

Literacy Connections Conference

Advancing Literacy Access and Understanding for All!

Friday, May 10 202, 8:00 am – 3:30 pm, Memorial Union rooms, University of Maine, Orono, ME



Keynote: Reading to Make a Difference: Cultivating

Compassionate Readers and Change Makers –

Katie Kelly, Ph.D. Furman University

Reading is a conduit to spark joy, empathy, compassion, and change. Join Katie to explore ways to engage and empower readers through intentional and inclusive book selection, critical conversations, and action to make a difference in their lives, the lives of others, and the world around them.

CONFERENCE SCHEDULE

8:00 – 8:30	Registration , Continental Breakfast, Book Sellers, Non-profit display tables	10:15 – 11:30	First Break Out Session
8:30 – 9:00	Welcoming Remarks (Dean Penny Bishop and Susan Bennett-Armistead/Dee Nichols)	11:30 – 12:30	Lunch
9:00– 10:00	Keynote with Katie Kelly	12:30 – 1:45	Second Break Out Session
10:00 – 10:15	Break/Visit Vendors	1:45 – 2:00	Transition to next session
		2:00 – 3:15	Third Break Out Session

See accompanying pages for complete titles, descriptions, and information on presenters.

First Break Out Session

Indicate your choice

- _____

Cause & Effect, Picture Books

Debra Hogate
- _____

The Nature of Literacy:

Loyann Worster and Jesi Freeman
- _____

Cracking Open Comprehension:"

Katie Kelly
- _____

Revisions of Brief Descriptive Writing

Amy Tucker
- _____

Exploring How Instructional Designs

William Nichols
- _____

Develop a reader's identity through independent reading

Michelle DeBlois

Second Break Out Session

Indicate your choice

- _____

Hard as hard can be

Sara Flanagan
- _____

Dyslexia 101

Dee Saucier
- _____

What does it mean to comprehend texts

Katie Dunphy-Bishop & William Nichols
- _____

Beyond the Single Story

Carol Null
- _____

Connection between Adult Low Literacy

Mary Marin Taylor
- _____

"Hey! What do you know!"

Susan Bennett-Armistead

Third Break Out Session

Indicate your choice

- _____

Cracking Open Comprehension:"

Katie Kelly
- _____

Culturally Responsive Literacy for learners

Soo Joung Kim
- _____

When All Means ALL:

Paige Mitchell
- _____

Helping the Student with a Communication Disorder

Judith Stickles
- _____

Breaking Barriers

Marwa Hassanien
- _____

Accessibility for All with Book Creator

Suzanne Nadeau

Name

Email

Address:

Phone Number

General Registration fee : \$120.00; MWP Fellows: \$108 (Must indicate year of fellowship _____)

(Includes Continental breakfast and lunch voucher)

Dietary Restrictions:_____

Enclose: ☐ Check/money order (Make payable to the University of Maine.) ☐ Purchase order

Return to: Literacy Connections Conference, Attn: Katherine Wing, University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766 PHONE 207/581-2493 • FAX 207/581-9052 • katherine.wing@maine.edu

"The University of Maine is an equal opportunity/affirmative action institution."

Session Descriptions

First Break Out Session (10:15 – 11:30 am)

Cause & Effect, Picture Books and the Maine Learning Results – Debra Hogate, Ph.D. UMaine

Cause & Effect, picture books, the Maine learning results for ELA, Math, Social Studies and Science, do they really coexist? Come to this session and find out just how you can use picture books in all content areas to teach cause & effect.

The Nature of Literacy: enhancing early literacy skills with outdoor education - Loyann Worster and Jesi Freeman, Pre-K Teachers, Veazie Community School

How can a public pre-k classroom use nature to connect children to literacy? Come along and learn how teachers at Veazie Community School incorporated story telling, book making, reading, speaking, and listening into outdoor learning. Discover how vocabulary can not only increase nature knowledge but also creates a connection to the environment.

We will focus on how to bring nature topics inside to create even more opportunities for immersive learning. Participants will leave with language, examples and ideas to facilitate both planned and emergent nature explorations, inside and out.

Cracking Open Comprehension: Developing Critically Engaged Readers - Katie Kelly, Ph.D. Furman University

Based on our latest book, this session will discuss ways to help readers move beyond passive acceptance of information to critical comprehension of texts and the world. By reading with and against the text, students learn to question texts to explore multiple perspectives, disrupt the commonplace, excavate hidden truths, and advocate for a more equitable and just world. Sample lessons and literature will be shared to support this work in the classroom setting.

Revisions of Brief Descriptive Writing Based on AI Feedback in Middle School – Amy L. Tucker, UMaine Doctoral Student

This is a hands-on workshop where participants can engage with Artificial Intelligence tools available to middle school students to emphasize clarity and revision in descriptive writing. We will look at a few age-appropriate tools that will give immediate visual feedback, encouraging students to revise their descriptive writing multiple times.

Try this modern, high-tech “write instructions to make a peanut butter and jelly sandwich” lesson that engaged my middle school students and compelled them to continue to revise and refine their writing. We can also show how this can lead to discussions about “AI plagiarism”.

Exploring How Instructional Designs and Instructional Strategies can Create different Pathways to Proficiency- William Nichols, Ph.D. Professor of Literacy Education, UMaine

This presentation will focus on How through the design of objectives that utilize different instructional strategies and instructional designs teachers can discover multiple pathways to proficiency. The presentation will examine content objectives, instructional strategies, instructional designs and assessment.

Develop a reader’s identity through independent reading- Michelle DeBlois, CEO & Founder of ReMo

Helping readers find the "just-right" book is more than just focusing on what genres, subjects, and topics they like... or picking books by the cover. Learn about how you can help students choose books throughout the school year to develop their own reader’s identity, generate engagement with their reading, and build relationships within their reading community.

Second Break Out Session (12:20 – 1:45 pm)

“Hard as hard can be:” Examining students’ needs in practical strategies for reading and writing – Sara Flanagan, UMaine Assistant professor of special education

Students with and without disabilities may experience challenges when reading and writing across grade levels. This session will share quick strategies to identify students’ area of need. Then, it will connect those areas of need to practical strategies for the classroom to support all students.

Dyslexia 101- Dee Saucier, Inclusive Education Literacy Specialist & Dyslexia Coordinator, Maine Department of Education

This session will define dyslexia, explore facts and dispel myths. It will also clarify the Maine Screening Statute and awareness supports.

What does it mean to comprehend texts across the grade levels? – Katie Dunphy-Bishop, UMaine Doctoral Student; William Dee Nichols, Ph.D. UMaine Literacy Faculty

What do we mean when we say someone comprehends text? What are the components of comprehension? What is the role of the text, the task and the context in which comprehension occurs?

This presentation will use a brief participant inquiry approach to examine comprehension across the grade levels.

Beyond the Single Story: Presenting Diverse Realities in Children’s Picturebooks- Carol V. Null, Doctoral Student, UMaine

When children engage with stories, they bring their beliefs, feelings, schema and experiences with them. Because the stories have the potential to disrupt or cement knowledge, we could build and expand upon children’s prior knowledge through the portal of children’s literature. In this workshop we will explore stories that present realities beyond a single story or idea and how sharing diverse realities in children’s picture books could offer children opportunities that help them better understand themselves, others, the familiar, and the unknown. We will reflect upon our own thoughts in response journals. We will begin to explore and analyze several text sets that present diverse stories on things like domestic spaces, moving, income and jobs. We will have discussions about how these diverse stories share realities that go beyond the single story. Through sharing our own knowledge, reflections and interpretations, we will gain practice in better understanding the ways sharing many stories that go beyond the single story and reflect those topics and people who are often less visible in children’s picturebooks can support children’s meaning making and literary understanding.

Connection between Adult Low Literacy & Poverty - Mary Marin Taylor, Executive Director, Literacy Volunteers of Bangor.

The world of education and commerce is based on middle class language, norms, and unwritten rules. When our students live in poverty, they are sometimes unaware of how their use of the English language disempowers them. This seminar explores our own perspective and experience around social economic class as we learn how to teach the pragmatics (rules) of language.

“Hey! What do you know!”: Building world knowledge, comprehension and writing skills using informational picture books- Susan Bennett-Armistead, Assoc. professor Early Literacy

Reading and writing informational texts depends heavily on connecting to world knowledge.

Fortunately, there are more and more wonderful informational picture books that can help us learn about the world as well as how the informational text genre works. In this session, we’ll explore how to choose and use informational picture books to advance comprehension and writing in this genre. This session will also announce the 2024 Correll Book Award winners!

Third Break Out Session (2:00 – 3:15 pm)

Cracking Open Comprehension: Developing Critically Engaged Readers - *Katie Kelly, Ph.D. Furman University*

Based on our latest book, this session will discuss ways to help readers move beyond passive acceptance of information to critical comprehension of texts and the world. By reading with and against the text, students learn to question texts to explore multiple perspectives, disrupt the commonplace, excavate hidden truths, and advocate for a more equitable and just world. Sample lessons and literature will be shared to support this work in the classroom setting.

Culturally Responsive Literacy for Learners and Families with Diverse Background- *Soo Joung Kim, Ph.D. Assistant Professor of Literacy, St. Michaels University*

Many researchers emphasized the importance of home and school connections. As families provide the first literacy instruction to their children, they try various things at home. In the case study research of bilingual families, mothers reported that they wanted more support from their children's preschools. They asked for more information about the books that their children were reading at their preschool, wanted a list of developmentally appropriate books, and inquired about more engaging activities that they could do at home. Providing families with culturally responsive home literacy activities and instructional materials will strengthen school-home connections and affect positive outcomes for children's learning. In this workshop, participants will learn fun and engaging culturally responsive home literacy activities and strategies that they can provide to their students and families. Participants will also examine some children's literature that they can use during their teaching and provide the list to their students and families. Participants will also learn how to build family partnerships by designing culturally responsive family literacy programs for their classrooms or schools.

When All Means ALL: Re-envisioning Feedback on Student Writing-considering Neurodivergency, multimodality and interdisciplinary transfer- *Paige Mitchell, UMaine Doctoral Student and Directory of the Maine Writing Center Tutors from the Maine Writing Center*

Hear from UMaine, Writing Center tutors about current feedback best practice. Each tutor shares their expertise from diverse academic disciplines, graduation standings, and learning abilities. This is an interactive presentation led by the University of Maine Writing Center Writing Center Director. As an option, participants should feel free to bring examples of student writing to workshop feedback strategies.

Helping the Student with a Communication Disorder Access Library- *Judith Stickles, Directory of The Conley Center for Communication Disorders*

Students with communication disorders are often at risk for difficulty acquiring literacy skills. We will discuss the unique learning challenges many of these students with speech and language disorders encounter when learning to read and write. Early risk factors for reading and writing difficulties will be discussed as well as techniques to promote literacy access. Four case studies will be presented involving students ages ten to sixteen who are diagnosed with significant communication disorders and are successfully developing literacy skills.

Breaking Barriers: The Importance of Health Literacy – *Marwa Hassanien, Umaine Doctoral Student And Associate Vice President of DEI for Northern Light Health*

This session will address the different components of health literacy, the importance of eliminating health disparities, and how improving health literacy can help us achieve health equity. Facilitators of Adult Literacy, Family Literacy and Adult Education programs will find this session particularly relevant.

Accessibility for All with Book Creator- *Suzanne Nadeau, EdS, UMaine Doctoral Student*

Book Creator, an online digital tool, allows all users from Pre-K to adult to become authors of their own e-books and printed books. With its exceptional accessibility tools and ease of use, Book Creator provides a wide range of creative opportunities for literacy, social-emotional, collaborative, English Language Learner, and Universal Design for Learning opportunities. Used in school and business settings alike, Book Creator allows for teacher-student and peer to peer collaboration and safe publishing options. Participants in this workshop will be introduced to all of Book Creator's free and premium features and will have time to create their own digital books, which can be shared with school and business administrators. Interactive participant support and an open question and answer approach will be at the heart of this Book Creator workshop.