior Through Creative Movement and Theater  
Patricia Martin, Children's Dance Theater Connection, Inc.  
This workshop provides specific arts enrichment activities that can be used in an on-going way to build a supportive social context for developing positive relationships for children and youth. This toolkit offers sensory-rich, fun-filled activities that invite participants to explore their feelings, identify, and respect boundaries, and to help social skills development. Toolkit will help children develop and adopt effective strategies to deal with and better understand bullying and other behavioral issues. A complimentary syllabus provides detailed explanations of the activities, intended learning outcomes, alignment with the Common Core, a Resource Guide and Tips for using the arts as a vehicle to facilitate development on all domains. How can you resist puppets, hula-hoops, rhythm-sticks, and a chance to have fun while learning how to truly empower youth to partner with you to promote positive behaviors?

Awakening Your Inner Poet  
TJ Leonard, Wilton Public Schools  
Why are teachers and students reluctant to read and write poetry? This interactive session will allow participants to examine the place of poetry in Common Core. Relevant resources will be shared and participants will leave inspired to use poetry with regularity.

A Preview of the SBAC Assessments: The Changing Face of Literacy Instruction  
Diana Sisson and Betsy Sisson, Central Connecticut State University, CT  
We will share SBAC's theory of action with a discussion about how educators' instructional practice will be impacted, specifically by looking through the lens of Webb's Depth of Knowledge levels as a means to focus on academic rigor. To aid in this understanding, participants will be given the opportunity to analyze learning objectives to determine levels of complexity as well as how to increase the rigor of such objectives to elevate student cognition. From this foundation, the presenters will discuss the four major literacy claims made by SBAC and how educators can meet the summative assessment targets set for them in specific aspects of literacy instruction. Lastly, participants will consider the different item types crafted by SBAC and how this design will influence student achievement results.

Learning and Using Tier Two Words  
Kathleen Itterly, Westfield State University  
Level the playing field for all children when teaching tier two vocabulary words (Beck, McKeown, Kucan, 2008). Best practices from the Word Learning approach (Gaskins, Ehri, 1996/97) and word learning strategies (Allington, Cunningham, 2010) are combined to create enthusiastic word sleuths.
Writing and Workshopping
Kelly Andrews-Babcock, Killingly Middle School
Write. Discuss. Share. What better way to understand what we ask of our students, if we don’t ask it of ourselves? Come play!

Make Them Be Fond of Books: Engaging Students Through Noah’s Legacy
Noah Webster House (NWH) & West Hartford Historical Society (WHHS)
This session will examine how the NWH & WHHS connects Webster’s legacy as an author and social reformer in meaningful and relevant ways through its dynamic, hands-on programming for all ages.

LUNCH BREAK
11:40AM—12:20PM  Memorial Hall

KEYNOTE SPEAKER
ALAN LAWRENCE SITOMER
Making the Common Core Connect! Using Humor, Music, Poetry and Scaffolds to Unlock Rigorous Text
12:30PM—1:30PM  Alumni Hall
Math Literacy Across Disciplines: [All]
A Transdisciplinary Approach to Teaching and Learning
SC 1849
Moderator: Eliana Rojas, Professor, NEAG School of Education, University of Connecticut
Panelists: Math LEAD Project Fellow Participants
In this session researcher-practitioners will share outcomes of their on-going integration of culturally relevant research based pedagogical approaches in classrooms. Professional development fellows from priority districts in Connecticut, will summarize research findings and outcomes related to implementation of strategies emerging from theoretical and research based curricula. Work has been supported by U.S. Department of Education funding obtained for addressing the interdisciplinary academic linguistic needs of ELLs and closing the achievement gap. Issues addressed highlight the infusion of the language of math across disciplines, parent involvement in math reinforcement, teacher collaboration across disciplines emphasizing math vocabulary, and best practices within the context of international education among others.

Mythbusting the Common Core [All]
William Nelson, Central Connecticut State University HB 328
Jesse P. Turner, Central Connecticut State University
This session helps teachers move from feeling helpless to feeling empowered with the Common Core. Presenters provide a road map to empower teachers using two specific examples of teachers having fun with the Common Core, and sharing numerous resources for teachers to follow in their path. This session is for teachers who are familiar with the Common Core, but feel overwhelmed with embedding it into their teaching in meaningful ways.

Once Upon a Game: Connecting Literature with Gym Games [K-2]
Amanda Amtmanis, Middletown Public Schools Founders Hall
By connecting games to a story, we can make the play experience richer for our young students. As students make connections to the story, they will be able to better understand the rules and roles of the game. In addition, we are making cross-curricular literacy connections that are helping students to access literature in an exciting way. Participants will come away with several ready-to-use lessons for their K-2 students.

Active Monitoring [K-5/M]
Larry Dube, Educational Resources for Children, Enfield, CT HB 322
Cara Webb, Educational Resources for Children, Enfield, CT
Participants will be given the opportunity to learn new and creative ways to monitor after school activities. They will be shown a variety of techniques to help keep students engaged and safe.
Teaching and Learning Strategies for the After School Teachers [K-5/M]
Helen R. Abadiano, Central Connecticut State University
Ken Anthony, Connecticut After School Network
Agnes Quinones, Education Consultant, Connecticut State Department of Education
Eileen Swerdlick, Quality Adviser, Connecticut After School Network
The Connecticut After School Network will introduce a new guidebook that provides after school teachers with teaching and learning strategies in alignment with the Common Core State Standards for English and Language Arts, Grades 1–6. This workshop will engage participants in classroom literacy that will support and enhance student learning.

Arts-Based Learning in the Classroom and After School [K-5/M]
Patricia B. Martin, Children's Dance Theater Connection, Inc.
Davidson 123
This lecture/demonstration offers a hands-on activity that can be conducted in a variety of educational settings. Participants are invited to view the arts in education through a new lens. What is the learning that occurs beneath the sensory-rich activity? What do we really need to focus on beyond the product, performance, and enthusiasm of children as they engage in arts-based curriculum? One simple activity presented in this workshop can demonstrate the power of the arts to facilitate youth development across the domains.

The Power of Partnership: A Panel Discussion [K-5]
Winchester After School Alliance Philbrick/Camp
In just two years, the Winchester After School Alliance (WASA) has built a model after school program serving elementary school students in its district. The key to its success has been the breadth and diversity of organizations at the table – not only helping to develop the program, but actually taking part in the provision of services. WASA representatives will lead a panel discussion of how they got started, the successes and challenges of the partnership, lessons learned, and how their program model operates.

High Tech Reading Circles [6-12]
Colette Marie Bennett, Wamogo High School, Region 6, CT
Stephanie Pixley, Wamogo High School, Region 6, CT
Linda Bickford, Wamogo High School, Region 6, CT
Jane Smith-Vaniz, Wamogo High School, Region 6, CT
Sprague/Carlton
This session demonstrates how texts can be accessed for students when they are linked on open source software. Examples of how questions can be embedded within a text to demonstrate reading comprehension or analysis will be provided. Using open source platforms to demonstrate understanding is also one of the ELA Common Core Standards in reading: “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words” CCSS.ELA-Literacy.CCRAR.7. This session encourages participants to use their smart phones or other electronic devices to explore software platforms and post questions via http://www.polleverywhere.com/.

Pedagogical Rigor: The Foundation for the Common Core [All]
Dave Monti, Professor Emeritus, Central Connecticut State University, CT
Bellin A
This session describes the attributes necessary to ensure that children “think”. Terms such as Close Reading and Text Complexity will be addressed. The goal of this session is to help make sense of the CCSS, and sharing how standards work for teachers and educators at all levels.
Engaging Students with Complex Text
Julie Dyson, Scholastic Classroom and Community Group
Sheila Oats, Scholastic Classroom and Community Group

The Common Core State Standards have placed a greater focus on teaching literacy across disciplines with specific standards in the Reading and Writing strands for Grades 6-12. This workshop will provide strategies for building literacy skills and supporting students in the content-area classroom.

More Than Just an Old House: The Mark Twain House & Museum-
An Exceptional Resource for Connecticut Educators
Craig Hotchkiss, Mark Twain House & Museum

Provides educators with an overview of the many classroom programs and professional opportunities available for students and teachers at the elementary, middle, and high school levels, and will also explain how programs reinforce the new Common Core Standards for Language Arts and Social Studies/History. Whether you are looking for hands-on experiences with Gilded Age artifacts, research and writing experiences based on primary sources, and/or a deeper immersion into the life and controversial legacy of America's most celebrated author, the Mark Twain House & Museum can meet your needs and those of the students you serve. Come get acquainted—or perhaps reacquainted with Connecticut’s most important historical and literary asset for educators! Make CCSS work by bringing primary sources to life.

1:40PM—2:25PM
Clock Tower + ALL
Poster Presentations

Searching for Strategies: Reading Intervention Meets CCSS
Adrienne Snow, Stafford Springs, CT

Effective Use of Data to Inform Instructional Practice
Stacy Aronson, Suffield, CT

The Grants Process
Lauren Boudo, Farmington, CT

1:40PM—3:20PM
SC Semesters + ALL
Close Reading and Text Dependent Questions in the CCSS
Kristina Elias-Staron, Independent Literacy Consultant, CT

This session will take a look at close reading as it is defined by CCSS and will provide several approaches by which teachers can begin to include close reading in their classroom lessons. Participants will be able to define close reading, become familiar with the literary devices and skills that the CCSS require that we teach through close reading.
BREAKOUT SESSION IV

2:35PM—3:20PM

Defining Literacy In The Multiple Textual Perceptions of Secondary Teachers [9-12]
Kris Nystrom, Region School District 13 Sprague/Carlton
This is a research-based session that explores the literacy perceptions of secondary teachers and investigates the technological and information revolution of the past two decades that has raised new challenges to teaching reading and writing. Educators have been forced to reassess traditional notions of literacy, which are limited to alphabet text, and what constitutes a literate person. This session reports on surveys of secondary English language arts educators for their definitions. The presentation will articulate those findings and suggest implications for further study in the areas of linguistics, pedagogy, and the relationship between technology and literacy.

Bettering Appendix B: Building Classroom Text Sets [E/M] with Multicultural Children’s and Young Adult Literature Bellin A
Katherine Cunningham, Manhattanville College, NY
Grade Enriquez, Lesley University, MA
While designed to be exemplars, it can be a challenge to know what exactly the titles in Appendix B of the Common Core State Standards exemplify given that there are no annotations or information on the specificities of these text selections. We can turn to the Standards for suggestions, but it is imperative that we turn to the children in our own classrooms and ask ourselves whether the books we share with them are ones that they find engaging and meaningful. In this interactive workshop, we will guide teachers through text sets, including traditional and multicultural selections, multigenre, and multimodal texts at the elementary and middle school levels in response to Appendix B.

The Beat and Flow of Hip Hop Children’s Literature [K-8]
Pam Hollander, Worcester State University, MA Philbrick/Camp
This session will examine the emerging genre of hip hop children’s literature as a slipstream within the world of children’s literature. Paralleling other children’s literature genres—poetry, magical realism, realistic fiction and picture book narratives—hip hop children’s literature brings the unique transformative, resistant, humorous and irreverent voice of hip hop to bear. Hip hop children’s literature brings hip hop’s powerful ability to entertain and educate, and links hip hop generation parents with their children as parents read and discuss these texts with their children.
Native American Tricksters, Martians, and Myths: (Re) Imagining Sustainable Communities Through Mythology and Science Fiction
Joss French, Central Connecticut State University
Kurt Love, Central Connecticut State University
This session will explore the theoretical base for an ecologically centered school, and provide useful framework for embedding eco-justice into school curriculum. A school with a primary framework of eco-justice would need to be grounded in theories that question all forms of social and ecological oppression while demonstrating that these oppressions are not mutually exclusive or unrelated. Domination of "others" and nature, it will be argued, are rooted in pursuit of capital which is grounded in anthropocentrism. The presenters will provide two descriptions of how this framework was applied in two different school settings: the Sustainable Farm School, and the Environmental Sciences Magnet School. Audience members will participate in discussions of possibilities and taking back the space of the classroom to embolden imagination and (re)create sustainable futures.

Informational Fun: Fun, Facts, or Fiction?  
Patricia Mulcahy-Ernt, University of Bridgeport
This session engages participants in exploring different types of effective reading strategies for informational texts for grades 5-12 classrooms that align with CT Common Core State Standards. Participants will leave with ideas, strategies, and ways to embed effective reading strategies in meaningful ways into CT Common Core State Standards.

ETS (Effective Teaching Strategies)  
Tara Sikora, Washington Middle School, Meriden, CT
This mini-workshop is inspired by CALI (Connecticut Accountability for Learning Initiative) and features a brief overview of Robert Marzano's research of the 10 Effective Teaching Strategies. The objective of this mini-workshop is to help you understand the key connection between thorough lesson planning, effective instruction, and student learning, know research-based effective teaching strategies, and be able to apply the strategies in context.

Building a Classroom Community of Readers and Writers  
Julie Dyson, Scholastic Classroom and Community Group
Sheila Oats, Scholastic Classroom and Community Group
How can secondary teachers build a classroom of engaged, thoughtful readers and writers? This workshop will share best practices for creating a reading and writing workshop for older students. Participants will explore how to build a classroom community with culturally responsive teaching that utilizes literacy collaboratives to engage students in meaningful reading and writing experiences.
ACKNOWLEDGMENTS

Jesse Turner & Jim Johnston, Conference Chairs
7TH ANNUAL LITERACY ESSENTIALS CONFERENCE

Carl A. Lovitt
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CENTRAL CONNECTICUT STATE UNIVERSITY
STUDENT CENTER

Floor 1
STUDENT CENTER
Floor 2
CCSU's new Continuing Education program offers you a great opportunity to bring professional development workshops to your school. We offer a range of compelling educational workshops providing your team of teachers and educational leaders with a chance to gain deeper professional knowledge and a wider array of skills in convenient one-day sessions. These courses can also be customized to meet the particular needs of your school or school district. And they are available at CCSU, conveniently located in New Britain, or at your school's campus.

Here are some of the programs we offer:

- Bullying, School Safety, Culture, & the Law
- Effectively Managing Troubled Youth in School: A Practical Approach
- Leadership, Equity, & Student Success: The Principal's Role
- Meeting the Psychological Needs of High School Student-Athletes
- Multicultural Education & Culturally Responsive Teachers
- Scientifically Research-Based Practice: Focusing on Results
- Targeted Programming for High School Student-Athletes
- Teacher Evaluation/Classroom Observation & the Common Core Standards
- Teaching Reading & Writing Strategies for the Common Core

These courses will be taught by some of the University's finest educators, including Tony Rigazio Digilio, Cara Mulcahy, and Betty Sternberg. Some courses are available for CEUs.

Why You Should Consider Continuing Education at CCSU

- Professional instructors with extensive classroom & workplace experience
- Conveniently located in New Britain. Free parking
- Affordable fees
- Most courses offered evenings and Saturdays
- Many courses eligible for federal and other grant funding, including WIA
- CEUs available for most courses
- Courses can be customized for your organizational or professional needs

For more information: www.ccsu.edu/con-ed

HuguleyH@ccsu.edu 860-832-2276
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
2ND 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

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