



Reading is the Core:
Building Skill & Nurturing Will

October 14 – 16, 2015

The Albany Marriott
Albany, NY

New York State English Council
65th Annual Conference

EXHIBITORS

Bedford, Freeman & Worth

Courtney Lyons, Lisa Erdely

BMI Educational Services

Jerry Wagner

Book Revue

Alyssa Axelrod

Castle Learning Online

Jason Arnold, Meghan Ricketts

The Chapters Group

Marty Vainder

The DBQ Project

Molly Winter

Delaney Educational

Sandy Johnson, Scott Walls

EMC Publishing

Nick Persico

Heinemann Publishing

Susan Reynell

Holyoke News / The Book Principal

Paul Rudnick

Houghton Mifflin Harcourt

Tom Rozzi, Angela Gitto

McGraw Hill Education

John Crotty, Tim Hodkinson

National Geographic Learning / Cengage

Dave Ceriotti

The New Book Press

Alexander Parker

Oblong Books

Suzanna Hermans

Pearson

Megan Burdick, Collette Molloy

Perfection Learning

Jeffrey Wendell

Perma-Bound Books

Harry Startup, Linda Startup, Stephen Rozzi

Rally! Education

Pat Donnelly, Marcus Ferrara

Sadlier School

Danny McElhinny, Jerry Miller

Scholastic Ed Group

Bob Webber

Teacher's Discovery / Voces Digital Software

Jerry Miller

Wiley

Kate Bradford

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NYSEC

18 Hidden Drive
Monroe, NY 10950

NYSEC REGIONAL MAP



Executive Board

| | |
|--|--|
| President: Christine Zandstra | 2015 Conference Chair: Marilyn Norton |
| President-Elect: Louisa Kramer-Vida | Membership Co-Chairs: Donna Bates & Susan Corlew |
| Past-President: Michelle Bulla | Coordinator of Awards: Susan P. Kelly |
| VP College: Louisa Kramer-Vida | NYSEC Web Site: Michelle Bulla |
| VP Secondary: Lawrence Butti | NYSEC News Editor: Michelle Kaprinski |
| VP Middle: Paul O'Brien | Friends of Excellence Chair: Janet Matthews |
| VP Elementary: Michelle Peterson | NCTE Liaison: Lawrence Butti |
| VP Administrators/Supervisors Victor Jaccarino | Business Secretary: Rachel Murray |
| Treasurer: Stephanie DelValle | The English Record: Kjersti VanSlyke-Briggs |

Regional Directors

| | |
|------------------------------|---|
| Western Region: | Lou Ventura, Sally Ventura |
| Central Region: | Ella Briand, John Harmon, Kjersti VanSlyke-Briggs, Julene Waffle |
| North Country Region: | Donna Bates, Joanne Stiles |
| Hudson Valley Region: | Michelle G. Bulla, Susan Corlew, Michelle Kaprinski, Janet Matthews, Marilyn Norton, Paul O'Brien, Sara Taveniere, Chereith Vincent, Christine Zandstra |
| New York City Region: | Stephanie DelValle |
| Long Island Region: | Lawrence Butti, Victor Jaccarino, Susan Kelly, Louisa Kramer-Vida, Michelle Peterson |

Greetings from the President

It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.

—Katherine Patterson

Welcome to the 65th Annual Conference of the New York State English Council! Each year, there are reminders of the promise and hope of the beginning of a school year: bright, crisp bulletin boards, shiny, waxed floors and rosters full of new names. The students coming before us also bear the optimism of a fresh start. Another inspiration for me at this time of year is our NYSEC annual conference. Each October, we come together to share ideas and best practices, to network and collaborate, and to walk away with a renewed vigor that we take back to our students. The theme of this year's conference, "Reading is the Core: Building Skill and Nurturing Will," comes from my deeply-held belief in the power of books to reach children's hearts and to make them not just better students, but better people. Our featured keynote speakers represent all of what's good about English education: making students better readers while also motivating them to be curious and motivated learners.

If you have joined us before, you understand the power of these two days to reignite your practice. If this is your first time attending, welcome. I hope you have a great experience, and I hope you'll be back next year. To all of you, thank you for taking the time from your busy school and personal lives to empower yourselves with nationally renowned authors and teachers and innovative educators from all over the state.

Don't forget to support us on social media as well:

- "Like" us on Facebook at www.facebook.com/nysecteach
- Follow / Join us on Twitter @nysec_tweets and use the hashtag #nysec15
- Check out our website at www.nysecteach.org, and look for conference materials in the Members Only section.

I want to thank my conference chair, Marilyn Norton, whose friendship and shared belief in making reading the center of students' lives, made planning this conference an awesome experience. I would also like to thank the NYSEC board for all of your time, expertise and commitment to this organization. This conference could never happen without the efforts of all of you, and I am grateful for all that you have done to support me this last year.

Have a great conference, get inspired and take back your experience to your colleagues and students.

Christine J. Zandstra

Christine Zandstra
NYSEC 2014-15 President



Greetings from the Conference Chair



Dear Friends and Colleagues,

Way back in 2013, my best friend called to share some exciting news. She told me that she had been voted the 2015 NYSEC President-Elect. After I congratulated her, she hesitated a moment, and then said, “Wait. There’s more...you are going to be my conference chair.” Wow!

Attending the annual NYSEC Conference together is something that we have enjoyed doing for several years. We have learned so much from literacy leaders and colleagues, and we have been fortunate enough to make new friends as well. Since reading is near and dear to our hearts and practices, “Reading is the Core: Building Skill and Nurturing Will” became the perfect theme. We hope that our workshops and speakers help you to help your students in their literacy journeys.

It was an honor and pleasure to take on the role of organizing this year’s conference. We will always be grateful for the helping hands of the conference committee. We couldn’t have accomplished this without them. But mostly, I will be forever grateful to my best friend, Christine, who cared enough about this organization to say, “Yes” when she was asked to take on the enormous responsibility of being this year’s NYSEC president. She has been the driving force behind this conference. Her energy, insight, and passion to help others provide an inspiration and example for us all. I am lucky to call her my colleague, and even luckier to call her my friend.

Please take advantage of all that this conference has to offer. Use the information and inspiration to transform your practice, and take this opportunity to make new friends.

Sincerely,

Marilyn

Marilyn Norton

2015 NYSEC Conference Chair

Insert NCTE Letter

2015 CONFERENCE COMMITTEE

Committee: Christine Zandstra, Michelle G. Bulla, Stephanie DelValle, Michelle Kaprinski, Susan Kelly, Janet Matthews, Paul O'Brien, Michelle Peterson, Sara Taveniere, Chereith Vincent, and Marilyn Norton, Conference Chair.



A special thanks is extended by the conference committee to:
Kristina Gillmore at **Ricmar Publishing** for her work on the program
and to Donna LaRocca (sales) and Jennifer Rexius (catering) for all of
their assistance at **The Albany Marriott**.



Reading is the Core: Building Skill & Nurturing Will

Conference Overview

Wednesday

| | | |
|-------------------------|--|-------------------|
| 4:00 – 8:00 p.m. | Early Registration | Board Room |
| 4:30 – 6:00 p.m. | Administrator / Supervisor Networking Session <i>Victor Jaccarino, Facilitator</i> <i>Sponsored by Pearson</i> | State Room |

Thursday

| | | |
|---------------------------|--|-----------------------|
| 7:00 – 1:00 p.m. | Registration | Board Room |
| 7:30 – 8:30 a.m. | Publisher Exhibits, Continental Breakfast | Grand Hallways |
| 8:30 – 9:00 a.m. | Welcome and Opening Remarks <i>Christine Zandstra NYSEC President</i> | Salons DE |
| 9:00 – 10:00 a.m. | Keynote Address – Chris Crutcher | Salons DE |
| 10:15 – 11:15 a.m. | Workshop Session A Publisher Exhibits | |
| 11:30 – 12:30 p.m. | Workshop Session B Publisher Exhibits | |
| 12:30 – 1:00 p.m. | Publisher Exhibits Session | Grand Hallways |
| 1:00 – 2:00 p.m. | Luncheon | Salons DE |
| 2:00 – 3:00 p.m. | Keynote Address – Laura Robb <i>Sponsored by Scholastic</i> | Salons DE |
| 3:15 – 4:15 p.m. | Workshop Session C Publisher Exhibits | |
| 4:30 – 5:30 p.m. | Keynote Address – Pam Allyn <i>Sponsored by Pearson</i> | Salons DE |
| 5:30 – 6:30 p.m. | Cocktails and Conversation / Raffle Drawing <i>Sponsored by Bedford, Freeman & Worth</i> | Empire Room |

Friday

| | | |
|--------------------|---|--------------------|
| 7:00 – 1:00 p.m. | Registration | Board Room |
| 7:30 – 8:30 a.m. | NYSEC Annual Breakfast | Salons DE |
| 7:45 – 8:30 a.m. | Business Meeting Presiding: Christine Zandstra, <i>NYSEC President</i> | Salons DE |
| 8:30 – 9:30 a.m. | Keynote Address – Linda Rief | Salons DE |
| 9:45 – 10:45 a.m. | Workshop Session D Publisher Exhibits | |
| 11:00 – 12:00 p.m. | Workshop Session E Publisher Exhibits | |
| 12:15 – 3:00 p.m. | Annual Awards Luncheon <i>Fellow Award</i> <i>Mini-Grant Winners</i> <i>Programs of Excellence Awards</i> <i>Educators of Excellence Awards</i> <i>Closing Remarks: Christine Zandstra, 2015 NYSEC President</i> <i>Louisa Kramer-Vida, 2016 NYSEC President</i> | Empire Room |

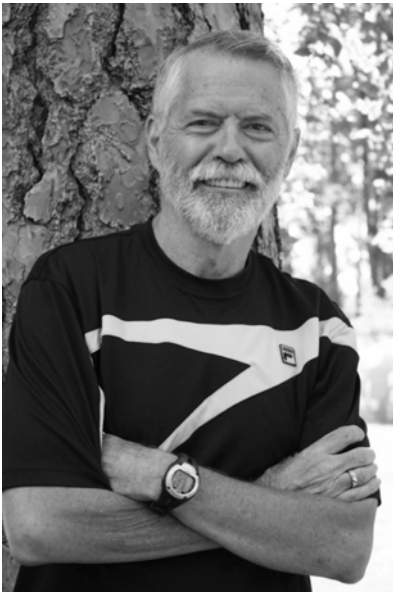
*****Please note: Speakers and times are subject to change*****



Please wear your conference badge at all sessions and meals

Thursday Opening Session

Salons DE

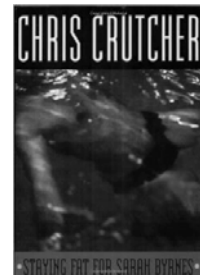
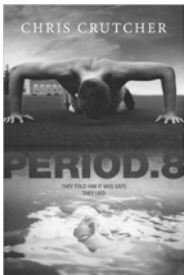


Keynote Speaker:
Chris Crutcher

Chris Crutcher is the author of 14 critically acclaimed novels for young adults, including *Period 8*, *Deadline* and *Staying Fat for Sarah Byrnes*.

Crutcher's years as teacher, then director, of a K-12 alternative school in Oakland, California through the 1970's, and his subsequent twenty-odd years as a therapist specializing in child abuse and neglect, inform his novels and short stories.

Chris has received a number of coveted awards, including the American Library Association's Margaret A. Edwards Lifetime Achievement Award and two Intellectual Freedom awards from the National Council of Teachers of English and the National Coalition Against Censorship. Five of Crutcher's books appeared on an American Library Association list of the 100 Best Books for Teens of the Twentieth Century (1999-2000).



We are extremely fortunate to have author Chris Crutcher as one of the keynote speakers for the 2015 NYSEC Annual Conference.

THURSDAY

OPENING SESSION

| | | |
|--------------------------|--|------------------|
| 8:30 – 9:00 a.m. | Welcome and Remarks Christine Zandstra, <i>NYSEC President</i> Marilyn Norton, <i>Conference Chair</i> | Salons DE |
| 9:00 – 10:00 a.m. | Keynote Speaker Chris Crutcher | Salons DE |

DON'T MISS THESE BOOK SIGNINGS!

Chris Crutcher – Thursday a.m.
Workshop 10:15-11:15 Salon DE
Book Signing 11:30 Grand Hallway

Laura Robb – Thursday p.m.
Keynote 2:00-3:00 Salon DE
Book Signing 3:15 Grand Hallway

Pam Allyn – Thursday p.m.
Keynote 4:30 – 5:30 Salon DE
Book Signing 5:30 Grand Hallway

Linda Rief – Friday a.m.
Workshop 9:45–10:45 Salon E
Book Signing 11:00 Outside of the Empire Room

SESSION A

10:15 a.m. – 11:15 a.m.

Featured Author and Keynote:

General Reaching Out to the Outsider

Chris Crutcher

Salon E

Novelist and mental health consultant Chris Crutcher offers a piercing look at literature sure to bring the outsiders in. Why do these powerful stories work to level classroom playing fields? And why is it so important that they do? Decades of experience as an author and child and family therapist informs Chris Crutcher's perspective and this interactive workshop discussion.

9–12 *“What you seek is what is seeking you”: Using Rumi’s poetry to examine stereotypes, nationality, and that which is within.*

Michaela Caruso
Monroe-Woodbury High School

Albany Room

Rumi, the 13th century poet and scholar produced simple yet meaningful and inspiring poetry. The study of his ideas can contribute to a meaningful dialogue with students about Middle Eastern stereotypes and how a national identity forms. This project also serves as a useful introduction to *The Kite Runner*. Students will read, listen to, and create original poetry as well as engage in poetry analysis and explication.

9–12 *Using a Multi-Perspective Analysis of Literacy in Instruction*

Natalie Zwerger, Chemay Morales-James, & S, Khalilah Brann
Center for Strategic Solutions

Colonie Room

Culturally responsive educators are not only selective about the reading materials they utilize and provide for students, but they are also able to creatively find ways to teach from various perspectives when they choose to keep or do not have the option to change the texts they are expected to use in their curriculum. This workshop is intended to provide teachers tools and resources they can use to help them: 1) identify culturally responsive reading materials and 2) instruct from a critical consciousness perspective regardless of the type of literature they have at hand.

9–12, College *Teaching Tolerance across the Grades through the English Curriculum*

Julie Rosslee
Bellmore-Merrick Central High School District

Schenectady Room

With an ever-changing dynamic of students, curriculum, and mandates set forth by the state, it is important to instill in students not only a love of literature, but also an understanding of history, human nature, and themselves. Through the teaching of paralleled nonfiction and fiction texts across genres and the ages, teachers can guide their students in developing a greater respect for the material at-hand as well as equip them with an understanding for approaching real-life scenarios. In doing so, instructors will foster safe and supportive learning environments that are free from discrimination, intimidation, taunting, harassment, and bullying while students develop their reading, writing, and critical thinking skills.

9–12 *High Stakes Student Teaching: Mentoring Pre-service Teachers through the edTPA*

Sara Fleming, Keith Newvine, & Sarah Primerano Westhill
W. Genesee, & Liverpool High Schools/Syracuse University

Troy Room

This presentation will help practicing teachers better understand the new high stakes assessment – the edTPA - student teachers face and ways to better support them. Using their own experiences in multiple roles – as mentor teachers, field supervisors, and future teacher educators – presenters will address the concerns practicing teachers have about hosting student teachers. Presenters will review the edTPA; compare the assessment to NYS teaching standards and APPR expectations; identify elements that directly impact classroom instruction; consider the changing role of the cooperating teacher; discuss ways to support student teachers; and suggest methods for adjusting expectations

**Follow us on Twitter during the conference
using the hashtag: #nysec15**

K-2 ***The Read Aloud as an Essential Element of the Early Childhood Classroom***

Beth Peller & Carol Wertheimer
Binghamton University and SUNY New Paltz

Salon A

This hands-on presentation enables early childhood educators to understand and to evaluate the Read Aloud as part of an educationally rich academic and social-emotional classroom. As students are entering our schools in increasing numbers, educators learn how a vibrant Read Aloud becomes a deliberate aspect of good instruction for all learners, as well as an essential part of teaching learners new skills and ideas to help them succeed throughout the grades.

General ***Reading Carefully with Creativity: Making Meaning While Making Art***

Elizabeth Weiden-Philipbar
Mildred E. Strang Middle School

Salon B

Participants will experience how careful reading can also be achieved creatively with “Blackout” & “Hidden” poem techniques. Examining student work samples from a creative writing class, as well as an on-level 8th grade class during a Holocaust unit, participants will see how strategies used to create these poems can help students not only examine texts closely to uncover deeper levels of meaning, but that careful reading does not have to eliminate the creativity that engages our students. Participants will create/uncover poems in fiction & nonfiction.

9-12 ***Building Blocks to Support Google’s 80/20 Philosophy in the Classroom***

Kathleen Bellino, Julie Jee, & Kathryn Nixon
Arlington Central School District

Salon C

Ever wonder how you can infuse student passions and interests into your everyday curriculum? The Google 80/20 philosophy allows teachers to provide students with opportunities to individualize their learning and promote student autonomy. The presenters will discuss best practices, share student work, and talk about the tools and tips that made a huge difference in their approach to teaching. Come discover 21st century tools that can be used in conjunction with the 80/20 philosophy.

6-12 ***Building Powerful Reading Curriculum***

Katanna Conley
PCG Education

Salon F

In this workshop, participants will learn key strategies for building a powerful, standards-aligned reading curriculum. The session will include activities that teach participants how to develop rich reading lessons for fiction or non-fiction. Participants will learn strategies for creating effective questions from texts and tips for reading-based vocabulary instruction.



5–8 *Reading US History: Using Diverse Voices to Teach Core Literacy Skills*

Aja LaDuke, Mary Lindner, & Elizabeth Yanoff
The College of Saint Rose

Salon G

Standards emphasize the need for students to explore multiple texts on a topic to better understand diverse perspectives. Critical literacy is a framework educators can use to guide students to examine texts and analyze historical events. This workshop will include varied texts--historical fiction, informational books, and primary sources--that will help students develop both the skills and the will to question the dominant narrative of US history. Participants will develop a repertoire of teaching strategies that require grades 5-8 students to read critically, consider multiple historical perspectives, and synthesize information across different texts.

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**FOLLOW US ON TWITTER:
@NYSEC_TWEETS**

**** SHARE YOUR THOUGHTS ABOUT THE
CONFERENCE USING #NYSEC15**

SESSION B

11:30 a.m. – 12:30 p.m.

6–12 *It's (Not Just) Elementary: Sharing Children's Literature with Adolescent Readers*

Patricia Rand
Union Graduate School

Salon D

Primary grade teachers have known for a long time how valuable picture books can be in the classroom, but that same literature is under-utilized in middle and high schools. Children's literature is a valuable tool in the secondary classroom due to its aesthetic appeal, engaging nature, and thematic approach. These books can make abstract concepts concrete and layers of meaning evident. Pictures books can be used to effectively introduce a "way in" to complex text, as well as establish a purpose for reading. Adolescent readers delight in shared-reading experiences and read alouds as much as younger students; we can capitalize on that enjoyment.

9–12 *Close Reading from the Inside Out*

Lou and Sally Ventura
Olean City Schools

Albany Room

This workshop offers descriptive grammar exercises as another avenue to discovering meaning in fiction, nonfiction and verse. The analysis of grammatical structure in the close reading of a text often demonstrates the relationship between form and function.

6–12 *Don't They Teach These Kids to Read in English Class?*

Theresa Donohue- ELA Coordinator, Commack School District
Anthony Davidson- Principal, Commack Middle School

Colonie Room

The Common Core movement says "we all must be teachers of reading" yet gives lots of graphic organizers and little practical information on how to do just that. Our workshop will demonstrate how you can build a lasting, consistent and truly research-based approach to literacy instruction within all academic disciplines. Move beyond the one-day or occasional professional development to a model for engaging staff and students alike through literacy. Geared mainly for secondary educators, our journey, including the missteps along the way, serves as a model for designing lasting change at any level.

6–8 *Infusing Common Core Learning Standards into Math*

Michelle Osterhoudt
Oneonta Middle School

Schenectady Room

This presentation shows how teachers can easily incorporate Common Core Literacy Skills into the Math Curriculum. The workshop participants will participate in a literacy lesson for math. The workshop participants will come away with usable worksheets and lesson ideas to continue the focus on Literacy in their own Math/ELA classrooms.

9–12, College *High School to College. Composition 101 Collaboration in the English 12 Classroom*
****Educator of Excellence****

Rachel Cook
Norwood-Norfolk High School
Joanne Stiles
SUNY Potsdam School of Education & Professional Studies

Troy Room

In the spring of 2014 SUNY Potsdam English education instructor Joanne Stiles and Norwood-Norfolk High School ELA teacher Rachel Cook proposed to co-teach a Composition 101 course to high school seniors. The course allowed students to earn 4 college credits. This presentation will share the collaborative efforts between Joanne Stiles and the NNCS school district, the planning process between the co-teachers, the inclusion of pre-service teacher candidates as writing workshop mentors, and the writing development of the 12 students who took the challenge to take COMP 101 during their senior year of high school in order to be better prepared for the writing demands of college.

General *“I Hate Reading”: Strategies Transforming Negative Self-perceptions into Confidence*

Justin Stygles
MSAD#17, Oxford Hills, Maine

Salon A

Transforming lives goes beyond evidences-based practices and motivating activities. At the core of humanity is emotion. Emotion is an essential element that must be honored in children's lives. Reading cannot be imposed upon a child, nor should a student's reading life be quantified in a way that defines score-based readers from lifelong reading. Shame results from practices that discourage readers from accepting reading and transaction as part of their identity. Readers need to accept themselves, becoming their own, lifelong readers. Participants will learn how shame appears in the classroom and learn practical methods that prevent readers' shame, transforming reading lives.

3–12 *“Keeping it Real” Tackling Today’s Civic Problems through English Language Arts*

Shira Epstein
The City College of New York

Salon B

Your students can promote social change during English class. This workshop will illustrate how youth can meaningfully address civic problems, such as those related to racial discrimination, environmental damage, and community health, while developing essential literacy skills. Come learn about a user-friendly model for civic literacy projects that involves 3 key phases: (1) naming (2) studying and (3) acting on real-world problems. Sample teaching materials will be shared as well as engaging examples of English teachers putting civic issues at the heart of their curricula.

K–12 *Engaging All Learners: Reading Buddies*

Bridget Smith, Sheri McNair, & Christine Susskind
Highland Falls-Ft. Montgomery Central School District

Salon C

Learn about “Reading Buddies”, James I. O’Neill High School’s literacy volunteer program. We created a “Reading Buddies” club, which partners our high school volunteers (from all socioeconomic backgrounds) with first and second graders for a bi-weekly, one-on-one read-aloud. (We are working to expand this to other grades, as well.) Big and Little Buddies read, write, and play together at our local elementary school. The response has been tremendous, both from a point of view of the students involved (big and small) and from the community at large. Our presentation will focus on the context, components, and benefits of implementing such a program.

6–8 *Reading Like Writers: A Collaborative Literary Approach to History*

Krista Reville & Darrin Renner
Schuylerville Middle School

Salon F

Explore with us the process of making reading the centerpiece of the Social Studies and ELA classroom for learners of varying skill and ability. Discover how using the art of writing (as outlined by Lucy Calkin's Reading and Writing Project) coupled with effective literacy strategies across the curriculum can transform the learning experience. See how students who learn to read like writers are better able to tackle all the reading challenges they face in the Social Studies and ELA classrooms and beyond. Learn how the use of compelling historical fiction in the Social Studies and ELA classrooms motivates students to read more and more. Classrooms where literacy reigns supreme produce strong readers, writers, and thinkers.

6–12 *How to Cultivate an Environment of Enthusiastic Readers & Writers (WITHOUT THE STRESS)*

Sara Taveniere & Chereith Vincent
Stissing Mountain Middle School & Broadalbin-Perth High School

Salon G

One of the most challenging aspects of being an English teacher is engaging students in reading and writing practices. It is difficult to help students who approach reading and writing with reluctance and resistance. This workshop will provide you with tips and lesson plan ideas that can help you transform your classroom into a thriving literacy environment in a middle or high school setting.

6–12 *Reading is the Core: Building Skill & Nurturing Will through Examining Banned Books*

Jenn Kirchoff & Sue Padjen
East Syracuse-Minoa Central High School

Salon H

Colleagues will be immersed in a lively presentation reflecting a censorship unit collaboratively developed by both an ELA teacher & a library media specialist. Participants will be presented with several different engaging activities reflecting best practices and the ELA CCSS. Innovative activities meld text and technology as students examine censorship & prepare a defense of their books to raise awareness in their school & community.

5–12 *Four Birds with One Stone*

Victor Jaccarino
Hofstra University/Long Island BOCES

Empire Room

During this hands-on workshop, multiple Common Core learning standards and shifts will be addressed. The presenter will use one of the protocols on EngageNY, applying the protocol to vocabulary acquisition, content knowledge, close reading and collaboration. In this workshop, participants will explore various ways of addressing vocabulary and close reading by shifting responsibility for learning to the student.

1:00 – 2:00 p.m.

Luncheon

Salons DE

2:00 – 3:00 p.m.

Keynote Address
Laura Robb

Salons DE



Thursday Mid-Afternoon Session

Salons DE

Keynote Speaker:

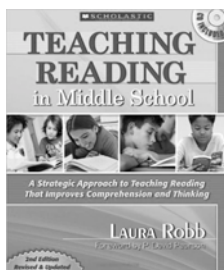
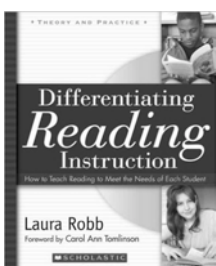
Laura Robb



Author, teacher, coach, and speaker, Laura Robb has completed 43 years of teaching in grades 4-8. She presently coaches teachers in reading and writing workshops at Powhatan School in Virginia. She also coaches teachers in grades K-10 in Staunton, VA, Amherst, VA, Lebanon, OH, and Long Island, NY. Each year Robb returns to the classroom for several weeks.

She has written more than 18 books for teachers, including *Vocabulary Is Comprehension*, *Teaching Reading in Middle School*, *Differentiating Reading Instruction*, and *Teaching Reading in Social Studies, Science, and Math*.

Robb served a three-year term on the National Council of Teachers of English Commission on Reading and contributed to an NCTE book on literacy, *What Research REALLY Says about Teaching and Learning to Read*. She also served on the editorial review board for *Language Arts* magazine. Robb wrote the “Motivating Readers” Column for *Instructor Magazine* for 1996-1998.



***NYSEC is pleased that Laura Robb is able to join us, and we are grateful to Scholastic Education for sponsoring her keynote address, workshop, and book signing.
Be sure to visit Scholastic to thank them and to purchase Laura's books!***

blu stone bistro

Located in The Hotel Indigo
254 Wolf Road
Latham, NY
Approx. 1/2 mile from Albany Marriott



SESSION C

3:15 p.m. – 4:15 p.m.

Featured Author and Keynote:

General *The Mirror and Windows Power of Children's Literature to Change Lives*

Pam Allyn

Empire Room

Pam Allyn will share best practices for the use of children's literature in the classroom as a touchstone, tool and transformational force to change children's lives as readers, writers, speakers and listeners. She will discuss the synergy between reading and the digital tools of today that make it possible to share one's reading life with many others. Pam will discuss the role of children's books as mentors for the kinds of writing our children can do in the 21st century, both inside and outside of school. She will lead us to think about how the foundational authentic text can be the lever that brings all readers into a reading community.

General

6–12, College *Graphic Novels: This Text is not Yet Rated*

Kjersti VanSlyke-Briggs, Rebecca Noreman & Larissa Orlando
SUNY Oneonta

Salon D

Warning: this content may contain graphic images. This workshop will provide an overview of graphic novels which can be used to expose uncomfortable truths typically denied through cultural normativity. Using *Persepolis* as a central text for analysis and discussion, this workshop will allow participants to embark on a visual journey. Through close reading, participants will distinguish why some graphic novels that push boundaries are considered classroom taboos and controversial teaching tools. This workshop will also showcase a variety of other visual texts that tackle such challenging topics as: rape culture, female oppression, racial profiling, self-identity, cultural normative behaviors, gender identity, child abuse, substance abuse, religious persecution, and classism.

6–8 *Designing Performance Tasks That Blend Argumentative & Narrative Writing*

Alex Corbitt
The Bronx School of Young Leaders

Salon E

Narrative and argument are often taught and assessed separately. This dichotomous practice limits the authenticity of our reading and writing instruction. If we want to develop students into critically engaged citizens we must acknowledge that narrative and argument are inextricably linked in our life experiences. This workshop will equip educators with tools and strategies to design performance tasks that simultaneously exercise students' capacity to argue and tell stories. Workshop attendees will have the opportunity to brainstorm rhetorically hybrid performance tasks and share them with the group!

*Please wear your conference badge
at all sessions and meals.*

General ***Writing for Ourselves***
****Empire State Writing Project Network****

Elizabeth Weiden-Philipbar
Yorktown Central School District

Albany Room

Many of us became English teachers because we love to write, and we know that our own writing practice provides authenticity to our teaching of writing. In this session, participants will be given classroom-tested writing invitations along with time to write. Together we will write, share, and reflect on writing as a means to living and teaching more fully. Session facilitators are practicing teacher-writers and consultants from the Empire State Writing Project Network (ESWPN). A foundational belief of the National Writing Project is that we are better teachers of writing when we ourselves write.

6–12 ***Pre-Service Teacher Exploration of Teaching Reading & Writing in the Middle and High School Classroom***

Josh Eassa, Chandler Roberts, Miriam Rendon & Justin Toombs
SUNY Potsdam
School of Education and Professional Studies

Colonie Room

Part 1: Will focus on pre-service teacher expectations of the reading/writing workshop. Based on research and experiences in the SUNY Potsdam Writing Center, pre-service teachers will delve into workshop creation and explore strategies to get students engaged and excited about a variety of topics including peer editing and group reading. Part 2: Will focus pairing fictional novels with nonfiction, related articles. Teacher candidates will explore how to build relevancy for the students as well as cover some nonfiction readings that is supported by the Common Core standards, allowing students to get deeper exposure to the themes in the fictional readings.

9–12 ***Using Survivor Testimony in Education: The Past is Present***

Christa Calkins
Campbell-Savona Central School District

Schenectady Room

See how one educator uses a variety of resources including IWitness and survivor testimony to teach students about memoir and the Holocaust. Please bring a laptop or portable device.

9–12, College ***Finding Textual Evidence: Helping Students be Common Core Ready***

Andy Fried
Irvington High School
SUNY Rockland

Troy Room

Good English teachers didn't need the new CCLS to tell us that using relevant textual evidence is essential in good analysis. The age old question is, how do we get our students to "show us and not tell us"? In this workshop, the presenter will use a poem, film and short story to demonstrate his well-tested strategies to facilitate more meaningful reading among his high school and college students. These strategies can be applied to all texts and grade levels.

6–12 *Using Informational Text to Teach Literature*

Audrey Fisch & Susan Chenelle
New Jersey City University &
University Academy Charter High School

Salon A

Information text offers potent possibilities for increasing student motivation and engagement with literary anchor texts. This workshop will offer ELA teachers suggestions for: 1) finding informational texts, 2) preparing informational text for use, 3) using media and vocabulary to support student success, and 4) creating writing activities to cement meaningful connections. This workshop includes a demonstration using Raisin & Mockingbird and provides take-away materials.

General *Let Your Light Shine*

Michelle Peterson, Baldwin School District
Michelle Kaprinski, Educational Consultant

Salon B

In an age where teachers' accomplishments, effectiveness and professionalism are often questioned in the media, educators often struggle with finding ways to share their talents in the workplace without fear of repercussions from peers, supervisors, or other stakeholders. In this session, two Administrator/English Teachers will provide strategies for letting your extensive educational training and professional skills shine, as well as ways to let parents and supervisors know all that you do for the students that may not be obvious at first glance. We hope that you will leave this workshop feeling empowered to *Let Your Light Shine*!

6–12 *English Class Transformed: How Writing Workshop can Inform Reading Skills*

Wendy Everard
Cazenovia High School

Salon C

This presenter shows how Nancie Atwell's writing workshop methods can transform students into readers who see literature through writer's eyes. This workshop includes strategies for implementing and sustaining Writing Workshop, and will show how becoming a writer can nurture students' will to read. Materials include a showcase providing evidence from a two-year case study.

**4–12 *Getting to the Core of Argument Writing: Using DBQs in Literature*
*to Prepare for the New ELA Exam***

Molly Winter
The DBQ Project

Salon F

DBQs in Literature can sharpen students' critical thinking, reading, and evidence-based writing skills. Molly Winter taught English at Brooklyn Friends School for 15 years, and has created DBQs that guide students at all skill levels from grades 4-12, through the process of synthesizing evidence from literary and historical texts in an argument essay. Her "Mini-Qs in Literature" are used in schools around the country, but align particularly well with the English Regents Exam in New York. In this hands-on presentation, teachers will experience—from the students' perspective—lessons that support the development of key skills within the discipline of English.

9–12 *Little Critics: Fostering the Student-Led Literary Experience*

Breanna Ginger
Watertown City School District

Salon G

Students are eager to read when they feel invested in a text. This workshop will offer strategies to turn literary analysis, discussion, and exploration over to the students so they can make connections between the text, their lives, and their world. When students are in charge of their literary journeys, they are empowered to make meaning and given authority over their own learning. Empowered kids who are invested in their learning will become lifelong learners. These strategies also help classrooms adapt to CCSS shifts, and support 21st century skills such as professional vocabulary expansion, research methodology practice, and collaboration

9–12 *Get Creative: Literature and the Mind Map*

Daniel Weinstein
Great Neck South High School

Salon H

This workshop is for secondary teachers looking to get students more active and creative through a powerful and creative note-taking method: mind mapping. It's easy to master and benefits both teachers & students in many amazing ways. You will learn how to: create your own mind maps, teach mind-mapping to your students, add a creative element to any lesson and add enthusiasm and inquiry to all literary units.

6–12 *Battling with Literature Circles: An Innovative Approach to Engage Readers*

Tina Peters, ELA Teacher at Roxbury Central School
Maria Johnson, Library Media Specialist at Roxbury Central School
Ann Olmstead, ELA Teacher at Cooperstown MS/HS
Michelle Hitchcock, Library Media Specialist at Cooperstown MS/HS

State Room

This presentation will showcase a successful six-year collaboration between ELA teachers and librarians from two school districts who have created an innovative approach to engage 7th and 8th grade students in reading. Learn how melding the competitive structure of a Battle of the Books contest with the educationally-tested literature circle model has transformed their ELA classes. Working in teams, students read 16 books, earn points through homework, participation in literature circles, projects, and daily battles preparing for a culminating duel between the schools. Workshop participants will leave with practical ideas for replicating the program including book lists, methods for building class teams, running literature circles, designing and assessing projects, and hosting a competition.

LATE-AFTERNOON EVENTS

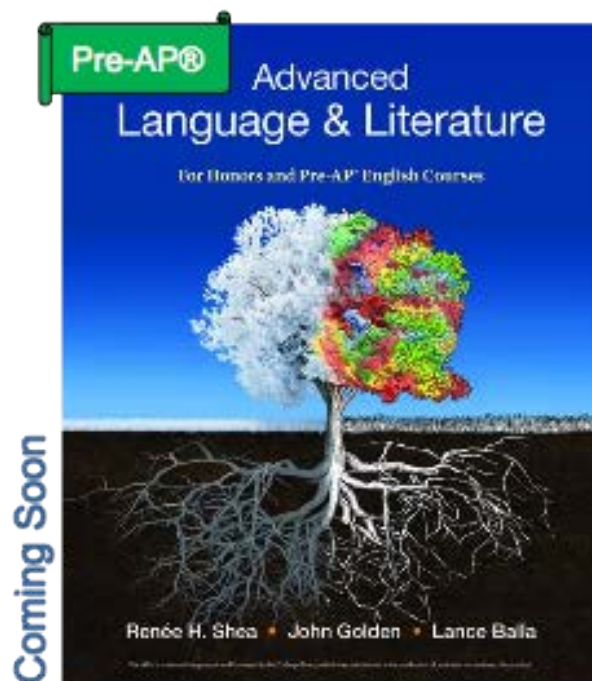
| | | |
|-------------------------|--|--------------------|
| 4:30 – 5:30 p.m. | Keynote Address Pam Allyn | Salons DE |
| 5:30 – 6:30 p.m. | Cocktails & Conversation / Raffle Drawing <i>Sponsored by Bedford, Freeman & Worth</i> | Empire Room |

***Join us Thursday, October 15th from 5:30 – 6:30 p.m. for a reception.
Stop by the Bedford, Freeman & Worth booth to receive a drink ticket!***



For more information, please contact
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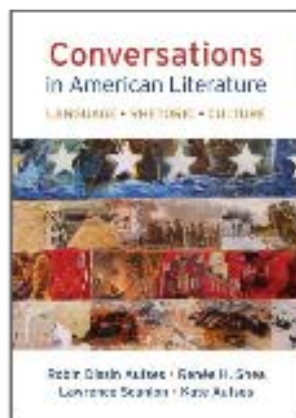
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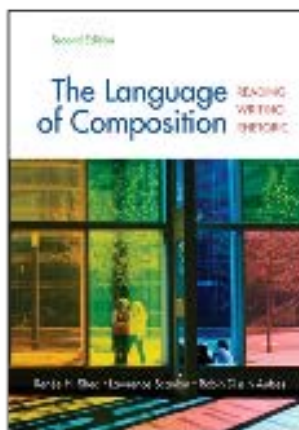
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 (AP® English Language)



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**Join us Thursday, October 15, from 5:30 – 6:30 for a reception.
 Stop by the Bedford, Freeman, & Worth booth to receive a drink ticket!**

Thursday Late-Afternoon Session

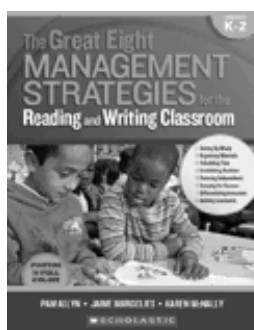
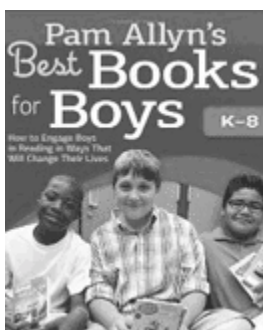
Salons DE



Keynote Speaker: Pam Allyn

Pam received the 2013 Scholastic Literacy Champion Award, and is Scholastic's Open a World of Possible Ambassador. She is a spokesperson for BIC Kids, championing BIC's 2014 "Fight For Your Write" campaign. Pam was selected as a mentor for the 2013 Bush Institute's Women's Initiative Fellowship to help young Egyptian women develop leadership skills. She was chosen as an inaugural W.K. Kellogg Foundation Fellow in April 2014, becoming a part of a national cohort of 20 fellows focusing on racial healing and equity. She is on the Advisory Boards of the Amherst College Center for Community Engagement, James Patterson's ReadKiddoRead, the Pearson Foundation's We Give Books, and the Millennium Cities Initiative Social Sector.

Pam is the author of many books, including *Your Child's Writing Life*, (winner of the Mom's Choice Award), *What To Read When: The Books and Stories To Read With Your Child—And All The Best Times To Read Them* (winner of the National Parenting Magazine Award), *Pam Allyn's Best Books for Boys: How To Engage Boys in Reading in Ways That Will Change Their Lives*. Her most recent series, *Core Ready*, published in 2013, is a 14-book series focusing on the Common Core Learning Standards.



NYSEC is pleased that Pam Allyn is able to join us, and we are grateful to Pearson for sponsoring her keynote address and book signing.

Be sure to visit Pearson to thank them and to purchase Pam's books!

Friends of Excellence Raffle Drawing

Tickets will be available all day and the drawing will be held during our *Cocktails and Conversation* session. Please visit the registration area to see the selection of prizes and enter for your chance to win. All proceeds are used to fund the scholarships, mini-grants, and awards for excellence in English Language Arts.

Friends of Excellence

NYSEC would like to thank the following individuals and organizations for their contributions:

| | |
|-----------------------------|--|
| Donna L. Bates | Glens Falls HS |
| Ella Briand | Skaneateles CSD |
| Lawrence Butti | Mineola High School |
| Stephanie DelValle | East Bronx Academy for the Future |
| Victor Jaccarino | Consultant/Hofstra University |
| Michelle Kaprinski | Friends of Excellence |
| Dr. Susan P. Kelley | Briarcliff College; Nassau Community College |
| Janet Matthews | Westlake High School, Mount Pleasant CSD |
| LILAC | Long Island Language Arts Council |
| Marilyn Norton | Wappingers CSD |
| Paul O'Brien | Notre Dame-Bishop Gibbons School |
| Michelle Peterson-Davis | Baldwin School District |
| Rosalie Rafter | Hofstra University |
| Patricia Rand | Union Graduate College |
| Joanne Stiles | SUNY Potsdam |
| Dr. Kjersti VanSlyke-Briggs | SUNY Oneonta |
| Lou & Sally Ventura | Olean City Schools |
| Christine Zandstra | Wappingers CSD |

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FRIDAY SESSIONS

NYSEC Annual Business Meeting Friday, October 16, 2015

Salons DE

7:45 – 8:30 a.m.

Agenda

| | |
|--|--------------------|
| Call to Order | Christine Zandstra |
| Minutes of October 2014 Annual Meeting | Ella Briand |
| Introduction of the Executive Board | Christine Zandstra |
| Treasurer's Report | Stephanie DelValle |
| Presentation of Slate of Officers | Michelle G. Bulla |

Slate of Officers for 2015-2016:

| | |
|--------------------|--------------------|
| President: | Louisa Kramer-Vida |
| Secretary: | Ella Briand |
| Treasurer: | Stephanie DelValle |
| VP Administration: | Victor Jaccarino |
| VP College: | Patricia Rand |
| VP Secondary: | Julene Waffle |
| VP Middle: | Sara Taveniere |
| VP Elementary: | Michelle Peterson |

| | |
|--|---|
| Publications | Michelle Kaprinski Kjersti VanSlyke Briggs |
| Website | Michelle G. Bulla |
| 2016 Conference Announcements | Louisa Kramer-Vida, President 2016 |
| Presentations and Recognition | Susan Kelly |
| Open Forum: comments and questions presented by membership | |
| Motion to adjourn | Christine Zandstra |

According to NYSEC's constitution, a slate of officers is recommended to the Executive Board by a Nominating Committee chaired by the Past President. The slate is voted on by the NYSEC membership at the annual October business meeting. Newly elected officers begin their terms immediately following the conference.



Friday Opening Session

Salons DE

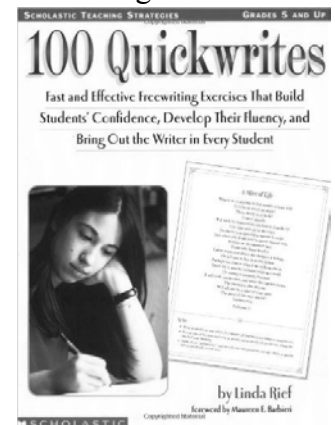
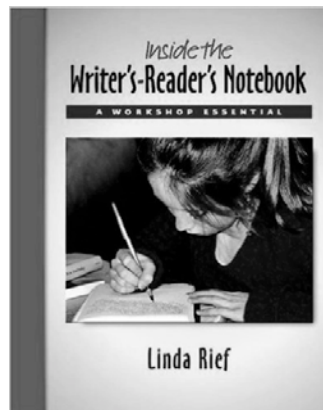
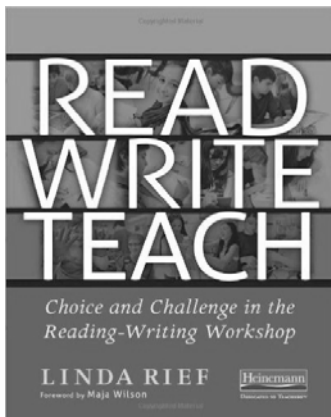
Keynote Speaker:

Linda Rief

Linda Rief teaches 8th graders at Oyster River Middle School in Durham, NH and is an instructor in the University of New Hampshire's Summer Literacy Institute. She is a national and international presenter on issues of adolescent literacy.

She is the author of *ReadWriteTeach: Choice and Challenge in the Reading-Writing Workshop* (2014), *Inside the Writer's-Reader's Notebook* (2007), *Vision and Voice* (1999), and *Seeking Diversity* (1992), and co-editor (Beers, Probst, and Rief) of *Adolescent Literacy* (2007). For five years she co-edited with Maureen Barbieri *Voices from the Middle*, a journal for middle school teachers published by the National Council of Teachers of English. She is the author of *100 Quickwrites* (2003) and co-author with Roger Essley of *Visual Tools* (2008), both published by Scholastic.

A recipient of NCTE's Edwin A. Hoey Award for Outstanding Middle School Educator in the English Language Arts, her classroom was featured in the series *Making Meaning in Literature* produced by Maryland Public Television for Annenberg/CPB. For three years she chaired the first Early Adolescence English/Language Arts Standards Committee of the National Board for Professional Teaching Standards.



We are extremely fortunate to have author Linda Rief as one of the keynote speakers for the 2015 NYSEC Annual Conference

FRIDAY

OPENING SESSION

7:45 – 8:30 a.m. **NYSEC Annual Business Meeting** **Salons DE**

8:30 – 9:30 a.m. **Keynote Speaker:** **Salons DE**
Linda Rief

**Reminder: Exhibitors will be in the
Grand Hallways until 12:00 p.m.**

SESSION D

9:45 a.m. – 10:45 a.m.

Featured Author and Keynote:

5–12 *Inside the Writers’-Reader’s Notebook*

Linda Rief

Salon E

The WRNotebook gives students a place to be personal, individual, and real as they take notice of themselves and their world. It is essential that students have a place to collect their first draft thinking as readers, writers, observers of the world. In this session we will look at what’s in the WRN, why it’s important to keep one, and how to build on the ideas within it. We will look at what makes this an essential tool in developing strong readers and writers.

General *An Update from the NYSED Office of Curriculum & Instruction*

Erik Sweet & Kristen Sikora
NYSED

Albany Room

During this presentation, Erik Sweet and Kristen Sikora, from the NYSED Office of Curriculum and Instruction, will share English Language Arts and curriculum resources from EngageNY, plus an update on the Common Core State Standards review process. There will be time for a question/answer as well.

General ***Finding Their Way: Using Learning Tools to Push Rigor, Increase Independence, and Encourage Learning in Your Classroom***

Kate and Maggie Roberts
Teachers College Reading and Writing Project

Colonie Room

Navigating the landscape of a rigorous curriculum can be tricky. This panel will discuss how teachers can design and use a variety of instructional or learning tools to encourage students to embark on their own learning quests. This panel will demonstrate how students find their way through a rigorous curriculum by using a variety of learning tools, such as a continuum of skills, a teaching chart, or a demonstration notebook, with a sense of independence, agency and choice.

9–12 ***College Ready Writing Program: Teaching Argument*** ****Educator of Excellence Winner****
****Empire State Writing Project Network****

Amy Salamone
Capital District Writing Project

Troy Room

The National Writing Project received a federal i3 grant to develop the College Ready Writers Program. The central goal of the CRWP is to help students become skilled at writing arguments. Students in the program, ideally, are able to recognize a public conversation, read and understand the various positions taken in that conversation, and enter into it themselves. In the course of this practice, students learn about new social and academic conversations and consider their own stances. These practices are iterative and complex and require teachers' guidance. The materials on the project website were constructed by CRWP teacher-consultants. In this workshop, teachers from the Capital District Writing Project would like to share some of these strategies and resources from this project with area educators.

6–8 ***Bridging the Vocabulary Gap: Building Socially Situated Strategy Skills Using Interactive and Collaborative Read Alouds***

Dr. Roberta Levitt
LIU Post
College of Education, Information and Technology

Salon A

Readers' interpretations of texts rely upon their unique authentic experiences. During this session, the presenters will provide instructional methods that promote critical thinking, argumentation, and aesthetic awareness through interactive and collaborative read alouds. Students can explore complex situations through open open-ended philosophical discussions based on children's literature. In using the presented strategies with picture books, teachers can bridge their students' vocabulary gap by promoting students' personal interactions with text. The emphasis is on students/teachers and their influences on meaningful literacy practices.

General ***Effective Classroom Strategies that Work***

Billy Taylor
Time to Teach

State Room

We have a set of classroom strategies that have worked well. I can show teachers and administrators how to reduce low level discipline by 70% or more. It will increase academic achievement and allow more time to be the educational leader rather than the constant disciplinarian. There are five components that if used correctly will allow a teacher to have great self-control and more time for classroom activity. The strategies are adjusted and modified to mirror current findings.

6–12 *Teaching the Holocaust to Today’s Students Using Echoes and Reflections*

Beth Martinez
Anti-Defamation League

Salon G

Participate in an interactive program designed to help educators teach the complex history of the Holocaust in a way that stimulates engagement and critical thinking while providing opportunities for students to see the relevance to their own lives. Work closely and collaboratively with other teachers as we explore the materials from the Echoes and Reflections Teachers Resource Guide—including primary source documents, artwork, and literary selections—and learn how you can bring a Holocaust survivor, liberator, or other Holocaust witness into your classroom every day using visual history testimony. Each attendee will receive a copy of the Echoes and Reflections Teachers Resource Guide.

7–12 *Big History Meets ELA* **Collaborators of Excellence Award Winner**

Beth Ziropiannis, Ed.D
Jason Manning, Yornell Aguiar, Kathleen Holden & Todd Nussen
Oceanside School District

Salon B

Big History examines our past, explains our present, and imagines our future. Hear how several teachers from the Oceanside School District English and Social Studies departments moved beyond specialized and self-contained fields of study, to grasp history and literature as a whole. This multi-disciplinary approach to these subjects has helped to develop students who can see the value of an interconnected examination of the foundations of our universe.

General *Inspire Me! Teach Me!*

Salon C

Dave Ceriotti
Cengage Learning

Teach targeted skills and strategies in short texts that students will *want* to read while introducing them to exciting careers and engaging National Geographic content. In this interactive session, you will receive a variety of differentiated books for your classroom.

6–12 *Film as Tool and Text in the English Classroom*

Emma Kress
North Syracuse Central School District

Salon D

We will explore the many uses and application of film studies in the 7th-12th grade English classroom. One of the often-overlooked standards in the Common Core is the critical study and use of the visual arts. In this workshop we will share resources and concrete strategies for raising media-savvy citizens and active readers through teaching the genre of film. We will use film to teach the elements of story, hook resistant learners/readers, bridge the non-fiction/fiction divide, connect disciplines, learn historical contexts, and engage every student in our care.

K–5 *Read and Write to Make a Difference***Laura Marks
Island Trees UFSD****Salon F**

How can literature and writing help students explore the problem of bullying and understand the players (bully, bystander, and upstander)? During this workshop you will learn how to incorporate teacher-created materials, picture books, novels, and writing to address bullying. Writing activities and other practical ideas help students to reflect on character choices, as well as make connections to experiences in their lives. By incorporating these suggestions in your classroom, you'll be on the road to developing a school culture that deters the act of bullying.

**General *Designing Literacy Instruction*
Empire State Writing Project Network****Jack Zangerle, Dover Middle School
Nicole Halabuda, SUNY New Paltz
Mary Sawyer, SUNY New Paltz****Schenectady Room**

The Literacy Design Collaborative is a national community of educators providing free online tools for creating literacy-rich assignments across content areas (www ldc.org). Participants in this workshop will learn how these tools are being used to help novice teachers develop CCSS-aligned instructional units and then break these units down into daily skills-based lessons. Presenters are members of the Empire State Writing Project Network and the National Writing Project.

General *Core, Not Bore***Sandi Jennison
Marathon Central School****Salon H**

Reading can be fun! Set down the script and get some ideas your kids will go for: 1) Analyzing text for rhetorical elements using clothes pins and laundry line, 2) Rainbow reading using colored transparency sheets or Google Docs to help kids reread text for all its layers without feeling crushed, and 3) speed dating for text to use in argumentation. See how learning can be fun without being overdone!

**9–12 *Reading is the Core: Building Skill & Nurturing Will Through
the Gamification of a Justice Unit*****Jenn Kirchoff & Meagan Kirchoff
East Syracuse Minoa CHS****Empire Room**

Colleagues will be presented with several engaging, creative activities to complement: *12 Angry Men*, *To Kill a Mockingbird*, and *Of Mice & Men*. Additionally, participants will be introduced to the concept of gamification and discover how gamification could be intertwined with these more traditional texts and activities to increase student participation & achievement. Handouts with resources will be provided.

SESSION E

11:00 a.m. – 12:00 p.m.

Featured Author and Keynote:

5–8 *Deep Reading and Deep Writing: Arguing for a Claim*

Laura Robb
Teacher, Coach, Heinemann Author

Salon E

In this hands-on session Robb will involve participants in strategies that quickly move students into reading texts with understanding and depth. Participants will see how identifying multiple themes from multiple texts helps students develop claims and argue for one they select. Robb will also present four introductions that work with argument writing. After participants develop claims, Robb will model planning the essay, explaining that students' success with writing is in the planning.

9–12, College *The Climax Haiku*

Benjamin Blood
Jamestown Community College

Troy Room

Breaking away from academic writing and being creative is fun, and the enjoyment of writing is not discussed, or focused on enough in the current educational climate. This session will demonstrate a lesson using Harper Lee's *To Kill a Mockingbird* to help students write haiku poetry that captures the emotion and action of the climax. This writing exercise increases understanding of the term climax and the emotions these sections are meant to evoke in the reader. It also demonstrates the even the elusive genre of poetry is created through a writing process of which each student is capable.

College *The edTPA: Tips for Supporting Student Teachers' Development & Success*

Mary Sawyer
SUNY New Paltz

Colonie Room

The edTPA is a performance-based test completed during student teaching that is now required for an initial teaching credential in New York State. The process of creating an edTPA portfolio is similar to that of National Board Certification. This presentation reviews the edTPA's core tasks and then shares data from former student teachers that addresses the ways cooperating teachers, supervisors, and/or university instructors supported students' success, areas of struggle for students in connection with their work, & how students move forward from this struggle.

9–12 *Engaging Student Writers through Poetry Out Loud*

Dave Johnson
Teachers and Writers Collaborative

Schenectady Room

NYS Poetry Out Loud (POL) manager Dave Johnson will lead this session in which participants will learn how to promote students' engagement with language arts by adding poetry writing to the national POL recitation competition. Showcasing a program model developed by Teachers & Writers Collaborative, Johnson will discuss how involving students in close reading of selections from the POL anthology, and then asking them to write their own poems in response, results in deeper understanding of the original text and increased motivation to write. Workshop participants will leave this session with new teaching strategies & with poems they have written.

6–12 *Build Skill-Nurture Will: Secondary Level Students Struggle with CC Reading Standards*

Dr. Louisa Kramer-Vida
LIU Post, Department of Special Ed. & Literacy

Salon A

Are your high school & middle school students struggling with the demands places on them by the Common Core? Do they need foundational skills? How successful are they with writing text-dependent arguments & explanatory text? Come to this session and learn how to assist these students. Learn how to control difficulty level, space, time, and language. Build students' self-esteem and motivation through utilization of accommodations and specific instructional strategies. Learn how to be culturally responsive and how to work with an inclusion teacher-partner. Come to this session so that it will be easier for you to say, "All students can learn, and I know how to make it happen."

9–12 *College Essay Night*

****Program of Excellence Winner****

Laura Martingano, Val Domenech, Nicole Schnabel
Massapequa Public Schools

Salon B

Do your students panic when it comes to writing their college essays? Does every essay you read start exactly the same way? Fear not. This workshop will show you how to assist your students in writing unique, engaging college essays while also building the school-to-home connection. This presentation includes tips and tricks, sample college essays, and behind the scenes videos that offer a peek into college admissions offices.

9–12 *The Benefits of Social Media in the Classroom*

Matthew Denner, Jr.
SUNY Potsdam

State Room

Social media does, in fact, have a place in the classroom. For English teachers, grades 9-12, social media can be used to supplement an existing curriculum and engage students. In this technologically- advanced world, students are caught in the middle. By bringing elements of social media into the classroom, teachers can make the materials more relatable. Students are more likely to enjoy and engage in discussion about content if they can tweet and post about it. When introduced safely, social media is extremely beneficial in an English classroom, all while meeting the standards.



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9-12 ***Presenting Socio-literary Analysis in ELA: Reading Contemporary YA Literature through/with DuBois' Double Consciousness***

Jevon Hunter, Ph.D.
Buffalo State College
Alicia Monaco
Health Sciences Charter School

Salon D

Critical ELA educators urge students to engage youth through a robust literary curriculum that fosters new forms of participation and engagement. Presenters share an approach that examines literary works through and with sociological concepts. Attendees will learn of the approach by reading portions of *The Absolutely True Diary of a Part-Time Indian* and *The Girl who Fell From the Sky* using DuBois's concept of double consciousness to support students' understanding of radicalized adolescent identity development. Attendees will participate in reading activities & leave with strategies & materials for classroom use.

9-12, College ***The Reading Crisis: Preparing Students for College Writing and Beyond***

Gina Claywell
Murray State University

Salon F

It is imperative that incoming college students are prepared to effectively read and analyze complex essays and other texts. This presentation encourages improving reading as a means to prepare our students to be college-ready readers, writers, and thinkers.

7–12, College *Pathways to “Writing Hope”: A Dispositional Approach to Teaching Writing in Secondary Schools*

Nicole Sieben
SUNY College at Old Westbury

Salon G

This session will demonstrate the mutually beneficial components of critical reading and writing across the curriculum in K-16 schools. This workshop will provide attendees with “writing hope” strategies for teaching writing competencies to secondary school students & for preparing pre-service and in-service teachers with the tools necessary to integrate writing into the curriculum in authentic & meaningful ways to help secondary students build their will & increase their skills in writing. The presenter will share best practices, teaching & training strategies, & authentic assessment methods.

6–12 *Developing Core Strength: Empowered Reading Yields Powerful Writing*

Cathy Greenwood, Dunedin Historical Museum
Louisa Polos, Rippowam Cisqua School
Ruth Townsend Story, University of Southern Maine, Portland

Salon H

Story readers might not be writers, but writers must be readers. Strong writers build a core foundation for powerful learning, communication, and growth through connections with literature. We’ll share strategies, resources, and handouts that will turn students into readers who think critically in multiple genres while connecting their reading to creative, authentic writing. We’ll model using classic components of time, ownership, and response to inspire and guide students in a variety of genres, including essays, narratives, poems, and postings for publication using traditional print and electronic resources, including videos, blogs, Googledocs, Twitter, and social media.

9-12, College *Common Read, Common Threads: Using Essential Questions to Unite Disciplines*

Julene Waffle, Morris School District
Kjersti VanSlyke-Briggs, SUNY Oneonta
Ashley Ten Eyck, Francis C. Hammond Middle School

Salon C

Based on a Common Read initiative, this session examines how essential questions can be utilized across the disciplines and even across schools to discuss the text *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmeal Beah. A window to a life many of us will never experience, this book, selected for an undergraduate read, also connected local high school students and culminated in attendance to a talk given by the author. The session will explore the background of the book and explore how to craft essential questions to connect to the text and self.

**General *Using Castle Learning to Tackle Complex Common Core Texts and Engage NY Modules*
*(11:30-12 pm)***

Jason Arnold, Meghan Ricketts
Castle Learning

Albany Room

Castle Learning will present materials and ways for teachers to integrate more complex Common Core- recommended texts, including robust question sets for several novels, dramas, and reading passages that meet CCSS criteria as well as Engage NY topics. Teachers will be exposed to a variety of question types- vocabulary in context, critical thinking, extended response writing tasks, etc. The variety and multitude of questions provided by Castle Learning will allow teachers to engage students at all levels in meaningful text-based discussions.

NYSEC Annual Awards Luncheon

12:15 – 3:00 p.m.

Empire Room

Luncheon Menu



Romaine Salad

Entrée

Chicken Bruschetta

*boneless breast of grilled chicken, lightly breaded, topped with bruschetta
and finished with a lemon cream and balsamic drizzle*



(Vegetarian Option available)

Dessert

Tiramisu torte with Kahlua cream

Presentation of Awards

NYSEC announces the programs and awards to the membership in a winter awards mailing. As a member, you will receive nomination forms and applications. We encourage everyone to help us celebrate the outstanding teachers, students, mentors, and programs that we have across the state.

Programs of Excellence:

Each year NYSEC recognizes exemplary ELA programs that support creative instruction and learning.

Educators of Excellence:

Colleagues nominate educators who inspire excellence in students as well as teachers.

Mini-grants:

\$500 grants are awarded to members who are willing to create, explore, or enrich instruction in English Language Arts at each level: elementary, middle, high school, college, and administration/supervision.

Dr. Ruth E. Everett Award:

Named after a former NYSEC President and Executive Board member, this award honors one or more cooperating teachers who have mentored future English Language Arts teachers in their student teaching or intern programs.

NYSEC Awards

Every year NYSEC holds an event at the Annual Conference to honor the work and professionalism of English Language Arts educators. Award winners show a commitment to excellence, innovation, and creativity in teaching, mentoring, and learning. The Awards Ceremony is one way NYSEC shows its appreciation for the award winners and how they inspire excellence in everyone, students and teachers alike.

Programs of Excellence

College Essay Workshop Night
Massapequa High School, Massapequa CSD

Senior Experience
Calhoun High School & Mepham High School, Bellmore-Merrick CSD

Mini-Grants

Dara Rhodes
Milford Central School District
“Career Learning, Enrichment and Academic Readiness
Summer Program (CLEAR)”

Julene Waffle
Morris Central School District
“The Uncommon Community Read (TUCR)”

Ruth Everett Award

Lori Lebel
Schenectady High School

English Record Article of the Year Award

Julene Waffle
“Because I Care: A Pledge and Plea”
Morris Central School District

EDUCATORS OF EXCELLENCE

Colleagues nominated educators from all levels who inspire excellence in students as well as teachers.

Administrator/Supervisor

David Bernsley
Monroe-Woodbury High School

Melinda Murdock
Riverside Elementary School

Elementary

Stephanie Brown
Silas Wood 6th Grade Center

Jillian Coster
Miller Avenue School

Suzanne Johnson
Riverside Elementary School

Debra Iannelli
Morris Central School

Glenna Raskin
Fairfield Elementary School

Lisa Levenson
Park Avenue School

Middle

Jamie DeLeon
The Laboratory School for
Finance and Technology

Kea Grabinski
Westbury Middle School

Grace Hazenbush
Linden Avenue Middle School

Meredith Levine
Grand Avenue Middle School

Amanda Steele
Island Trees Memorial Middle
School

Kayla Witman
Waverly Middle School

Secondary

Stephanie Buckout

Putnam/Northern Westchester
BOCES

Linda Ciaffone

Floral Park Memorial High
School

Rachel Cook

Norwood-Norfolk Central
School

Christopher DiLeo

Marlboro Central High School

Kevin Dineen

Commack High School

Carol Durkin

Monroe-Woodbury High School

Maria Favre

Ward Melville High School

Corinna Heggen

Schenectady High School

Thomas Kenney

Briarcliff High School

Marissa Lattanzio

The Laboratory School for
Finance and Technology

John Mitchell

Shoreham-Wading River High
School

Alison Paley

Ballston Spa Central School
District

Tracy Pontin

Schalmont High School

Claudia Rudnet

Mineola High School

Amy Salamone

Guilderland High School

Daniel Sheffield

John F. Kennedy High School

Sally Ventura

Olean High School

Marjorie Vigliotti

Oyster Bay High School

College

Dr. Wendy Galgan

St. Francis College

Dr. Jacqueline George

SUNY New Paltz

Collaborators of Excellence

Michael Laterza & Vincent Iovane

Westlake High School

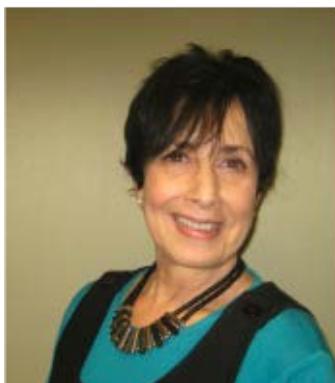
Patti Brown & Stephen Sorensen

Olean High School

Yornell Agular, Kathleen Holden, Jason Manning & Todd Nussen

Oceanside High School

New York State English Council proudly presents the
2015 FELLOW AWARD
Janet Matthews



WESTLAKE HIGH SCHOOL

Each year, the Executive Board of the New York State English Council recognizes a member of the council for giving unconditionally to the membership and the students of New York State. This year, the Board's choice for its Fellow Award is Janet Matthews, teacher at Westlake Middle and High Schools.

We are pleased to announce that NYSEC has chosen Janet Matthews for our 2015 Fellow award. Janet Matthews is a National Board Certified teacher, a member of the New York State English Council Executive Board and holds Masters degrees in English and Administration. Janet teaches English and Creative Writing at Westlake Middle and High schools, in the Mt. Pleasant Central School District, where she is also a curriculum leader. Her inspiration for teaching writing was sparked at Teachers and Writers Collaborative, in New York City's Union Square, where she studied with poet laureate, C. K. Williams.

Her travels as a Fulbright Scholar to South Africa, recipient of several NEH study programs abroad and involvement as a geographic explorer of classrooms in India, Nepal, Tunisia, the Galapagos Islands, and, most recently, Indonesia, provide the source for global classroom connections and inspiration for creative writing. Currently, Janet is working on the first Page to Stage: High School Edition in Westchester County, where professional actors are bringing the work of her students to the stage.

For over a decade, Janet has actively been involved in film education at the Jacob Burns Film Center in Pleasantville, NY. There, she was the recipient of a two-year pilot program in Teaching Technology in the Digital Age and is currently part of a high school cohort exploring the film center's database on Image, Sound, and Story.

Joining the NYSEC Executive Board in 2000, Janet chaired NYSEC's Millenium Conference and introduced Pre-Service Scholarships. Currently, Janet serves as the Chairperson for Friends of Excellence, and finds her work on the Board as one of her most valuable professional endeavors. Janet has been recognized as a NYSEC Educator of Excellence in 1995 (teaching), and also in 1998 (administration). She is also the 2015 NCTE High School Teacher of Excellence.

Congratulations, Janet, on all of your professional accomplishments and the work you do for NYSEC and your students.

Past Fellows of the Council

| | | | | | |
|------|------------------------------|------|------------------------|------|---------------------|
| 2014 | Dr. Kjersti Van-Slyke-Briggs | 1989 | Barbara Aitken | | |
| 2013 | Paul O'Brien | 1988 | Joanne Wallace | 1970 | Ruth E. Everett |
| 2012 | Lawrence Butti | 1986 | John Andola | | Robert Squires |
| 2011 | Patti Rand | 1985 | Charles R. Chew | 1969 | Rev. John V. Curry |
| 2010 | Donna Meister | 1984 | Carol Jamieson | | Jane Borst |
| 2009 | Susan P. Kelly | | Robert Spencer Johnson | | Robert Carruthers |
| 2008 | John Harmon | 1983 | C. J. Calitri | 1968 | Mary Dedie |
| 2007 | Donna Kemp | 1981 | Grace Larkin | | M. L'Amoreaux |
| 2006 | Lillian Turner | 1980 | Anita Dore | | Erwin Palmer |
| 2005 | Barbara Searle | 1979 | Ouida Clapp | 1967 | David Manly |
| 2004 | Judith Rothstein | | Elouise Courter | | E. Mitchell |
| 2003 | Jill Vickers | | M. Drabkin | 1966 | Mary Foley |
| 2002 | Susan Goldberg | 1978 | Jerome Green | | Milacent G. Ocvirk |
| 2001 | Victor Jaccarino | 1977 | Sally Ann Milgrim | | Robert Rounds |
| 2000 | Jacqueline Marino | | Alan Nelson | 1965 | Hans Gottschalk |
| 1999 | Natalie Robisch | 1976 | Anthony Mangione | | James Lanz |
| 1998 | Jane Richards | 1975 | Martha Hatch | 1964 | Marguerite Driscoll |
| 1997 | Nancy Zuwiyya | 1974 | Morris Finder | | Margaret Dwyer |
| 1996 | Rosalie Rafter | | Patrick Kilburn | | Rosemary Wagner |
| 1995 | Roseanne DaFabio | | J.S. Sherwin | 1963 | Richard Corbin |
| 1994 | Kenneth Gambone | 1973 | Daniel Casy | | Earl Harlon |
| 1993 | Frank Hodge | | Sheila Schwartz | | Genevieve Heffron |
| 1992 | Cecelia Kingston | 1972 | Margaret Early | 1962 | Elizabeth Drake |
| 1991 | Ruth Townsend | | Emmanuel Raff | | Strang Lawson |
| 1990 | Jerome Greenbe | 1971 | John C. Flahwe | | Joseph E. Mersand |
| | Ann Gebhard | | Dennis Hannan | | |

Past Presidents of NYSEC

| | | | | | |
|------|-------------------------|------|------------------------|------|--------------------------|
| 2014 | Michelle G. Bulla | 1992 | Brenda Perrotta-Morra | 1971 | Emanuel Raff |
| 2013 | Michelle Peterson | 1991 | Marianna Lawler | 1970 | Dennis Hannan |
| 2012 | Louisa Kramer-Vida | 1990 | Charles R. Chew | 1969 | Hans Gottschalk |
| 2011 | Lucille Ogden | 1989 | Jerome Greenberg | 1968 | Jane Borst |
| 2010 | Lawrence Butti | 1988 | Linda Welles | 1967 | Margaret Early |
| 2009 | Terry Tiernan | 1987 | Ann Gebhard | 1966 | Margaret Ryan |
| 2008 | Danielle Brain | 1986 | Joanne Wallace | 1965 | Elizabeth Mitchell |
| 2007 | Kjersti VanSlyke-Briggs | 1985 | Geradyne McCray | 1964 | Erwin Palmer |
| 2006 | Susan Kitson-Grisewood | 1984 | Grace Larkin | 1963 | James Lanz |
| 2005 | Linda McDowell | 1983 | Naomi Katcher | 1962 | Marguerite Driscoll |
| 2004 | Susan P. Kelly | 1982 | Carol Jamieson | 1961 | Rev. John V. Curry, S.J. |
| 2003 | John Harmon | 1981 | Robert Spencer Johnson | 1960 | Ruth E. Everett |
| 2002 | Donna Smith Kemp | 1980 | Anthony Mangione | 1959 | Rosemary Wagner |
| 2001 | Lillian Turner | 1979 | Ouida Clapp | 1958 | Earl Harlan |
| 2000 | Susan Goldberg | 1978 | Josephine Kehoe | 1957 | Genevieve Heffron |
| 1999 | Barbara Searle | 1977 | David R. Wood | 1956 | Milacent G. Ocvirk |
| 1998 | Victor Jaccarino | 1976 | Jerome Green | 1955 | Richard Corbin |
| 1997 | Judith K. Rothstein | 1975 | John Fisher | 1954 | Sister M. Sylvia, S.S.J. |
| 1996 | Jill Vickers | 1974 | Sheila Schwartz | 1953 | Joseph E. Mersand |
| 1995 | Ruth Townsend | 1973 | Robert Squires | 1952 | Strang Lawson |
| 1994 | Joseph A. Morra | 1972 | Robert Blake | 1951 | Elizabeth Drake |
| 1993 | Rosalie Rafter | | | | |

NYSEC Publications

The New York State English Council understands that educators involved with professional organizations are more informed about current information on national and local programs and initiatives. This is the heart of our mission for the membership. To this end, NYSEC provides publications that explore current critical issues affecting ELA education, facilitate dialogue among educators with common curricula and interests, and increase awareness of the issues that affect educators directly. The programs and awards supported by NYSEC provide opportunities for professional leadership, promote excellence in English education, and foster collegiality and camaraderie among ELA educators throughout New York State. These publications, programs and awards help keep NYSEC educators informed, enthusiastic, and unified.

Publications:

NYSEC News

Four issues per year of the *NYSEC News* provide reports from NYSEC's President, Vice Presidents, and regional directors. Editors Michelle Kaprinski and John Harmon include forms for membership, annual conference bulletins, and pertinent State Education Department information, as well as NCTE updates.

The English Record

NYSEC's journal provides articles of practical application for teachers of English and Language Arts at all levels. Scholarly essays on recent educational issues as well as short classroom-related articles make this an interesting read and a useful tool for all. *The English Record* welcomes creative works including poetry, memoirs, book reviews, and student writing, which are featured in each of the two issues per year.

NYSEC Website

Keeping up with technology, NYSEC has developed an interactive Internet website that provides current information, conference forms, links to NCTE, NYSED, and reports from NYSEC leadership. This site is a work in progress as technology changes, and we welcome suggestions that would help make the website more useful. Please see www.nysecteach.org.

All publications welcome submissions from the whole membership. If you are interested in writing or submitting work, contact the editor of the publication for more information.



Certificate of Participation

The New York State English Council
65th Annual Conference

READING IS THE CORE: BUILDING SKILL & NURTURING WILL

(Name of Participant)

attended the Annual Conference held at The Albany Marriott
on October 14-16, 2015

Marilyn Norton

Marilyn Norton
NYSEC Conference Chair

Christine J. Zandstra

Christine Zandstra
NYSEC President



Become a Membership Ambassador!

Become an advocate for the work you believe in, for the organization you rely on to stimulate your teaching, your students' learning, and the overall health and well-being of your profession.

Invite a colleague / friend / fellow ELA educator to join you in your pursuit of incredible professional development, collegiality, quality publications and publishing opportunities, and to stay connected to the state of English / Language Arts education in NYS.

Pay it Forward! Tear this page out and nudge a friend to join you in NYSEC!

Member's name: _____

Colleague / Friend: _____

School / Institution: _____

Address: _____

Email: _____

County: _____

New to NYSEC? Postmark this form by November 30, 2015 and you will receive a one-time, \$5 discount on regular membership. Not applicable to student, retiree, or institutional rates.

(Renewals will be at the regular membership rate).

Your introductory rate is \$40 - \$5 = \$35!

Mail to: NYSEC, 18 Hidden Drive, Monroe, NY 10950

**Literacy: At the Intersection of Story and
Information**

October 19-21, 2016
The Albany Marriott Hotel
Albany, New York

Program Proposal

All presenters for NYSEC must register and pay for the NYSEC conference. NYSEC cannot pay presenters. Accepted proposals will be based on the decision of the NYSEC Conference Committee. ***Please note: all sessions are one hour.***

Title of Proposal: _____

Name of Presenter(s) _____

School District/Organization Name: _____

School Address: _____

County: _____ Business Phone: _____

E-Mail address: _____

Summer/Non-business address and phone where Presenter(s) can be reached: (please include ALL appropriate zip codes) _____

Write a brief program description (100 words) as it would appear in the conference program booklet. You may attach up to one page of additional information for the committee to consider in planning the conference.

Audience for session (please circle one): K-2 3-5 6-8 9-12 College General
Other: _____

Internet access may be available but is not guaranteed. All other audio-visual materials **must be** supplied by the presenter.

Return this form no later than April 30, 2016 to: Michelle Peterson
25 Norwood Place
Wheatley Heights, NY 11798

Check the NYSEC website: www.nysecteach.org for more information.

Any questions or concerns please e-mail: mouse9195@gmail.com (please include NYSEC in subject).

Save the Date:

66th Annual NYSEC Conference

Literacy: At the Intersection of Story and Information

October 19 - 21, 2016

The Albany Marriott Hotel
Albany, New York



Keynote Speakers

Alice Hoffman, Kylene Beers, Ernest Morrell
& Lester Laminack

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