66th ANNUAL CRA CONFERENCE
NOVEMBER 8 & 9, 2017

Literacy Communities
Shaped By Passion and Purpose

KEYNOTES:
Dave Burgess
Lester Laminack

AUTHOR LUNCHEONS:
Melissa Stewart
Donald R. Bear

Also Featuring:
Nancy Boyles • Linda Hoyt • Wiley Blevins
Kathy Collins • Matt Glover • Gravity Goldberg
Laura Robb • Kate Roberts
Maggie Roberts • Jennifer Serravallo
2017 CRA CONFERENCE COMMITTEE

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Program Chair: Sandy Potts
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Author Luncheon Co-Chairs: Jane Logie, Adrienne Snow
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SPECIAL EVENTS:

David Monti Recognition Award
Please join us during the Conference Day Kick-Off on November 8th as the CRA honors David Monti for his contributions to literacy education.

Commissioner Dr. Dianna Wentzell
will bring greetings from the State Department of Education during the Conference Day Kick-Off November 9th!
CRA’S 66th Annual Conference is Sponsoring the
7TH ANNUAL GENTLY USED CHILDREN’S BOOK DRIVE!
In collaboration with New Haven Reads, Waterbury Reads, the Department of Children and Families, and the Conference of Churches

PLEASE BRING YOUR GENTLY USED BOOKS TO THE CONFERENCE so you can drop them off in our Donation Box!
The purpose of this Drive is to promote early-age reading while encouraging engagement between Connecticut Children and their parents/caretakers to help bridge the academic achievement gap.

DROP-OFF LOCATIONS: New Haven Reads, 45 Bristol St., New Haven
The Kolesnik Law Firm & Lux Financial, 49 Leavenworth St., Waterbury

Stephanie E. Cummings, Esq., Book Drive Chair • stephanie.e.cummings@gmail.com
Atty. William Bumpus, Book Drive Vice-Chair • avatarwgb@msn.com
Victoria Sanchez, Book Bank & Operations Director, New Haven Reads • books@newhavenreads.org • 203-752-1923
Kelly Pinho, Waterbury Reads • waterburyreads@gmail.com • 203-667-2506

www.newhavenreads.org • www.lvgwct.org/family_literacy.html
REGISTRATION INFORMATION
Register online at: http://tinyurl.com/craconference2017

| EARLY BIRD REGISTRATION  
by October 6, 2017 | REGISTRATION  
Starting October 7, 2017 |
|----------------------|--------------------------|
| 2-day  
Wed AND Thu | 2-day  
Wed AND Thu |
| 1-day  
Wed OR Thu | 1-day  
Wed OR Thu |
| ACTIVE MEMBERS | New/Renewing Members  
(Price includes $25 Membership Fee. You must be a CRA member to attend.) |
| $220 | $245 |
| $135 | $160 |
| $235 | $260 |
| $150 | $175 |

Online Registration closes at 11:59pm on November 5th, 2017. After that time, you may register on-site as a Walk-In.

Full-Time Undergraduate Students may register for a reduced rate ONLY AS A WALK-IN the days of the event. Only full-time, undergraduate college students are eligible for a student discount for conference registration. You must have a minimum 15 credits in your current semester to be considered full-time status. Students must provide a valid college ID and schedule as proof of current full-time status. Failure to provide both forms of proof will result in your having to pay the regular registration fees. Refunds will not be given if already registered online as a regular member. Student CRA members’ registration fee is $110 for two days or $55 for one day. Non-Members must pay an additional $15 to become a CRA member.

If you are registering with a purchase order (P.O.), please note the following:

1. You must include the P.O. number, school name, district, district contact name, phone number, and mailing address for billing. POs will not be accepted if you omit any of this required information. You will be able to upload your P.O. during your registration.

2. If the P.O. is issued for the early bird rate, you must complete your registration by 11:59pm, November 5, 2017. If your school/district is not covering your CRA membership fee, you are responsible for your CRA membership fee and must become a member first at www.event.com/d/bcq7v/3W before you register for the Conference. If you are not registered in time for the early bird rate, you are responsible for the cost difference.

3. If your P.O. is not available to you when you register, please either: Have your district send your P.O. to the following address so that we can send an invoice OR mail a check payable to Connecticut Reading Association with your P.O. number in the Memo section to: Connecticut Reading Association c/o Catherine Mastrianna, 109 Far Horizon Drive, Cheshire, CT 06410

Questions? Visit www.ctreading.org/conference/purchase-orders or email Catherine Mastrianna at cmastrianna@waterbury.k12.ct.us

CONFERENCE SCHEDULE

Wednesday, November 8th
7:00am-8:15am  Registration (Including Walk-Ins – please arrive early to expedite check-in!)
8:30am-8:50am  Conference Day Kickoff (including the David Monti Recognition Award)
8:50am-10:05am  Keynote Address by Dave Burgess: Teach Like a Pirate
10:20am-12:20pm  Institutes and Sessions
12:45pm-1:30pm  Author Luncheon: Melissa Stewart: Celebrating Aha Moments
12:45pm-1:30pm  Lunch and Vendor Browsing
1:40pm-3:40pm  Institutes and Sessions

Thursday, November 9th
7:00am-8:15am  Registration (Including Walk-Ins – please arrive early to expedite check-in!)
8:30am-9:00am  Conference Day Kickoff (Greetings from Commissioner Dr. Dianna Wentzell)
9:00am-10:00am  Keynote Address by Lester Laminack: When Books Become Best Friends: One Book/Many Visits
10:20am-12:20pm  Institutes and Sessions
12:45pm-1:30pm  Author Luncheon: Donald Bear: Vocabulary: The Secret Sauce of Reading and Thinking
12:45pm-1:30pm  Lunch and Vendor Browsing
1:40pm-3:40pm  Institutes and Sessions
KEYNOTE SPEAKERS:

**WEDNESDAY 8:50am-10:05am**

**Dave Burgess: Teach Like a Pirate**

Join New York Times Best-Selling author Dave Burgess for a high-energy, entertaining, and inspirational program that will transform the way you look at your role as an educator. Learn how to dramatically increase student engagement, design wildly creative lessons, and build a course that is a life-changing experience for your students. Using a unique combination of magic and humor, he will reignite your passion for the education profession and show you exactly how to make school an amazing place that has students wanting to knock down the walls to get in.

Teach Like a PIRATE has sparked a full-scale revolution in the educational world and has inspired teachers from all over the globe to achieve new levels of excellence in their schools and classrooms. This program is your chance to experience the one-of-a-kind presentational style of unbelievable intensity and outrageous energy that has transfixed audiences at packed venues across the nation.

**Dave Burgess** is the New York Times best-selling author of *Teach Like a PIRATE* and co-author of *P is for PIRATE: Inspirational ABC’s for Educators*. He received national recognition as recipient of the 2014 BAMMY Award for Secondary School Teacher of the Year presented by the Academy of Education Arts and Sciences.

As an award-winning teacher from San Diego, California, he was recognized as Teacher of the Year, a Golden Apple recipient, and a faculty standout for 17 consecutive years in categories such as Most Entertaining, Most Energetic, and Most Dramatic. He specializes in teaching hard-to-reach, hard-to-motivate students with techniques that incorporate showmanship and creativity. His dynamic and inspirational message coupled with his outrageously energetic performance style has transformed classrooms and sparked an educational revolution around the world.

**THURSDAY 9:00am-10:00am**

**Lester Laminack: When Books Become Best Friends: One Book/Many Visits**

Explore the potential of revisiting a small collection of carefully selected books through focused read aloud experiences across time. Imagine slowing down to explore a small set of books in layers, one layer at a time with a clear focus for each read aloud experience. Lester will take you through the potential of a few picture books to demonstrate what can be done with numerous well-loved books from your own classroom library.

**Lester L. Laminack** is Professor Emeritus, Western Carolina University in Cullowhee, North Carolina where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award). Lester is now a full-time writer and consultant working with schools throughout the United States. 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). He is a former member of the following: Whole Language Umbrella Governing Board, Governing Board and Secretary of the North Carolina Association for the Education of Young Children, and Board of Directors for the Center for the Expansion of Language and Thinking. He served as the Basic Reading Consultant to Literacy Volunteers of America from 1987 through 2001 and is a former member of the Board of Directors of Our Children’s Place. He is the incoming editor of the Writing Department for the ILA journal *Reading Teacher*. Lester is the author of numerous professional resources for educators, including *The Ultimate Read-Aloud Resource* and *Best Friend Collection: Fiction* both from Scholastic.
AUTHOR LUNCHEONS:

NOTE: Each Luncheon is an additional $25.
You must be signed up for BEFORE online registration closes @ 11:59pm on November 5, 2017.
Please contact Cathy Mastrianna directly with any food allergy concerns at cmastrianna@waterbury.k12.ct.us

The Author Luncheons will be held in the Nutmeg Room.

WEDNESDAY 12:40pm-1:30pm
Melissa Stewart
Celebrating Aha Moments

Weaving together stories from her childhood and research trips to the Galapagos Island and Costa Rica, Melissa discusses what inspires her to write, how she gets ideas, and why she can’t imagine any better job.

Melissa Stewart is the award-winning author of more than 180 science books for children, including Can an Aardvark Bark?; No Monkeys, No Chocolate; and Feathers: Not Just for Flying. She is the co-author of Perfect Pairs: Using Fiction & Nonfiction Picture Books to Teach Life Science, K-2 and Perfect Pairs: Using Fiction & Nonfiction Picture Books to Teach Life Science, 3-5. Melissa maintains the blog Celebrate Science and serves on the board of advisors for the Society of Children’s Writers and Illustrators. She offers school visit programs in person or via Skype as well as programs for educators on nonfiction writing techniques, using children’s books to address curriculum standards, and creative ways to integrate science and language arts. www.melissa-stewart.com

LUNCHEON CHOICES:

Chicken Florentine - stuffed with spinach and shallots in a rich mornay sauce, tricolor roasted potatoes with herb butter and lemon roasted vegetable medley

Grilled Tofu - marinated in teriyaki, served with stir fried Bok choy, peppers and broccoli over steamed jasmine rice

Both options come with a fresh garden salad with grape tomatoes, English cucumber, carrots and black olives served with balsamic vinaigrette and Tuxedo Mousse cake for dessert.

THURSDAY 12:40pm-1:30pm
Donald Bear
Vocabulary: The Secret Sauce of Reading and Thinking Preview

Vocabulary is a special linguistic sauce that makes students smarter and improves critical thinking. Activities to spice up learning are presented for critical thinking, and knowledge of academic vocabulary. Learn about concept sorting, vocabulary notebooks, etymology and online resources, and deep, generative word study. PK – 12.

An award-winning author, teacher, and researcher, Donald Bear is Professor Emeritus in Literacy Studies at Iowa State University and University of Nevada, Reno where he directed reading centers, and taught at all levels.

He is an author and co-author of numerous articles, chapters, and 17 books, including the Words Their Way, 6th and series. Donald recently served a term as a board member of the International Literacy Association.

LUNCHEON CHOICES:

New England Salad with Salmon - field greens, candied walnuts, golden raisins, dried cranberries, English cucumber, 4 oz. salmon filet served with raspberry vinaigrette

Harvest Pasta - whole wheat penne, blistered grape tomatoes, broccoli florets, fresh spinach in a garlic white wine sauce

Both options come with fruit cup and crème brulée cheesecake for dessert.
FEATURED SPEAKERS:

Wiley Blevins

WEDNESDAY 10:20am-12:20pm
Institute A4: Gr. K-2 - A Fresh Look at Phonics

WEDNESDAY 1:40pm – 3:40pm
Institute B5: Gr. K-2 - A Fresh Look at Phonics

This session reviews the key characteristics of strong phonics instruction, ways to ensure they are in place, and how to fine-tune them (if already in place) to maximize instructional success. Participants will examine the 10 common causes of phonics instructional failure and how to avoid them. This session is based on Blevins’ work with school districts—examining test scores vs. instructional tools and classroom practices to identify the mismatches and areas of weakness that impede or slow learning.

Wiley Blevins completed his graduate work in education at Harvard University. He has taught elementary school in both the United States and South America, and currently works with schools in the United States and Asia. Wiley had written reading programs for McGraw-Hill, Scholastic, Houghton-Mifflin, and Open Court. He has also written 15 books for teachers, including A Fresh Look at Phonics, Building Fluency, Phonics from A to Z, and Teaching Informational Text. He also writes books for children, including the Ick and Crud and Scary Tales Retold series. Wiley works with school districts analyzing discrepancies between instructional materials and practices and test scores. He has conducted research on topics ranging from the use of decodable text in early reading instruction to fluency best practices. His current areas of focus include adaptive technology and differentiated professional development.

Nancy Boyles

WEDNESDAY 10:20am-12:20pm
Institute A3: Gr. 2-8 - Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 3 and 4

What’s the difference between teaching to the test and teaching to the rigor? And how do we move past DOK 1 and 2 to provide students with opportunities for the most rigorous thinking? This institute explores pathways to Depth of Knowledge 3 and 4 by aligning rigor to standards, text complexity, close reading, student interaction, the reading-writing connection, and formative assessment. Recognize the challenges and identify solutions. Learn classroom tested strategies you can use tomorrow for constructed responses, brief writes, and more. Take home a bibliography of short texts just right for deep thinking. Get details about Nancy’s new book on Depth of Knowledge.

WEDNESDAY 1:40pm-2:40pm
Session 3-1: Gr. 2-8 - Close Reading in Small Groups: Learning to Read Closely and INDEPENDENTLY in the Intermediate Grades

Whole-class shared lessons are a great way to introduce students to the rigor of close reading. But when you want to maximize students’ independence as close readers, move to small group instruction where readers embrace the challenges of complex texts with grade-appropriate fiction and nonfiction. In this session learn a simple small group process that links close reading to independence, text-dependent questions for deeper understanding, and standards-based comprehension skill proficiency—using resources perfect for the intermediate grades. Take home sample materials from Nancy’s new Capstone program, Close Reading Links.

Dr. Nancy Boyles was a classroom teacher for many years and is now Professor Emerita at Southern Connecticut State University where she was Professor of Reading and Graduate Reading Program Coordinator. She currently consults with districts and other organizations and agencies, providing workshops, modeling best
practices in classrooms, and assisting with curriculum development. Workshop topics include Close Reading, Small Group Differentiated Instruction, Rigorous Assessment, and Depth of Knowledge.

Nancy is the author of three books on close reading all published by Corwin: *Closer Reading, Grades 3-6*, *Lessons and Units for Closer Reading, Grades 3-6* and *Lessons and Units for Closer Reading, K-2*. Nancy has also written six other books related to comprehension, and several articles. She has an article titled *Pursuing the Depths of Knowledge* in the ASCD October 2016 issue of Educational Leadership, and will soon publish a book on *Depth of Knowledge*, also from ASCD. Nancy has a brand new program for small group close reading instruction, grades 3-5, *Close Reading Links*, published by Capstone.

**Kathy Collins**

**THURSDAY 10:20am-12:20am**

**Institute C5: Gr. 1-5 - Reading Logs, Reading Homework, and Reading Notebooks:**
Tailor These Tools So They Help Children Want to Read, Love to Read While Also Improving Their Reading

In this workshop, Kathy will expand our vision for logs, homework and notebooks so that they don’t act as obstacles to or clouds over children’s reading lives. Kathy will show how they can be differentiated tools that inspire children to read more, read widely, and read with intention.

**THURSDAY 1:40pm-3:40pm**

**Institute D-1 – Gr. PreK-1 - I Am Reading: Support Children to Make Meaning and Develop Healthy Reading Identities Before They Can Decode Texts**

Kathy will share ideas from her book *I Am Reading*, written with Matt Glover. She’ll offer very practical tips for creating reading opportunities and invitations to young children that are child-centered, natural, and supportive to their reading identities and attitudes toward books. Kathy will also show examples of how to play with books in ways that enhance children’s receptive and expressive language skills.

**Kathy Collins** is coauthor with Matt Glover of the Heinemann title *I Am Reading*. Kathy is the beloved author of *Growing Readers* as well as *Reading for Real*. She presents at conferences and works in schools all over the world to support teachers in developing high-quality, effective literacy instruction in the elementary school grades. Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first grade teacher in Brooklyn, New York.

**Matt Glover**

**WEDNESDAY 10:20am-11:20am**

**Institute A7: Gr. K-2 - Conferring with Young Writers: Responsive Interactions that Foster Composition Development**

Writing conferences are your most powerful moments of the teaching day because they are focused on the skills and strategies that a particular child needs. This session will support participants in examining and refining their skills as conferrers. We will examine dimensions of composition growth and development as well as strategies for nudging writers forward. We will then practice conferring using authentic video clips and writing samples.

**WEDNESDAY 1:40pm-3:40pm**

**Institute B4: Gr. PreK-1 - Nurturing Young Readers Before (and After) They are Reading Conventionally**

Reading development doesn’t start with decoding words. Young children create meaning from a text long before they can read it conventionally. Even after children start to decode we should support their reading of texts they can’t read conventionally. As adults we can nurture children’s identities as readers by recognizing the language that children use as they interact with familiar and unfamiliar books. Once we see what children can do on their own, we can nudge them forward towards more sophisticated thinking and comprehension.
**Matt Glover** is a full time educational consultant and coauthor with Kathy Collins of *I Am Reading*. He is the author of the Heinemann title *Engaging Young Writers*, coauthor with Mary Alice Berry of *Projecting Possibilities for Writers*, and coauthor with Katie Wood Ray of *Already Ready* and *Watch Katie and Matt...Sit Down and Teach Up*, a video enhanced ebook that combines video and text to examine conferring with young writers. A nationally known literacy consultant, Matt is a frequent presenter at conferences and in school districts on topics related to nurturing writers and supporting children’s intellectual growth and development. Matt has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School. Matt lives in Cincinnati, Ohio, with his wife and four children.

**Gravity Goldberg**

**WEDNESDAY 10:20am-12:20am**
**Institute A5: Gr. 3-8 - What Your Student Readers Need Next**

We want our teaching to be targeted, to meet readers where they currently are, and extend their learning in just the right amount. But that quest to be intentional can send us into a tailspin of hunting and gathering lessons and rubrics from here there and everywhere. Gravity and Renee will show you a four-step process for making instructional decisions for readers that allows you to streamline your teaching choices and still have a big impact. You will hone your ability to notice the types of thinking students tend to use as they read and reflect on texts, and then teach into these patterns to help readers grow. We don’t need to outsource our teaching decisions to manuals and mandates—we know what is best for our own students.

In this session, participants will learn:
• the practices that create decision-fatigue
• four-step process for intentional decision-making
• what to look and listen for when working with students as they read fiction and nonfiction
• how to use clipboard notes and other tools to use when deciding what to teach next

**WEDNESDAY 1:40pm-3:40pm**
**Institute B2: Gr. K-12 - Using Mindsets and Moves to Develop Truly Independent Readers**

High student engagement, deep comprehension, disciplinary literacy—if we read between the lines, we see that the only way we’ll reach any of them is to have a strong plan in place for creating fully independent readers. In this session Gravity Goldberg applies the research on mindset and goal setting to help educators better understand why we may be cultivating compliant readers, and why without independence no real and lasting learning can occur. Gravity shares a framework called the 4Ms—be a miner, mirror, model, and mentor—that helps you support true independence every day.

In this session participants will learn:
• what gets in the way of student independence
• 4 teacher moves that promote engagement and autonomy
• how to support a growth mindset in readers
• lesson ideas for reflection, goal setting, and building student ownership

**Gravity Goldberg** holds a Doctorate in Education from Teachers College, Columbia University. She is a former staff developer at Teachers College Reading and Writing Project and an assistant professor at Iona College’s graduate education program. She leads a team of literacy consultants in the New York/New Jersey region. Gravity is the author of *Mindsets and Moves: Strategies That Help Readers Take Charge, Grades 1-8* (Corwin 2015); and is coauthor of *What Do I Teach Readers Tomorrow/Non Fiction* and *What Do I Teach Readers Tomorrow/Fiction, Grades 3-8* (Corwin 2017). She is also the author of numerous articles about reading, writing, and professional development.
Linda Hoyt  
**THURSDAY 10:20am - 11:20pm**  
**Session 4-1 – Gr. K-8  Raising the Bar with Informational Literacy: Research, Reflection, and Cross-Curricular Achievement**

Nonfiction is an amazing genre filled with diverse text types, language structures, and visual features that are completely different from those of fiction. Contemporary state standards challenge us to expose readers and writers to a broad range of informational text types, to embed writing in every subject area, and to teach even the youngest learners to become information-seekers. When students read and write in every subject area, everyday, they automatically use content-specific vocabulary, solidify understanding and stretch their control of language.

**THURSDAY 1:40pm – 2:40pm**  
**Session 6-1 – Gr. K-8 Conquering Conventions**

Conventions and mechanics do not have to be boring! The trick is to recast conventions as tools for lifting writing quality, rather than seeing them as rote-level functions of correctness. With meaning as the focus, conventions take on new life as writers utilize introductory elements followed by a comma, or insert onomatopoeia words combined with exclamation marks to bring life and voice to writing. When teachers use fabulous literary selections as mentors in combination with modeled writing that explicitly demonstrates how conventions can be used as craft elements, students write with increased power and communicative competence.

When Linda Hoyt is asked what people should know about her professional career, she is often heard to say — ‘I’m a teacher. That will always be the heart of my professional work.’ Though she spent many years as a classroom teacher, reading specialist, curriculum developer, staff developer, and Title I District Coordinator, Linda’s passion will always center around vigorous and engaging classrooms where teachers and children learn together.

This passion for vigorous and engaged learning has led Linda to create thirty professional books plus video programs and a variety of instructional resources for children. A few titles from her multi-dimensional list of publications include: *Conventions and Craft, Revisit, Reflect, Retell, Make It Real, Interactive Read Alouds, Solutions for Reading Comprehension, Explorations in Nonfiction Writing*, and *Crafting Nonfiction*. Linda is a full time author, consultant, and highly-requested speaker at conferences throughout the US, Canada, and in Australia. Linda and her husband, Steve, live in the mountains of central Oregon where they enjoy outdoor activities and the high desert climate.

Kate Roberts  
**THURSDAY 10:20am-12:20pm**  
**Institute C3 - Gr. 6-12 - Teach the Reader Not the Book**

Do you teach whole class novels but fear that your students are not getting better as readers from book to book? Do you want to teach a whole class novel but fear losing the engagement and growth in your readers workshop classroom? This session will help you to navigate the terrain between independent reading practices and more traditional whole class novel teaching. There is a way to teach a novel while still teaching our individual readers. Kate will present one way to strike a balance in this practical, solution based workshop.

Kate Roberts is a national literacy consultant, top-selling author, and popular keynote speaker. She taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project in 2005, where she worked as a Lead Staff Developer for 11 years. Kate is the co-author (with Christopher Lehman) of the popular *Falling in Love with Close Reading*, and of *DIY Literacy* (with Maggie Beattie Roberts), along with two Heinemann Unit of Study books on Literary Essay. Her work with...
students across the country has led to her belief that all kids can be insightful, academic thinkers when the work is demystified, broken down and made engaging.

To this end, Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum. Her blog, *indent*, is a touchstone for hundreds of teachers and she uses social media, particularly Twitter (@teachkate), to help build community and solve problems among her educator peers.

**Maggie Roberts**
**THURSDAY 10:20am-12:20pm**
**Institute C4 – Gr. 5-10 - Independent Reading Journeys: Helping Students Discover & Celebrate Their Own Ways of Thinking**

Our students think deeply and analyze lots of things in their lives - text messages, song lyrics, social media posts. At times, their writing about reading and talking about texts they read inside and outside the classroom falls flat in comparison. This workshop aims to help students analyze, interpret and synthesize ideas with similar enthusiasm and engagement. Specifically, Maggie will share outcomes of a yearlong classroom inquiry that focused on helping students celebrate how their minds work to think deeply about a text. She will share a practical and replicable process – an independent reading journey – to help guide all students to discover how their minds work.

**Maggie Beattie Roberts** is an internationally recognized expert in elementary and secondary literacy, content area literacy, and digital and media literacy. She began her teaching career in the heart of Chicago and then pursued graduate studies as a Literacy Specialist at Teachers College, Columbia University. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, where she led research and development in digital and media literacy, as well as differentiated methods of teaching.

Maggie is currently a national literacy consultant, author and frequent presenter at state and national conferences. She is committed to helping teachers tap into the power of their own deep engagement in reading and writing, and leads school-wide staff development around the country.

She is co-author of the popular new book, *DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence* (with Kate Roberts), and authored several Heinemann TCRWP Unit of Study books on the teaching of writing. Her latest article, *Thinking While Reading: The Beautiful Mess of Helping Adolescents Learn and Celebrate How Their Minds Work* (co-authored with Kristen Robbins Warren), is featured in the December 2016 issue of *Voices from the Middle*. You can learn more about Maggie’s work, as well as access videos and other resources, at kateandmaggie.com.

**Kate Roberts & Maggie Roberts**
**THURSDAY 1:40pm-3:40pm**
**Institute D2 – Gr. K-12 - DIY Literacy: Teaching Tools to Increase Differentiation, Rigor and Independence**

In this practical, hands-on, and energetic session, Kate and Maggie will help participants make teaching tools and create strategies to help students read and write with greater independence. This workshop will share a variety of teaching tools that can help students work more independently, with increased engagement, and towards more purposeful goals.

**Laura Robb**
**WEDNESDAY 10:20am-12:20pm**
**Institute A6: Gr. 4-9 - Making Read, Talk, and Write Student-Centered**

In this active learning workshop, participants will experience and reflect on the benefits of student-led talk about texts and lessons including: turn-and-talk, partner talk, and whole-class and small group discussions. They’ll experience the benefits of talking
about and then writing about reading. Robb will share the compelling research that shows the boost in comprehension that occurs when students write about texts they can read and compose open-ended, interpretive questions. Participants will talk and complete informal writing about a teacher read aloud to see how it enhances students’ comprehension.

**WEDNESDAY 1:40pm-3:40pm**  
**Institute B3: Gr. 4-9 - Reading Instruction That Keeps Students Front and Center**  
Robb will open with the three layers of reading: reading aloud, instructional reading, and independent reading and explain how each one is a necessary building block for progress in reading comprehension. She’ll also provide a simple way of planning reading units—always with students’ needs in mind— that integrate each reading layer. Participants will use literature to experience: instruction and the interactive read aloud, inferring, a surefire, three-step method of finding themes, and book talking for students and teachers. Robb will discuss assessment and the reading power that develops among students when they have choice and access to relevant books they can read and analyze.

Author, teacher, consultant, Laura Robb has written more than twenty-five books on reading and writing. In 2016 presented her with the Richard Halle award for excellence in middle level education. Robb trains teachers and speaks at national conferences around the country.

**Jennifer Serravallo**  
**WEDNESDAY 10:20am-12:20pm**  
**Institute A2: Gr. K-8 - Reading Strategies for Complete Comprehension:**  
**Understanding Texts and Readers**

As students work toward reading goals, they can benefit from strategy instruction that helps to unpack and break down the invisible, automatic work of reading into series of actionable steps. In this session, you’ll learn about the importance of focusing your differentiated instruction in individual goals based on formative assessment information. Then, you’ll learn how to craft your own strategies and prompts to support readers’ ongoing practice. Jen will also explain how to know when to teach which strategies to whom, how strategies align to levels of complexity, and how to tier practice of strategies over time to support readers toward skilled practice.

**Jennifer Serravallo** was a teacher in Title I Schools in NYC, and later a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She is the author of a dozen books on the teaching of reading and writing including the new Writing Strategies Book, the New York Times bestseller, *The Reading Strategies Book* and the two-time award-winning Independent Reading Assessment series. Check out her blog at www.jenniferserravallo.com and tweet her @jserravallo.

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**Register online at: http://tinyurl.com/craconference2017**  
**Register by October 6, 2017 and Save $15!**
AGENDA DESCRIPTIONS & PRESENTERS

WEDNESDAY MORNING INSTITUTES – 10:20am-12:20pm

Institute A1 • Gr. K-12 • Teaching Outside the Box: A Crash Course in Creativity
Dave Burgess
A fast-paced and fun session designed to teach techniques that will skyrocket creativity. You will learn how to use your brain like Google, create a GPS system for powerful teaching, and magically create new ideas through Creative Alchemy. In addition, learn how to overcome obstacles that stifle creativity by using the Wedding Photographer Principle. You’ll leave truly believing you are a creative being and inspired to add memorable experiences for students to your lesson plans.

Dave Burgess is the New York Times best-selling author of Teach Like a PIRATE and co-author of P is for PIRATE: Inspirational ABC’s for Educators. He received national recognition as recipient of the 2014 BAMMY Award for Secondary School Teacher of the Year presented by the Academy of Education Arts and Sciences.

As an award-winning teacher from San Diego, California, he was recognized as Teacher of the Year, a Golden Apple recipient, and a faculty standout for 17 consecutive years in categories such as Most Entertaining, Most Energetic, and Most Dramatic. He specializes in teaching hard-to-reach, hard-to-motivate students with techniques that incorporate showmanship and creativity. His dynamic and inspirational message coupled with his outrageously energetic performance style has transformed classrooms and sparked an educational revolution around the world.

Institute A2 • Gr. K-8 • Reading Strategies for Complete Comprehension: Understanding Texts and Readers
Jennifer Serravallo
As students work toward reading goals, they can benefit from strategy instruction that helps to unpack and break down the invisible, automatic work of comprehension into actionable steps. In this session, you’ll learn about the importance of focusing your differentiated instruction in individual goals based on formative assessment information. Then, you’ll learn how to craft your own strategies and prompts to support readers’ ongoing practice. Jen will also explain how to know when to teach which strategies to whom, how strategies align to levels of complexity, and how to tier practice of strategies over time to support readers toward skilled practice.

Jennifer Serravallo was a teacher in Title I Schools in NYC, and later a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She is the author of a dozen books on the teaching of reading and writing including the new Writing Strategies Book, the New York Times bestseller, The Reading Strategies Book and the two-time award-winning Independent Reading Assessment series. Check out her blog at www.jenniferserravallo.com and tweet her @jserravallo.

Institute A3 • Gr. 2-8 • Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 3 and 4
Nancy Boyles
What’s the difference between teaching to the test and teaching to the rigor? And how do we move past DOK 1 and 2 to provide students with opportunities for the most rigorous thinking? This institute explores pathways to Depth of Knowledge 3 and 4 by aligning rigor to standards, text complexity, close reading, student interaction, the reading-writing connection, and formative assessment. Recognize the challenges and identify solutions. Learn classroom tested strategies you can use tomorrow for constructed
responses, brief writes, and more. Take home a bibliography of short texts just right for deep thinking. Get details about Nancy’s new book on Depth of Knowledge.

**Dr. Nancy Boyles** was a classroom teacher for many years and is now Professor Emerita at Southern Connecticut State University where she was Professor of Reading and Graduate Reading Program Coordinator. She currently consults with districts and other organizations and agencies, providing workshops, modeling best practices in classrooms, and assisting with curriculum development. Workshop topics include Close Reading, Small Group Differentiated Instruction, Rigorous Assessment, and Depth of Knowledge.

Nancy is the author of three books on close reading all published by Corwin: *Closer Reading, Grades 3-6*, *Lessons and Units for Closer Reading, Grades 3-6* and *Lessons and Units for Closer Reading, K-2*. Nancy has also written six other books related to comprehension, and several articles.

She has an article titled Pursuing the Depths of Knowledge in the ASCD October 2016 issue of Educational Leadership, and will soon publish a book on Depth of Knowledge, also from ASCD.

Nancy has a brand new program for small group close reading instruction, grades 3-5, *Close Reading Links*, published by Capstone.

**Institute A4 • Gr. K-2 • A Fresh Look at Phonics**

**Wiley Blevins**

This session reviews the key characteristics of strong phonics instruction, ways to ensure they are in place, and how to fine-tune them (if already in place) to maximize instructional success. Participants will examine the 10 common causes of phonics instructional failure and how to avoid them. This session is based on Blevins’ work with school districts—examining test scores vs. instructional tools and classroom practices to identify the mismatches and areas of weakness that impede or slow learning.

**Wiley Blevins** completed his graduate work in education at Harvard University. He has taught elementary school in both the United States and South America, and currently works with schools in the United States and Asia. Wiley had written reading programs for McGraw-Hill, Scholastic, Houghton-Mifflin, and Open Court. He has also written 15 books for teachers, including *A Fresh Look at Phonics*, *Building Fluency*, *Phonics from A to Z*, and *Teaching Informational Text*. He also writes books for children, including the Ick and Crud and Scary Tales Retold series. Wiley works with school districts analyzing discrepancies between instructional materials and practices and test scores. He has conducted research on topics ranging from the use of decodable text in early reading instruction to fluency best practices. His current areas of focus include adaptive technology and differentiated professional development.

**Institute A5 • Gr. 3-8 • What Your Student Readers Need Next**

**Gravity Goldberg**

We want our teaching to be targeted, to meet readers where they currently are, and extend their learning in just the right amount. But that quest to be intentional can send us into a tailspin of hunting and gathering lessons and rubrics from here there and everywhere. Gravity and Renee will show you a four-step process for making instructional decisions for readers that allows you to streamline your teaching choices and still have a big impact. You will hone your ability to notice the types of thinking students tend to use as they read and reflect on texts, and then teach into these patterns to help readers grow. We don’t need to outsource our teaching decisions to manuals and mandates—we know what is best for our own students.
In this session, participants will learn:
- the practices that create decision-fatigue
- a four-step process for intentional decision-making
- what to look and listen for when working with students as they read fiction and nonfiction
- how to use clipboard notes and other tools to use when deciding what to teach next

**Gravity Goldberg** holds a Doctorate in Education from Teachers College, Columbia University. She is a former staff developer at Teachers College Reading and Writing Project and an assistant professor at Iona College’s graduate education program. She leads a team of literacy consultants in the New York/New Jersey region. Gravity is the author of *Mindsets and Moves: Strategies That Help Readers Take Charge, Grades 1-8* (Corwin 2015); and is coauthor of *What Do I Teach Readers Tomorrow/Non Fiction* and *What Do I Teach Readers Tomorrow/Fiction, Grades 3-8* (Corwin 2017). She is also the author of numerous articles about reading, writing, and professional development.

**Institute A6 • Gr. 4-9 • Making Read, Talk, and Write Student-Centered**

**Laura Robb**

In this active learning workshop, participants will experience and reflect on the benefits of student-led talk about texts and lessons including: turn-and-talk, partner talk, and whole-class and small group discussions. They’ll experience the benefits of talking about and then writing about reading. Robb will share the compelling research that shows the boost in comprehension that occurs when students write about texts they can read and compose open-ended, interpretive questions. Participants will talk and complete informal writing about a teacher read aloud to see how it enhances students’ comprehension.

Author, teacher, consultant, **Laura Robb** has written more than twenty-five books on reading and writing. In 2016 presented her with the Richard Halle award for excellence in middle level education. Robb trains teachers and speaks at national conferences around the country.

**Institute A7 • Gr. K-2 • Conferring with Young Writers: Responsive Interactions that Foster Composition Development**

**Matt Glover**

Writing conferences are your most powerful moments of the teaching day because they are focused on the skills and strategies that a particular child needs. This session will support participants in examining and refining their skills as conferrers. We will examine dimensions of composition growth and development as well as strategies for nudging writers forward. We will then practice conferring using authentic video clips and writing samples.

**Matt Glover** is a full time educational consultant and coauthor with Kathy Collins of *I Am Reading*. He is the author of the Heinemann title *Engaging Young Writers*, coauthor with Mary Alice Berry of *Projecting Possibilities for Writers*, and coauthor with Katie Wood Ray of *Already Ready and Watch Katie and Matt… Sit Down and Teach Up*, a video enhanced ebook that combines video and text to examine conferring with young writers. A nationally known literacy consultant, Matt is a frequent presenter at conferences and in school districts on topics related to nurturing writers and supporting children’s intellectual growth and development. Matt has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School. Matt lives in Cincinnati, Ohio, with his wife and four children.
**WEDNESDAY MORNING SESSIONS – 10:20am-11:20am**

**Session 1-1 • Gr. K-2 • New K-2 Writing Portfolio and CSDE Literacy Updates**  
**Joanne White**

The Connecticut State Department of Education (CSDE) has developed the K-2 Writing Portfolio for use by early elementary educators to inform writing instruction. These recently developed professional resources include scoring rubrics for Grades K-2 that are not only aligned to the CT Core Standards, but that are aligned to the Smarter Balanced Rubrics in Grades 3-8 and high school. A statewide Writing Advisory Committee was an integral part of the CSDE’s effort to develop and promote these professional resources. This session will present the writing scoring rubrics for Grades K-2 for narrative, informational, and opinion writing, and the Training Guides that contain transcribed/annotated anchor papers and the student writer checklists. CSDE legislative and literacy-related updates will also be provided.

**Joanne R. White** is a Language Arts Consultant in the Academic Office at the Connecticut State Department of Education (CSDE) where she supports curriculum, instruction, and assessment. Ms. White is responsible for implementing reading/literacy policies carried out through State Board of Education rule and Connecticut statute. She serves as the project manager for various literacy-related initiatives, including the CSDE’s statewide ReadConn K-3 professional learning series. Ms. White, in partnership with two consultants from the CSDE Performance Office, led the design and development of the K-2 Writing Portfolio.

**Session 1-2 • Gr. K-5 • Integrating Science and Language Arts**  
**Melissa Stewart**

Discover how to teach science and language arts simultaneously by building engaging, inquiry-based K-5 science lessons around pairs of award-winning trade fiction and nonfiction picture books. Even if you are science shy, you can create lessons that will ignite your students’ natural curiosity and make them eager to learn about world around them.

**Melissa Stewart** is the award-winning author of more than 180 science books for children, including *Can an Aardvark Bark?*, *No Monkeys, No Chocolate*; and *Feathers: Not Just for Flying*. She is the co-author of *Perfect Pairs: Using Fiction & Nonfiction Picture Books to Teach Life Science, K-2* and *Perfect Pairs: Using Fiction & Nonfiction Picture Books to Teach Life Science, 3-5*. Melissa maintains the blog *Celebrate Science* and serves on the board of advisors for the Society of Children’s Writers and Illustrators. She offers school visit programs in person or via Skype as well as programs for educators that focus on nonfiction writing techniques, using children’s books to address curriculum standards, and creative ways to integrate science and language arts. [melissa-stewart.com](http://melissa-stewart.com)

**Session 1-3 • Gr. K-2 • Little Writers, Big Thoughts: A Chronology of Writing in Kindergarten Using an Apprenticeship Model**  
**Karen Waters and Lauren Benvenuti**

This interactive presentation will share a comprehensive scaffold for writing that considered the sociocultural and cognitive context in which the teacher worked with students to construct meaningful interactions around authentic reading and writing experiences in a revisit of the to-with-by scaffold. Inspired by the work of Dorn, French, & Jones (1998) on cognitive apprenticeship and Vygotsky’s (1978) zone of proximal development, the teacher structured text-based discussion of literary and informational text into which explicit phonological awareness instruction was embedded.
Dr. Karen Waters teaches a variety of courses in literacy at Sacred Heart University. Her article, Using Shared Reading and Close Reading to Bridge Intervention and the CCSS, focused on the struggling diverse reader. She enjoys collaborating on presentations with her students, specifically when the topic pertains to diverse learners.

Lauren Benvenuti has been teaching for three years, and currently teaches Kindergarten at Davenport Ridge Elementary School in Stamford. She holds a Masters in Teaching from Sacred Heart University, and is currently pursuing reading certification at Sacred Heart University.

**Session 1-4 • Gr. 9-12 • Using Digital Platforms to Authentically Engage High School Students with Independent Reading**

Kim Herzog, Rebecca Marsick and Barbara Robbins

This hands-on workshop will model how to leverage digital platforms—specifically Instagram—to foster and assess independent reading with high school students. We will share a variety of assessments and strategies that inspire creativity and thought in our students, which can be used across other digital and non-digital platforms.

Kimberly Herzog teaches English at Staples High School, and is the Teacher Leader of technology. She has led professional development for her district and has co-written three new courses at her school, and she has presented on literacy and technology at the state and national level. Kimberly was the Westport Teacher of the Year in 2015–2016, and was a semifinalist in the Connecticut Teacher of the Year program.

Barbara Robbins is an English teacher who has co-written two English courses titled Gender, Sex, and Identity and Children’s Literature. As a science literacy coach at Staples High School, she provides professional development for the Westport Public Schools. Barbara and prides herself on being a teacher-leader in her department.

Rebecca Marsick is currently a Secondary Literacy Coach for the Westport Public Schools in Westport, CT. She is also the co-author of Stretching Beyond the Textbook, an adjunct professor at the University of Connecticut Neag School of Education, and presents on literacy at both local and national conferences.

**Session 1-5 • Gr. PK-8 • Reflective Video Analysis of Instructional Strategies**

Judy Quinn, Susan Muirhead, and Kaye Jaken

Reflective Video Analysis is a coaching model that promotes insightful teaching practices. We have implemented video analysis as part of our job embedded professional development based on our belief that improving pedagogy occurs through practice, observation and dialogue about instructional strategies and student outcomes.

Judy Quinn is presently a literacy coach with 32 years of teaching experience from grade Pre-K to 8. She taught Master’s level courses for Sacred Heart University. She has been a literacy coach and interventionist for 19 years and is presently at Goodwin Elementary School, a National Blue Ribbon School.

Susan Muirhead, Principal, has 10 years of PreK-8 administrative experience. As an instructional leader, she supports teachers with new instructional approaches.

Kaye Jaken, PreK-8 district ELA consultant and an educator for 14 years as a teacher, literacy coach, and consultant, has been instrumental in the adoption of Mansfield's student-center approach to balanced literacy.
WEDNESDAY MORNING SESSIONS – 11:40am-12:40pm

Session 2-1 • Gr. K-5 • The Untapped Power of the Interactive Read Aloud: Reaching All Learners
Hannah Schneewind
The Interactive Read Aloud does it all. It inspires students to love reading, gives the teacher the opportunity to support comprehension and vocabulary development, model fluent reading, introduce different genres and authors and increases students’ ability to conduct in-depth discussions with partners, small groups and the whole class.

Hannah Schneewind spent many years as a classroom teacher. She was a staff developer for the Teachers College Reading and Writing Project for 10 years. She currently works as a literacy consultant in a wide variety of schools in New York and Connecticut. She has a special interest in the role of the interactive read aloud and in the role of conferring in the classroom.

Session 2-2 • Gr. 3-6 • Using the Question Formulation Technique to Deepen Engagement, Agency, and Comprehension
Melanie Meehan and Lesley Turner
Given the availability of information, it is imperative for students to hone their questioning skills. The Question Formulation Technique has gained traction within content areas, but it also works to inspire deeper engagement and student agency within literacy instruction.

Melanie Meehan has been the Elementary Writing and Social Studies Coordinator for five years, having moved from being an elementary Special Education teacher. She is a co-author at Two Writing Teachers, an on-line blog dedicated to the teaching of writing and literacy, and she co-wrote the Connecticut Social Studies Frameworks.

Lesley Turner is a fifth-grade teacher, committed to the workshop approach for reading and writing. Additionally, she has taught fourth grade and Special Education, kindergarten through sixth grade, in Connecticut for eighteen years.

Session 2-3 • Gr. K-12 • Goals, SLOs and IAGDs: Learning-Centered Goal-Setting for Literacy Teacher Evaluation
Rachael Gabriel and Sarah Woulfin
Whether you guide goal-setting, set your own goals, or must work under goals set for you, participants in this workshop will leave with a clear understanding of the underlying challenges for productive goal-setting in the area of literacy and two tools to turn mandatory goals into supportive frames for action.

Dr. Rachael Gabriel is an Associate Professor of Literacy Education at the University of Connecticut’s Neag School of Education. She began her career in education as a middle school teacher in Washington, DC. Rachael’s teaching and research focus on: teacher development, as well as literacy instruction, interventions, and related policies.

Dr. Sarah Woulfin is an Assistant Professor of Educational Leadership at the University of Connecticut’s Neag School of Education. Her research uses organizational theory to investigate the relationship between policy, leadership, and classroom practice.
Session 2-4 • Gr. 6-12 • Talk Matters: The Skillful Application of Socratic Seminars to Enhance Literacy Learning and Critical Thinking
Cheryl Dickinson and Sabine Januski

After exploring the benefits of talk to literacy learning and critical thinking, participants engage in a hands-on workshop to apply a 4-step process designed to increase literacy achievement and logic within the context of the socratic seminar. The process is research-based and practical!

Dr. Cheryl Dickinson, Professor Emeritus, most recently taught various literacy courses in the Elementary Education program at Southern Connecticut State University and is currently a faculty member of the National Paideia Center. She has been a teacher, reading specialist, and principal. Her research interests include visual literacy, classroom discussion, and argumentation.

Sabine Januski is a seventh grade English Language Arts classroom teacher at Six to Six Magnet School in Connecticut. A classroom teacher for eleven years she has earned a Bachelor of Science in English, a Masters of Arts in Teaching, and a Sixth Year degree in Reading.

Institute B1 • Gr. K-8 • Conferring with Partnerships and Clubs
Jennifer Serravallo

How do we help students collaborate during reading and writing time while also boosting important skills? Time that students spend in collaborative groups can be some of the most powerful time of your literacy block if you teach children how to be productive, talk to deepen comprehension skills, work together to improve qualities of good writing, and practice speaking and listening. Jen will share practical tips for helping partnerships and clubs thrive in your reading and writing workshops.

Jennifer Serravallo was a teacher in Title I Schools in NYC, and later a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She is the author of a dozen books on the teaching of reading and writing including the new Writing Strategies Book, the New York Times bestseller, The Reading Strategies Book and the two-time award-winning Independent Reading Assessment series. Check out her blog at www.jenniferserravallo.com and tweet her @jserravallo.

Institute B2 • Gr. K-12 • Using Mindsets and Moves to Develop Truly Independent Readers
Gravity Goldberg

High student engagement, deep comprehension, disciplinary literacy—if we read between the lines, we see that the only way we’ll reach any of them is to have a strong plan in place for creating fully independent readers. In this session Gravity Goldberg applies the research on mindset and goal setting to help educators better understand why we may be cultivating compliant readers, and why without independence no real and lasting learning can occur. Gravity shares a framework called the 4Ms—be a miner, mirror, model, and mentor—that helps you support true independence every day.

In this session participants will learn:
• what gets in the way of student independence
• 4 teacher moves that promote engagement and autonomy
• how to support a growth mindset in readers
• lesson ideas for reflection, goal setting, and building student ownership
Gravity Goldberg holds a Doctorate in Education from Teachers College, Columbia University. She is a former staff developer at Teachers College Reading and Writing Project and an assistant professor at Iona College’s graduate education program. She leads a team of literacy consultants in the New York/New Jersey region. Gravity is the author of Mindsets and Moves: Strategies That Help Readers Take Charge, Grades 1-8 (Corwin 2015); and is coauthor of What Do I Teach Readers Tomorrow? Non Fiction and What Do I Teach Readers Tomorrow? Fiction, Grades 3-8 (Corwin 2017). She is also the author of numerous articles about reading, writing, and professional development.

Institute B3 • Gr. 4-9 • Reading Instruction That Keeps Students Front and Center
Laura Robb
Robb will open with the three layers of reading: reading aloud, instructional reading, and independent reading and explain how each one is a necessary building block for progress in reading comprehension. She’ll also provide a simple way of planning reading units—always with students’ needs in mind— that integrate each reading layer. Participants will use literature to experience: instruction and the interactive read aloud, inferring, a surefire, three-step method of finding themes, and book talking for students and teachers. Robb will discuss assessment and the reading power that develops among students when they have choice and access to relevant books they can read and analyze.

Author, teacher, consultant, Laura Robb has written more than twenty-five books on reading and writing. In 2016 presented her with the Richard Halle award for excellence in middle level education. Robb trains teachers and speaks at national conferences around the country.

Institute B4 • Gr. PK-1 • Nurturing Young Readers Before (and After) They are Reading Conventionally
Matt Glover
Reading development doesn’t start with decoding words. Young children create meaning from a text long before they can read it conventionally. Even after children start to decode we should support their reading of texts they can’t read conventionally. As adults we can nurture children’s identities as readers by recognizing the language that children use as they interact with familiar and unfamiliar books. Once we see what children can do on their own, we can nudge them forward towards more sophisticated thinking and comprehension.

Matt Glover is a full time educational consultant and coauthor with Kathy Collins of I Am Reading. He is the author of the Heinemann title Engaging Young Writers, coauthor with Mary Alice Berry of Projecting Possibilities for Writers, and coauthor with Katie Wood Ray of Already Ready and Watch Katie and Matt…Sit Down and Teach Up, a video enhanced ebook that combines video and text to examine conferring with young writers. A nationally known literacy consultant, Matt is a frequent presenter at conferences and in school districts on topics related to nurturing writers and supporting children’s intellectual growth and development. Matt has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School. Matt lives in Cincinnati, Ohio, with his wife and four children.

Institute B5 • Gr. K-2 • A Fresh Look at Phonics
Wiley Blevins
This session reviews the key characteristics of strong phonics instruction, ways to ensure they are in place, and how to fine-tune them (if already in place) to maximize instructional success. Participants will examine the 10 common causes of phonics instructional failure and how to avoid them. This session is based on Blevins’ work with school districts—examining test scores vs. instructional tools and classroom practices to identify the mismatches and areas of weakness that impede or slow learning.
Wiley Blevins completed his graduate work in education at Harvard University. He has taught elementary school in both the United States and South America, and currently works with schools in the United States and Asia. Wiley has written reading programs for McGraw-Hill, Scholastic, Houghton-Mifflin, and Open Court. He has also written 15 books for teachers, including *A Fresh Look at Phonics, Building Fluency, Phonics from A to Z,* and *Teaching Informational Text.* He also writes books for children, including the *Ick and Crud* and *Scary Tales* Retold series. Wiley works with school districts analyzing discrepancies between instructional materials and practices and test scores. He has conducted research on topics ranging from the use of decodable text in early reading instruction to fluency best practices. His current areas of focus include adaptive technology and differentiated professional development.

**Institute B6 • Gr. K-5 • Word Nerd 101: Deepening Our Understanding of Phonology, Orthography, and Morphology to Help Our Students Become Better Decoders and Encoders**  
*Judith Nacca, Paige Callahan and Carmi Kowalewski*  
Word Nerds Unite! Expand your knowledge of phonology, orthography and morphology to make your phonics and word study programs even more impactful and fun! Foster a love of how words work, teach with intention and conviction and be amazed at the reading and writing gains your students will make!

*Judith Nacca* is a poet and educator who has served as a K-4 literacy coach for three years at Haddam Elementary School. Prior to this, she worked in urban education for thirteen years as a teacher and coach. She holds an MFA in writing, an MS in education, and a remedial reading certificate.

*Paige Callahan* currently serves as the Literacy Coach at Haddam-Killingworth Middle School. Previously, she coached teachers in an urban district for eleven years. Paige holds degrees in psychology, elementary education, reading, and educational leadership. She fosters a love of reading and writing to yield academic gains for all students.

*Carmi Kowalewski*, Literacy Coach in Burr District Elementary, RSD17, is completing her 20th year as a teacher. She holds a 6th year degree in language arts and a reading consultant certification. She works with teachers and students in grades K-4. She is trained in Reading Recovery, Wilson, and Reading and Writing Workshop.

**WEDNESDAY AFTERNOON SESSIONS – 1:40pm-2:40pm**

**Session 3-1 • Gr. 2-8 • Close Reading in Small Groups: Learning to Read Closely and INDEPENDENTLY in the Intermediate Grades**  
*Nancy Boyles*  
Whole-class shared lessons are a great way to introduce students to the rigor of close reading. But when you want to maximize students’ independence as close readers, move to small group instruction where readers embrace the challenges of complex texts with grade-appropriate fiction and nonfiction. In this session learn a simple small group process that links close reading to independence, text-dependent questions for deeper understanding, and standards-based comprehension skill proficiency—using resources perfect for the intermediate grades. Take home sample materials from Nancy’s new Capstone program, *Close Reading Links.*

*Dr. Nancy Boyles* was a classroom teacher for many years and is now Professor Emerita at Southern Connecticut State University where she was Professor of Reading and Graduate Reading Program Coordinator. She currently consults with districts and other organizations and agencies, providing workshops, modeling best practices in classrooms, and assisting with curriculum development. Workshop topics include Close Reading, Small Group Differentiated Instruction, Rigorous Assessment, and Depth of Knowledge.
Nancy is the author of three books on close reading all published by Corwin: *Closer Reading, Grades 3-6, Lessons and Units for Closer Reading, Grades 3-6* and *Lessons and Units for Closer Reading, K-2*. Nancy has also written six other books related to comprehension, and several articles.

She has an article titled Pursuing the Depths of Knowledge in the ASCD October 2016 issue of Educational Leadership, and will soon publish a book on Depth of Knowledge, also from ASCD.

Nancy has a brand new program for small group close reading instruction, grades 3-5, *Close Reading Links*, published by Capstone.

**Session 3-2 • Gr. K-5 • Student Independence and Centers**

Shelly Grady

Here we address one of the questions most often asked by teachers beginning to use small-group instruction: What are the other students doing? Participants go through a typical day in a comprehensive literacy classroom, looking at various mini-lessons, a read-aloud, and rotations. Teachers will be given opportunities to review lessons for the first 25 days. Identify steps, including differentiated centers, needed to manage the literacy center block. Develop strategies to support students’ abilities to work independently.

**Shelly Grady** has been a Literacy Specialist for Scholastic Education for seven years and has provided Guided Reading and Balanced Literacy professional development across the nation. Shelly has presented at several state and national conferences. She is currently the district Gifted Coordinator in a suburb of Cleveland, where for the past 15 years she has been teaching, co-teaching, coaching, testing, and identifying gifted students, and consulting with teachers, curriculum directors, and principals weekly.

Prior to this, she worked as a classroom teacher for five years spanning grades K–6. As the Gifted Coordinator, she oversees and consults the entire gifted education program K–12. Shelly served as curriculum writer for the new middle school honors courses of study in social studies, science, and language arts. She has also been a developmental writer for several ELL projects, as well as serving on the Rangefinding Committee for AIR Testing through the Ohio Department of Education. She was also the developmental writer of test questions for her district’s PSAT preparation program.

**Session 3-3 • Gr. K-8 • Interactive, Collaborative Writing Across the Curriculum**

Steve Krasner

In this fun-filled, hands-on and interactive workshop, Steven Krasner will offer practical, easy-to-implement, classroom-proven strategies for nudging students along the path to becoming independent and enthusiastic writers across the curriculum while aligning with standards. Writing is not just about the five-paragraph essay!

**Steve Krasner** has conducted interactive classroom writing workshops and Professional Development sessions as “Nudging the Imagination” since 1985. He’s a published children’s author (Parents’ Choice winner), a retired sports writer who covered the Red Sox for 22 years for the Providence Journal and Executive Director of nonprofit RI Write on Sports.

**Session 3-4 • Gr. K-12 • Conscious Coaching: Coaching with Intention, Humility and Joy**

Kristin Rainville

Coaching is complicated. It often involves negotiating competing agendas, meeting the varied needs of multiple stakeholders (students, teachers, administrators), looming deadlines, and a long to-do list. In this session, specific strategies will be shared to help coaches become more intentional in their coaching and learn to coach with compassion, humility, and joy.
Dr. Kristin Rainville teaches in the Educational Leadership and Literacy department Sacred Heart University. Kristin has co-authored articles in several journals including *The Reading Teacher, Reading & Writing Quarterly, Young Children* and has co-authored two books: *Changing Suburbs, Changing Students* (Corwin, 2012) and *Literacy Leadership in Changing Schools: Ten Keys to Successful Professional Development* (Teachers College Press, 2015).

**Session 3-5 • Gr. K-7 • Teaching Foundational Phonics to Struggling Learners, Including Those Who Are Labeled as Having “Dyslexia”**

**Thomas Gunning**

The theme of the presentation is that virtually all students will develop phonics skills at or close to grade level if provided with an adequate program. Explores basic principles that have been used to teach struggling readers in kindergarten through grade 7. Describes screening, diagnostic, and monitoring measures; techniques and materials used; key teacher factors; and obstacles to be overcome. Case studies will be used to illustrate key characteristics of struggling students and successful interventions.


**THURSDAY MORNING INSTITUTES – 10:20am-12:20pm**

**Institute C1 • Gr. K-8 • Unwrapping the Read Aloud: Making Every Read Aloud an Intentional Act**

**Lester Laminack**

Explore the art and function of read-aloud experiences in the elementary classroom. Lester will consider three broad intentions for making read aloud an essential part of every day and will demonstrate the art of reading aloud with specific attention to tone, intensity, pacing, and mood.

Lester L. Laminack is Professor Emeritus, Western Carolina University in Cullowhee, North Carolina where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award).

Lester is now a full-time writer and consultant working with schools throughout the United States. 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). He is a former member of the following: Whole Language Umbrella Governing Board, Governing Board and Secretary of the North Carolina Association for the Education of Young Children, and Board of Directors for the Center for the Expansion of Language and Thinking. He served as the Basic Reading Consultant to Literacy Volunteers of America from 1987 through 2001 and is a former member of the Board of Directors of Our Children’s Place.

He is the incoming editor of the Writing Department for the ILA journal *Reading Teacher*. Lester is the author of numerous professional resources for educators, including *The Ultimate Read-Aloud Resource* and *Best Friend Collection: Fiction* both from Scholastic.
Institute C2 • Gr. K-12 • Routines and Activities in Word Study for Phonics, Vocabulary, and Spelling Instruction
Donald Bear
Explore schedules and activities to implement word study in the classroom. Routines for teacher-guided small group, and independent learning are introduced. Concept sorts and other practices to teach vocabulary are introduced. Spelling routines are considered as part of word study. Examine sorts and activities at each developmental stage. Instructional practices with English learners are integrated throughout.

Donald Bear is Professor Emeritus in Literacy Studies at Iowa State University and University of Nevada, Reno where he directed reading centers, and taught at all levels. He is an author and co-author of numerous articles, chapters, and 17 books, including the Words Their Way, 6th and series. Donald recently served a term as a board member of the International Literacy Association.

Institute C3 • Gr. 6-12 • Teach the Reader Not the Book
Kate Roberts
Do you teach whole class novels but fear that your students are not getting better as readers from book to book? Do you want to teach a whole class novel but fear losing the engagement and growth in your readers workshop classroom? This session will help you to navigate the terrain between independent reading practices and more traditional whole class novel teaching. There is a way to teach a novel while still teaching our individual readers. Kate will present one way to strike a balance in this practical, solution-based workshop.

Kate Roberts is a national literacy consultant, top-selling author, and popular keynote speaker. She taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project in 2005, where she worked as a Lead Staff Developer for 11 years. Kate is the co-author (with Christopher Lehman) of the popular Falling in Love with Close Reading, and of DIY Literacy (with Maggie Beattie Roberts), along with two Heinemann Unit of Study books on Literary Essay. Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers when the work is demystified, broken down and made engaging. To this end, Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum. Her blog, indent, is a touchstone for hundreds of teachers and she uses social media, particularly Twitter (@teachkate), to help build community and solve problems among her educator peers.

Institute C4 • Gr. 5-10 • Independent Reading Journeys: Helping Students Discover & Celebrate Their Own Ways of Thinking
Maggie Roberts
Our students think deeply and analyze lots of things in their lives - text messages, song lyrics, social media posts. At times, their writing about reading and talking about texts they read inside and outside the classroom falls flat in comparison. This workshop aims to help students analyze, interpret and synthesize ideas with similar enthusiasm and engagement.

Specifically, Maggie will share outcomes of a yearlong classroom inquiry that focused on helping students celebrate how their minds work to think deeply about a text. She will share a practical and replicable process - an independent reading journey - to help guide all students to discover how their minds work.
Maggie Beattie Roberts is an internationally recognized expert in elementary and secondary literacy, content area literacy, and digital and media literacy. She began her teaching career in the heart of Chicago and then pursued graduate studies as a Literacy Specialist at Teachers College, Columbia University. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, where she led research and development in digital and media literacy, as well as differentiated methods of teaching.

Maggie is currently a national literacy consultant, author and frequent presenter at state and national conferences. She is committed to helping teachers tap into the power of their own deep engagement in reading and writing, and leads school-wide staff development around the country.

She is co-author of the popular new book, DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence (with Kate Roberts), and authored several Heinemann TCRWP Unit of Study books on the teaching of writing. Her latest article, Thinking While Reading: The Beautiful Mess of Helping Adolescents Learn and Celebrate How Their Minds Work (co-authored with Kristen Robbins Warren), is featured in the December 2016 issue of Voices from the Middle. You can learn more about Maggie’s work, as well as access videos and other resources, at kateandmaggie.com.

Institute C5 • Gr. 1-5 • Reading Logs, Reading Homework, and Reading Notebooks: Tailor These Tools So They Help Children Want to Read, Love to Read While Also Improving Their Reading

Kathy Collins

In this workshop, Kathy will expand our vision for logs, homework and notebooks so that they don’t act as obstacles to or clouds over children’s reading lives. Kathy will show how they can be differentiated tools that inspire children to read more, read widely, and read with intention.

Kathy Collins is coauthor with Matt Glover of the Heinemann title I Am Reading. Kathy is the beloved author of Growing Readers as well as Reading for Real. She presents at conferences and works in schools all over the world to support teachers in developing high-quality, effective literacy instruction in the elementary school grades. Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first grade teacher in Brooklyn, New York.

Institute C6 • Gr. K-2 • Using Shared Book Experiences to Create Effective Mini-Lessons for Young Readers

Linda Kauffmann

How do we support our youngest learners to making meaning in texts? This session will explore the power of the shared text experience, what to consider when selecting texts for shared reading, and how to teach skills and strategies necessary for readers to navigate and make meaning of texts.

Linda Kauffmann spent 27 years as a classroom teacher at the elementary and middle levels. During that time she directed gifted and talented programs and taught as a Reading Recovery teacher. Linda continued her professional life as an administrator at both the state and district levels focusing her leadership in the area of literacy instruction and supporting schools and teachers implementing high-quality, grant-funded literacy programs. Linda continues to provide professional development throughout the state and around the US as an independent consultant feeding her passion for working with teachers. She is currently serving as president of the New England Reading Association.
THURSDAY MORNING SESSIONS - 10:20am-11:20am

Session 4-1 • Gr. K-8 • Raising the Bar with Informational Literacy: Research, Reflection, and Cross-Curricular Achievement

Linda Hoyt

Nonfiction is an amazing genre filled with diverse text types, language structures, and visual features that are completely different from those of fiction. Contemporary state standards challenge us to expose readers and writers to a broad range of informational text types, to embed writing in every subject area, and to teach even the youngest learners to become information-seekers. When students read and write in every subject area, everyday, they automatically use content-specific vocabulary, solidify understanding and stretch their control of language.

When Linda Hoyt is asked what people should know about her professional career, she is often heard to say—“I’m a teacher. That will always be the heart of my professional work.” Though she spent many years as a classroom teacher, reading specialist, curriculum developer, staff developer, and Title I District Coordinator, Linda’s passion will always center around vigorous and engaging classrooms where teachers and children learn together.

This passion for vigorous and engaged learning has led Linda to create thirty professional books plus video programs and a variety of instructional resources for children. A few titles from her multi-dimensional list of publications include: Conventions and Craft, Revisit, Reflect, Retell, Make It Real, Interactive Read Alouds, Solutions for Reading Comprehension, Explorations in Nonfiction Writing, and Crafting Nonfiction.

Linda is a full time author, consultant, and highly-requested speaker at conferences throughout the US, Canada, and in Australia. Linda and her husband, Steve, live in the mountains of central Oregon where they enjoy outdoor activities and the high desert climate.

SORRY, THIS SESSION HAS BEEN CANCELLED: Session 4-2 • Gr. 5-8 • Vocabulary Whisperers: Having Fun with Vocabulary While Building Students’ Word Consciousness—

Beth Herman-Davis

Expand your vocabulary toolbox! Students need the skills and strategies to navigate fiction and nonfiction texts, especially to meet the CCSS. After a brief discussion about word consciousness, vocabulary statistics and theory, participants will engage in fun and interactive vocabulary strategies and activities to implement back in their classroom.

Dr. Beth Herman-Davis is an educator with over 20 years of experience as a literacy coach, teacher, and college professor. Beth taught and coached at the middle and high school levels in a variety of school districts with diverse populations. Beth provides professional development on: vocabulary theory and strategies, reading and writing across the content areas, critical thinking, differentiation, multicultural literature, cultural competency, and social justice.

Session 4-3 • Gr. K-12 • Reaching Students on the Autism Spectrum AND the Parents Who Come With Them

Barbara Boroson

Are you in sync with the parents of your students on the autism spectrum? Do they readily accept your observations and suggestions? And do you welcome theirs? No? This compelling session takes a forthright look at both perspectives, providing new sensibilities and sensitivities to facilitate productive collaboration that goes both ways.
Barbara Boroson is a keynote speaker and professional development provider nationwide. She is the author of *Autism Spectrum Disorder in the Inclusive Classroom: How to Reach and Teach Students with ASD*, (Scholastic, 2nd edition June 2016), and a forthcoming book from ASCD. Barbara has worked in autism spectrum education for 25 years in clinical, administrative, and advisory capacities. She has two children, one of whom is on the autism spectrum.

Session 4-4 • Gr. K-5 • Word Conscious Classrooms: Enhancing Students’ Vocabulary
Jennifer Grant and Iuliana Roata
Are your students struggling with understanding? Research shows that vocabulary knowledge is strongly related to reading comprehension. This interactive workshop will provide you with key instructional activities to engage students in learning vocabulary across all content areas throughout the school day.

Jennifer Grant is currently the Title I Reading Teacher at Stillmeadow Elementary School in Stamford, CT. Her past roles include third grade classroom teacher, Literacy Support Specialist, and Instructional Support Teacher for Grades K-2.

Iuliana Roata is currently the SRBI Support Teacher at Stillmeadow Elementary School in Stamford, CT. Her past roles include second and third grade classroom teacher, Instructional Support Teacher for Grades 3-5, and Board of Education Reading Teacher.

Session 4-5 • Gr. 6-12 • English in Action: Bringing the Community into the High School English Classroom
Kara Donnelly and Kristen Hunter
English in Action uses the model of Community-Based Learning to accomplish three goals: (1) enable students to make strong connections between instruction and community; (2) guide students to make interdisciplinary connections and (3) mentor students to reflect on their understanding of themselves as learners. Participants will learn how this course accomplishes these goals.

Kara Lee Donnelly is an English teacher at Old Saybrook High School. She has a Ph.D. in English with a focus on contemporary literature and literary institutions. As an educator, she works to build bridges between the study of English at the high school and college level.

Kristen Hunter serves as a literacy teacher and English Building Specialist at Old Saybrook High School. Kristen’s focus in curriculum development and instruction is skill-based instructional strategies and assessment for high school students. Kristen has experience teaching students at the middle, high, and collegiate level.

THURSDAY MORNING SESSIONS – 11:40am-12:40pm

Session 5-1 • Gr. 1-8 • From Eureka to Research to Revision: Real Writing Strategies
Sarah Albee
A bestselling nonfiction author shares her own process for approaching informational writing projects—from coming up with ideas, to research tips, to revision strategies—and suggests ways that educators can take these tools and tips back to the classroom to help student writers adapt them for their own projects.

Sarah Albee is the New York Times bestselling author of more than 100 books for kids. Her latest title is *Poison: Deadly Deeds, Perilous Professions, and Murderous Medicines* (September 2017). Other recent books

Session 5-2 • Gr. 7-12 • Putting Teachers in the WRITE Lanes So Students Can Drive a CAR Through Complex Text
Beryl Irene Bailey, Patricia Garcia and Martha Woods

How is a writer like a detective? How are transition words and punctuation marks like traffic lights? How do writers regulate the behavior of their readers? This workshop explores how a school district is putting their teachers in the WRITE lanes to ask these questions, learn the process of CLOSE reading and generate text dependent questions to promote comprehension and written communication in grade 7-12 students.

Dr. Beryl Irene Bailey has 34 years of public school educational experience. She has served as an elementary and special education teacher, speech/Language pathologist, literacy coach and principal and Director of Literacy, all within the CT Public Schools. Dr. Bailey is currently the Director of Literacy for Bloomfield High School.

Dr. Patricia Garcia has been the Superintendent of the Windham, CT Public Schools since 2014. She has 25 years of experience in education and is hailed as a visionary leader with expertise in improving public school district performance.

Martha Woods is the Language Arts Specialist for the Windham, CT Public Schools. She is a 25 year master educator who has served the Windham School community as elementary teacher, literacy coach and district leader. Passionate about literacy education Ms. Woods is a graduate of the University of Rhode Island.

Session 5-3 • Gr. 6-12 • Go Big, Young Friends How a Poetry Elective Inspires Action
Karlen Shupp, Emma Belter and Jim McCaffrey

How can we reach this silent majority? How can we empower teachers to put more trust in students’ voices? We need to champion student-centered classrooms that: validate and expose the youth voice, celebrate identity and culture as primary texts, and cultivate critical literacy skills. During this session, participants will hear from three teachers who will share how they create passion projects that change the lives of students and educators alike. The first big idea began by redefining a half-year Senior Poetry Elective to go beyond lines and verse. Now, it has ignited the Trumbull High School Poetry Movement. Each semester we create and facilitate hugely successful interdisciplinary cross-course initiatives, where students both find their voices and give voice to others.

Karlen Shupp earned a B.A. and M.Ed. from Boston College and currently teaches World Literature, Poetry, American Literature, and 9th grade English. Presented at NCTE 2014 and 2015, and CRA in 2015, and is a proud member of the THS Reading (R)evolution.

Emma Belter earned a BS (Education) from UCONN, my MAT and 092 (Administration) from Sacred Heart University, and Master’s Plus 30 in Curriculum and Instruction. A CWP Fellow and has presented at NCTE. 25 years of teaching experience, grades 6 through university (English, Reading, and Writing).

Jim McCaffrey earned a B.A. in English (and minor in Education) from Fairfield University and MAT from Sacred Heart University. Presented at NCTE in 2014, and 2015, as well as CRA in 2015, and a proud member of the THS Reading (R)evolution.
Session 5-4 • Gr. K-12 • Accountable Talk: Expressive and Receptive Academic Language
Darcy Fiano and Jennifer DeRagon
This presentation will address the essential question: How can student discourse motivate and engage learners and increase student achievement? The session addresses the speaking and listening standards, with a focus on classroom discourse and discussion skills. Research and practical strategies for supporting students with classroom discussions will be shared.

Dr. Darcy A. Fiano holds a Ph.D. in Curriculum & Instruction/Reading from UCONN, administrative certification from Sacred Heart, Sixth Year Degree and M.A. in Reading from CCSU, and a B.A. in clinical psychology and elementary education from Manhattanville College. Darcy spent ten years as an elementary classroom teacher and the past fifteen years as a reading consultant; she has also served as an adjunct instructor of reading at both UCONN and CCSU. Darcy is currently a reading consultant with the Manchester Public Schools.

Jennifer DeRagon is the K-12 Literacy Specialist for Coventry Public Schools. She has previously been the Reading Consultant at Coventry High School and a classroom teacher in 4th and 5th grade. She holds a M.S. in Special Education from Saint Joseph's College, a 6th year diploma in Curriculum and Instruction from the University of Connecticut and her 092 certification from Sacred Heart University.

THURSDAY AFTERNOON INSTITUTES - 1:40pm-3:40pm

Institute D1 • Gr. PK-1 • I Am Reading: Support Children to Make Meaning and Develop Healthy Reading Identities Before They Can Decode Texts
Kathy Collins
Kathy will share ideas from her book I Am Reading, written with Matt Glover. She’ll offer very practical tips for creating reading opportunities and invitations to young children that are child-centered, natural, and supportive to their reading identities and attitudes toward books. Kathy will also show examples of how to play with books in ways that enhance children’s receptive and expressive language skills.

Kathy Collins is coauthor with Matt Glover of the Heinemann title I Am Reading. Kathy is the beloved author of Growing Readers as well as Reading for Real. She presents at conferences and works in schools all over the world to support teachers in developing high-quality, effective literacy instruction in the elementary school grades. Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first grade teacher in Brooklyn, New York.

Institute D2 • Gr. K-12 • DIY Literacy: Teaching Tools to Increase Differentiation, Rigor and Independence
Kate Roberts and Maggie Beattie Roberts
In this practical, hands-on, and energetic session, Kate and Maggie will help participants make teaching tools and create strategies to help students read and write with greater independence. This workshop will share a variety of teaching tools that can help students work more independently, with increased engagement, and towards more purposeful goals.

Kate Roberts is a national literacy consultant, top-selling author, and popular keynote speaker. She taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project in 2005, where she worked as a Lead Staff Developer for 11 years. Kate is the co-author (with Christopher Lehman) of the popular Falling in Love with Close Reading, and of DIY Literacy.
(with Maggie Beattie Roberts), along with two Heinemann Unit of Study books on Literary Essay. Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers when the work is demystified, broken down and made engaging. To this end, Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum. Her blog, indent, is a touchstone for hundreds of teachers and she uses social media, particularly Twitter (@teachkate), to help build community and solve problems among her educator peers.

**Maggie Beattie Roberts** is an internationally recognized expert in elementary and secondary literacy, content area literacy, and digital and media literacy. She began her teaching career in the heart of Chicago and then pursued graduate studies as a Literacy Specialist at Teachers College, Columbia University. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, where she led research and development in digital and media literacy, as well as differentiated methods of teaching. Maggie is currently a national literacy consultant, author and frequent presenter at state and national conferences. She is committed to helping teachers tap into the power of their own deep engagement in reading and writing, and leads school-wide staff development around the country.

She is co-author of the popular new book, *DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence* (with Kate Roberts), and authored several Heinemann TCRWP Unit of Study books on the teaching of writing. Her latest article, *Thinking While Reading: The Beautiful Mess of Helping Adolescents Learn and Celebrate How Their Minds Work* (co-authored with Kristen Robbins Warren), is featured in the December 2016 issue of Voices from the Middle. You can learn more about Maggie’s work, as well as access videos and other resources, at kateandmaggie.com.

**Institute D3 • Gr. K-6 • A Closer Look: Learning About Our Writers with Formative Assessments**

**Lynn Dorfman and Diane Dougherty**

Why is formative assessment so important in writing workshop? Diane and Lynne discuss their rationale for foregrounding formative assessment. How do we help students build their writing identity? How do we use that knowledge to inform our instruction? Four kinds of conferences, techniques for management, and record keeping are explored.

**Lynne Dorfman** worked as a literacy coach/reading specialist for Upper Moreland schools. She’s a Co-director for the Pennsylvania Writing & Literature Project and adjunct professor at Arcadia. Lynne authored five books for Stenhouse including Grammar Matters; Lessons, Tips, and Conversations Using Mentor Texts. She presents at KSRA, PCTELA, ILA, and NCTE.

**Diane Dougherty** was an English teachers for Coatesville Area School District and served as English Department chair. Her M.A. is from Villanova University. Diane is a Stenhouse author and an independent literacy consultant. She presents at local, state, and national conferences.

**Institute D4 • Gr. K-12 • Effective Feedback in the Classroom**

**Jennifer Orgovan and Annine Crystal**

This session will introduce conference participants to the high leverage practice of effective feedback. The presentation will share research illustrating the impact of this practice on student performance. Facilitator talk moves and strategies will be explored. Session participants will analyze a lesson video for elements of effective feedback.

**Jennifer Orgovan** has worked in education for twenty years. For the last 15 years she has taught Language Arts at the middle school level. Jennifer is currently a doctoral student of Education Leadership at Central Connecticut State University. Her doctoral research focuses on the social and emotional development of students.
Dr. Annine Crystal holds a doctorate in Teaching and Learning and a masters degree in Psychology. She is currently an Instructional Coach for the Guilford Public Schools having previously served over the past 20+ years as a district language arts supervisor, assistant principal, math coach, and classroom teacher.

Institute D5 • Gr. 6-8 • Thinking it Through: Literacy and Science Working Together
Casey Olsen and Debbie Parker
Thinking like a scientist! Casey & Debbie have found that using thinking before talking and writing has led their middle school scientists to be more thoughtful in their understanding, discourse, and writing. Through collaboration, these teachers have come up with ways to make the science classroom rich in reading, writing, and speaking!

Casey Olsen: In her 12 years at New Fairfield Middle School, Casey has emphasized literacy in her science classroom. She is the 2017 Middle School Teacher-of-the-Year and has implemented the NGSS. As Team Leader for 7 years, her team collaborates their writing expectations, and she will show the method they employ.

Debbie Parker: After 15 years in the ELA classroom, Debbie is a Literacy/Instructional coach and pushes into classes to work with all students. Her inspiration comes when students who don’t like to read or write feel the excitement of success. Casey & Debbie have been working together for 12 years.

THURSDAY AFTERNOON SESSIONS – 1:40pm-2:40pm

Session 6-1 • Gr. K-8 • Conquering Conventions
Linda Hoyt
Conventions and mechanics do not have to be boring! The trick is to recast conventions as tools for lifting writing quality, rather than seeing them as rote-level functions of correctness. With meaning as the focus, conventions take on new life as writers utilize introductory elements followed by a comma, or insert onomatopoeia words combined with exclamation marks to bring life and voice to writing. When teachers use fabulous literary selections as mentors in combination with modeled writing that explicitly demonstrates how conventions can be used as craft elements, students write with increased power and communicative competence.

When Linda Hoyt is asked what people should know about her professional career, she is often heard to say—“I’m a teacher. That will always be the heart of my professional work.” Though she spent many years as a classroom teacher, reading specialist, curriculum developer, staff developer, and Title I District Coordinator, Linda’s passion will always center around vigorous and engaging classrooms where teachers and children learn together.

This passion for vigorous and engaged learning has led Linda to create thirty professional books plus video programs and a variety of instructional resources for children. A few titles from her multi-dimensional list of publications include: Conventions and Craft, Revisit, Reflect, Retell, Make It Real, Interactive Read Alouds, Solutions for Reading Comprehension, Explorations in Nonfiction Writing, and Crafting Nonfiction.

Linda is a full time author, consultant, and highly-requested speaker at conferences throughout the US, Canada, and in Australia. Linda and her husband, Steve, live in the mountains of central Oregon where they enjoy outdoor activities and the high desert climate.
Session 6-2 • Gr. 6-12 • Rethinking Summer Reading for Adolescents  
Danielle Troetti  
Presenters will share research, reflective practices, data and feedback collected over five years as they’ve continuously redesigned their secondary summer reading program, including program structure, student leadership, whole staff participation, products, title selections and event logistics—all centered on the values of student choice, engagement, and cultivating a literacy community.

Danielle Troetti is an instructional coach and literacy specialist in Bethel, CT. She has coached in middle and high school environments and previously taught high school English. She also adjuncts at Western Connecticut State University teaching, “English Secondary Methods” and “Teaching Literature in Schools”.

Session 6-3 • Gr. K-5 • Joy and Flexibility in Small Group Instruction: One Size Does Not Fit All  
Katie Egan Cunningham  
Ever wonder if your small group instruction can be reinvigorated to ensure every student feels engaged, inspired, and successful as a reader? This session will emphasize ways to refresh your instructional practices to ensure that joy is at the heart of small group instruction. Participants will be guided to be intentional in their decision making around text selection, modeling, instructional purpose, opportunities for student inquiry, and how to build a community of readers each time your students join together in small group.

Katie Egan Cunningham is an Associate Professor at Manhattanville College in the Literacy department. She is the author of Story: Still the Heart of Literacy Learning (Stenhouse, 2015), co-author of Literacy Leadership in Changing Schools: Ten Keys to Successful Professional Development (Teachers College Press, 2016), and co-author of the popular blog The Classroom Bookshelf. Her passions are children’s literature, new technologies, professional development, and intentional teaching towards student and teacher happiness. She can often be found reading or playing with her two boys in the woods outside her home in Connecticut.

Session 6-4 • Gr. 1-5 • Writer’s Notebook with Younger Students  
Miriam Morrison and Gretchen Knox  
Notebooks are such a simple, ubiquitous educational resource, but we think they are probably the most powerful tools at our fingertips as teachers. Inspired by Aimee Buckner’s ideas from Notebook Know-How, Non-Fiction Notebooks, and Reader’s Notebooks, we began the writer’s notebook journey. Google presentation which covers how we teach each writing genre using the notebook. The presentation is interactive, and the participants will build their own sample notebook to take back to their classroom.

We have a resource folder for participants that includes all of the materials to create notebooks with their students, including graphic organizers, checklists, rubrics, and mentor texts, as well as teacher and student writing samples.

Miriam Morrison and Gretchen Knox teach second grade next door to each other at Happy Hollow School in Wayland, MA. Their collaboration began in a fifth grade classroom where they job-shared for many years. As lab classroom teachers, they were trained in the readers and writers workshop model and presented at institutes alongside Ellin Keene, Georgia Heard, Ralph Fletcher and other experts in the field. In April, Gretchen and Miriam were presenters at the Massachusetts Reading Association Conference where they shared their work on using writer’s notebooks with younger students.

SORRY, THIS SESSION HAS BEEN CANCELLED:  
Session 6-5 • Gr. 1-5 • The Power of Technology Showcased Through the “Show Me” Learning Community  
Stacey Finke
The purpose of my research is to explore the impact of using technology, specifically the online learning community, “Show Me”, to challenge and engage high achieving learners. “Show Me” is a resource that allows teachers to create interactive tutorials, that include images, text, and voice-over lessons. For sample “Show Me” lessons, please visit: http://www.showme.com/Stacey-Finke#ShowMes.

Highest achieving learners often rise to the occasion when given an authentic enrichment opportunity. They also exhibit a high level of engagement and motivation while using technology. “Show Me” lessons focus on the specific targeted skills students need most, such as finding text based evidence to prove their thinking, summarizing, comparing fiction to nonfiction, recognizing and using nonfiction text features to learn more, theme, reading fluency, creating a blurb for the back of a book, etc. “Show Me” lessons hold students accountable for their learning as it is showcased in oral and written formats.

Stacey Marie Finke is a 1st grade teacher at Derynoski Elementary School in Southington, CT. She graduated from the University of Saint Joseph with a Master of Arts in Education and a concentration in Reading and Language (May 2017).

Session 6-6 • Gr. K-3 • Rethinking Small Group Instruction
Lauren Bagwell and Leah Ribchinsky

Mini lessons, strategy groups, and conferring are components of a Literacy rich classroom. Learn how to effectively manage and service all types of learners. Gain tips to move D/E readers to J/K, by creating individualized teaching points. Lastly, leave with book lists and strategies to support readers in ongoing practice.

Lauren Bagwell is currently a Literacy Specialist in Groton, CT. She previously taught 3rd grade in Hartford, CT. She participates in coaching and modeling for teachers, team teaches and provides intervention for struggling readers. She participated in multiple Reading and Writing Institutes at Teacher’s College. She holds a Sixth Year in Literacy from Southern.

Leah Ribchinsky is currently a Second Grade Teacher in Groton, CT. She has participated in on-site PD from a Teacher’s College Columbia Representative and currently implements the Reading and Writing workshop model. She holds a MA in SPED from Southern Connecticut and a BA in Elementary Education.