

# **2009 LILAC/NRC Workshop Schedule**

## **10:00 — 11:00 SESSION A**

### **PRIMARY STUDENTS GET SERIOUS ABOUT INDEPENDENT READING**

**Nassau Room  
K-2**

*Sue Slavin, Literacy Consultant, Marilyn Podell, Georgette Vosseler,  
Pat Sapanski, Brenda Bletsch, and Linda Marcic  
Hillside Elementary School, New Hyde Park-Garden City Park UFSD*

Independent reading is a crucial factor for fluency, comprehension, and vocabulary growth. Join these primary classroom teachers as they share how they deepened their work with children before, during, and after independent reading. You will see evidence of students' increased independence and stamina, as well as improved writing and self-reflection, along with their documentation and recommendations, via celebrations of books read, which developed as a natural outgrowth of independent reading. Charts and materials that initiated this process will be included.

### **BUILDING A COMMUNITY OF READERS AND WRITERS: A SCHOOL-WIDE APPROACH TO BOOK OF THE MONTH**

**Salon XI  
K-5**

*Jane Ruthkowski, Briarcliff Elementary School,  
Shoreham-Wading River UFSD  
Claudine DiMuzio, Jericho Elementary School, Middle Country UFSD*

Books are presents teachers and parents give to our students to encourage life long reading along with adventure and inquiry. Learn about the value and process of implementing a school wide book of the month program, which makes the commitment to literacy very clear and serves as a tool to help build collaborative community through character education and curriculum. The following will be discussed: 1. What is Book of the Month? 2. Why Implement the program? 3. Curriculum Connections 4. Character Education 5. Parent Involvement: Home School Connections 6. School Culture

### **SETTING THE STORY TABLE WITH LEGENDS: IMPLICATIONS FOR WRITING WORKSHOP INSTRUCTION**

**Salon XII  
K-5**

*Dr. Joanne Roberston, St. John's University*

In this interactive workshop, the legend of the Blue Willow and its implications for assisting students to recognize story elements, respond to literature, and re-present their understandings through the use of symbols will be explored. Ways to integrate the arts to support elementary school readers and writers to respond to legends or plan their stories will be modeled, examples of extension/supplementary lessons shared, and materials for participants to create their own legend place setting provided.

### **HOW OUR LITERACY BELIEFS IMPACTED REVISION OF THE NEW YORK STATE STANDARDS**

**Suffolk Room  
K-12**

*Dr. Louisa Kramer-Vida, Long Island University  
Larry Butti, Mineola High School  
Victor Jaccarino, Herricks High School*

Come and learn about the new Standards. *Viewing and Presenting*—a completely new category—will be emphasized. How the Performance Indicators were reviewed and how literature is being re-emphasized will also be discussed.

### **ADOLESCENT LITERACY MATTERS BELIEVING AND EXPECTING THE BEST FOR ALL LEARNER**

**Salon IX  
3-6**

*JoEllen McCarthy, Literacy Consultant  
Always LearningLL, Inc.*

In Ralph Fletcher's *Boy Writers*, he calls revision "a metaphor for personal and professional growth." This workshop invites all educators to participate in such revision practice, as we discuss ways we can engage and empower all learners. We will explore classroom environments that foster what matters most for adolescent readers and writers. We will share strategies and solutions that allow for more authentic reading and writing opportunities. Participants will also receive a book list of professional resources and titles that support adolescent literacy.

**MOTIVATING STRUGGLING  
AND RELUCTANT READERS**

**Salon VII  
3-8**

*Kim Yaris, Literacy Consultant, Literacy Builders  
Lindenhurst, Babylon, Farmingdale, Islip*

Everybody recognizes that children need to read more in order to become better at this essential skill. For teachers dedicated to making time for sustained silent reading, one of the biggest hurdles is students who can't or won't read. This informational session will provide helpful and practical strategies for motivating struggling and reluctant readers both in school and at home.

**TEACHER IN SPACE:  
EXPANDING STEM LESSONS INTO RLA**

**Salon VIII  
3-5**

*Dr. Adrienne Robb-Fund and Sue Ohlinger  
Burr Elementary School, Commack UFSD*

Using her experiences from Teacher Space Camp, fifth grade teacher Sue Ohlinger, and Assistant Superintendent Dr. Adrienne Robb-Fund have developed lessons combining STEM and RLA. This unique experience led Ms. Ohlinger to the US Space and Rocket Center in Huntsville, Alabama this past summer. There she participated in 45 hours of classroom instruction and physical challenges, training like an astronaut. Together they will present Sue's experiences and lessons incorporating science, technology, engineering, and math into reading-language arts lessons.

**DEVELOPING PATHWAYS FOR LITERACY  
IN THE 21<sup>ST</sup> CENTURY THROUGH LISTENING**

**Salon X  
3-8**

*Virginia Nolan  
Literacy Consultant*

Listening and reading...partners in developing literacy! With the furthering of listening skills, a vital component of the reading process, this workshop will provide activities on how to make listening count in all content areas for all types of students.

**ENCOURAGING STUDENTS TO ENGAGE  
IN INDEPENDENT READING**

**Melville Room  
4-12**

*Kim Hardwick  
Hauppauge UFSD*

This presentation will provide teachers and administrators with a variety of programs like required summer reading and book discussions that can be implemented into a school district for a minimal cost. Incorporating opportunities for students to read independently will prove invaluable to any learning community, as well as improve student performance and success across content areas.

**PRACTICAL APPLICATIONS  
OF NEWS LITERACY IN THE CLASSROOM**

**Vanderbilt Room  
6-12**

*Stephen A. Shultz, Stony Brook University  
Robert Riegger, Smithtown High School*

Over the summer, teachers and administrators from a variety of Long Island school districts participated in an institute that created an adaptation of the News Literacy Curriculum given to undergraduate students at Stony Brook University. Applications of news literacy will be applied to secondary students through a "root" course that may readily be employed in English courses. Practical applications will be demonstrated by the presenter who supervised the writing of the adapted course of study. Skills for reading and critical thinking will be emphasized.

**PURPOSE AND PROMISE***Kwame Alexander  
Keynote and Author***Roosevelt Room  
9-12**

*Crush: Love Poems* is a poetry memoir of love, for people young and cool...*so cool, you can wear it like leather in summer...* From friendship to flirting, from the first date to the break-up, this collection of passion poems intertwines snapshots of innocent young adult angst with a fiery language that defines the first love which none of us ever outgrows. Divided into three sections—Memoirs of First Love, Kupenda: The Remix, and Crushed—*Crush* is the first book of its kind, love poems for the Young Adult market.

**AN INTERDISCIPLINARY APPROACH TO  
TO ADVANCED PLACEMENT (AP)***Denise Hayden and Nicholas Simone**Floral Park Memorial High School, Sewanhaka Central HS District***Whitman Room  
9-12**

One of the goals of the AP English Language and Composition course is to prepare students to write effectively across the curriculum. With this goal in mind, this session will focus on linking the AP English Language and Composition course with the AP United States History course. Using an interdisciplinary model, a high school English teacher and College Board consultant, along with her social studies partner, will present the outline of the linked curriculum, several units of study, and examples of individual lesson plans. They will also present an outline of the vertical team model utilized by their colleagues in grades 9 and 10.

**11:30 — 12:30 SESSION B****COLLEGIAL CONVERSATIONS: USING DATA  
TO IMPROVE LITERACY INSTRUCTION AND  
STUDENT ACHIEVEMENT***Dr. Scott O'Brien, Dr. Courtney Herbert, Barbara Kjaerbye**and Maria Dorr, Frank J. Carasiti Elementary School, Rocky Point UFSD***Nassau Room  
K-5**

Data: Now What? Participants in this session will learn how one school began using available literacy data to inform instruction. Administrators, literacy coaches, mentors, and teacher leaders will gain ideas on how to get the conversation started.

**THE POWER OF POETRY  
IN THE PRIMARY CLASSROOM***Maryann Torrani, Cherry Lane School, Carle Place UFSD***Whitman Room  
K-5**

Poetry can be a workhorse in the primary classroom. This genre helps students meet and exceed the Standards in ELA and beyond. Learn how to use poetry in Reading and Writing Workshops and strengthen your phonics and/or word work programs. In addition, learn how poetry can be used across all curriculum areas. Examples of poems, including students' pieces will be shared. Steps on how to include poetry as a creative part of Writer's Workshop will be highlighted.

**BUILDING ACADEMIC VOCABULARY:  
A TEACHER'S MANUAL***Laurie Diamond, Number Two School, Lawrence UFSD***Salon XI  
K-8**

Robert J. Marzano and Debra Pickering state that "teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they encounter in school." Learn the rationale for teaching academic vocabulary and guidelines for determining what vocabulary should be taught. A six-step process for teaching academic vocabulary will be demonstrated, along with numerous hands-on activities to engage students.

**CONDUCTING WRITING CONFERENCES  
DURING WRITER'S WORKSHOP:  
FROM CONFUSION TO CLARITY**

**Salon XII  
3-5**

*Deanna Catapano, Unqua Elementary School, Massapequa UFSD  
Laura McConnell, RJ Lockhart Elementary School, Massapequa UFSD*

This workshop will offer assistance to teachers in grades 3-5 who are conducting one-on-one conferences, but aren't always sure how to move their students to the next level of writing. Participants will look at student writing and discuss what to compliment, the teaching point, how to take notes, and how to plan future lessons.

**SCHOOL-WIDE SUSTAINED READING**

**Salon X  
3-8**

*Michele Hochhauser and Ilyse Milberg  
Mineola Middle School*

Mineola Middle School initiated a school-wide Sustained Silent Reading Program at the beginning of last year. This presentation will discuss how to successfully implement a school-wide independent reading program, as well as the impact SSR has had on students' motivation and performance.

**LAUGHING OUT LOUD: USING HUMOR, ROLE PLAY,  
AND IMAGINATION TO REVITALIZE READING WORKSHOP**

**Salon VII  
3-8**

*Valerie Vacchio and Tracy Zambelli  
James H. Vernon School, Oyster Bay-East Norwich CSD*

During this interactive workshop, learn strategies and techniques for engaging students in literature through humorous books. Learn ways to read aloud with expression to emphasize tone, mood, and action thus evoking an emotional response. By reading aloud and role playing, students will be able to find and appreciate humor, understand figurative language, read with fluency, monitor for sense, distinguish different points of view, and fall in love with reading.

**THE MODIFIED READING WORKSHOP  
IN THE MIDDLE SCHOOL**

**Salon IX  
6-8**

*Dr. Julie Tedeschi, Staci Melnick, Kim Henson,  
Neil Schweitzer, and Stephen Greenwald  
Copiague Middle School*

This workshop will highlight an effective interdisciplinary project that asked students to select a famous historical photograph, to research the time period of the photograph, and to then write one of three differentiated writing assignments as if they were a part of the historical moment. Through the use of technology, the students eventually "became" part of the history they wrote about and researched.

**SEEING GRAMMAR THROUGH NEW EYES:  
TEACHING SENTENCE-CRAFTING TECHNIQUES**

**Salon VIII  
6-12**

*Amy Benjamin  
NCTE Author and Consultant*

Grammar instruction doesn't have to be tied down to worksheets and drab lessons about everything that's "wrong and bad" about your students' language. Learn unique ways to use visuals, manipulatives, patterns, and role-playing to enliven grammar instruction so that it is informative, useful, and fun.

**PLAYING WITH POETRY: USING TECHNOLOGY  
AND PERFORMANCE TO ENGAGE STUDENTS IN  
THE STUDY OF CONTEMPORARY AND CLASSIC POEMS  
(WITHOUT THEM REALLY KNOWING IT)**

**Suffolk Room  
6-12**

*Tom House, Bridgehampton UFSD*

"Playing with Poetry" outlines the most successful alternative activities taught in middle and high school classrooms. Presented in multimedia format with handouts detailing procedures and Web access to student projects, three activities are highlighted: poem MP3 recordings, hypertext "illuminations," and dramatizations. More challenging activities, such as You Tube-ready Photostory and video projects will also be presented. After an overview of curriculum design and a sampling of student work, participants will participate in the recording and illumination of a short poem.

**AUTHENTIC ASSESSMENT SYSTEMS:** **Roosevelt Room**  
**MULTIMODALITY PROJECTS AND THE ENGLISH NOTEBOOK 9-12**  
*Phillip M. Cicione and James Desmond*  
*Commack High School*

This presentation will address the need to incorporate authentic responses to literature, while providing students with a system that allows choice and the ability to create academic habits that transcend the high school classroom. This presentation is suitable for secondary teachers on all levels, but will showcase the work of juniors and seniors. The presenter will explain ways to adapt their models to all levels of secondary English.

**PORTALS OF DISCOVERY:** **Vanderbilt Room**  
**VISUALS IN THE ENGLISH CLASSROOM 9-12**  
*Joanne Seale and Andrea Cody*  
*Hauppauge High School*

The presenters explore aspects of visual literacy that correspond to written texts used in the high school classroom. The lesson calls for identification of specific choices made by an artist and/or writer and how those choices contribute to the meaning and purpose of the work as a whole. Art, film, and other visual media will be utilized, as well as their connections to American and British literature frequently taught in high school Regents and Advanced Placement English classes.