Common Core/Common Cause:
Literacy Learning in the Content Areas

Pictured: Janelle Duran, Hamden High School, Hamden, CT
Photos by Maggie Stevens Lopez

THE HOLIDAY INN AND CONFERENCE CENTER
MANSFIELD/FOXBORO, MASSACHUSETTS
NOVEMBER 2-3, 2012
Dear NEATE Teachers,

Welcome! We are delighted that you have come to Mansfield to experience the benefits we have come to expect from a NEATE conference: to learn, to network, to trade ideas, and to find new resources in the exhibit room. We hope you will leave encouraged, supported, refreshed, and renewed. We want you to enjoy the company of colleagues and friends—and a good way to do that is to come to the Friday afternoon reception. And don’t forget to participate in the exhibitors’ raffle and in NEATE’s own raffle to support our mini-grants—may you be a winner!

Next year will be special for NEATE. We will not offer our annual conference in 2013 because the National Council of Teachers of English will hold its convention in Boston, November 21-26—go to www.ncte.org for the workshop proposal form. This has given NEATE an opportunity to create workshops related to the Common Core, which we will offer at various locations and dates during the year. Keep in touch at neate.org for up-to-date workshop information.

On October 24-25, 2014, we will welcome you back to Mansfield for our 112th NEATE conference.

Thank you to our keynotes, our workshop presenters, the hotel staff, and the NEATE Board members who have worked on this conference. And thank you, especially, to Maggie Stevens-Lopez and Dr. Kim Parker, our conference co-chairs, for assembling this splendid event.

Have a great time!

Ed Darling, President-Elect
New England Association of Teachers of English

Be sure to try your luck in the annual **NEATE raffle**. Chances are about 1 in 20 that you will take home an exciting prize of your own choosing. NEATE members and regional businesses and cultural sites contribute to this unique raffle. Visit us in the exhibit hall.

Raffle proceeds fund two **$200 mini-grants** that NEATE awards to teachers to develop projects, pursue academic work, or create effective classroom materials. Winners will be announced in the winter edition of the **NEATE Newsletter**.
7:00 – 10:30 a.m.  Registration

7:00 – 10:30 a.m.  Exhibits and Bookstore  WESTMINSTER & PARLIAMENT
Coffee and Tea Available

8:15 – 9:30 a.m.  Session I

1. An Introduction to Arabic Poetry (M/H/C)  BOXWOOD
   “No people in the world manifest such enthusiastic admiration for literary expression and are so moved by the word, spoken
   or written, as the Arabs. Modern audiences in Baghdad, Damascus, and Cairo can be stirred to the highest degree by the
   recital of poems; the rhythms, the music, produce on them the effect of what they call lawful magic” (sihr halal) P. Hitti. This
   workshop will provide an historical view of Arabic poetry.
   Mohamed Defaa is an assistant professor of Communications and Cultural Expression at The University Hassan the Second in Casablanca,
   Morocco; an instructor in a variety of colleges in New Hampshire and Massachusetts; a high school teacher of French and Arabic at Merrimack
   High School in New Hampshire; and a consultant for the European Union Services in Morocco.

2. Using Technology to Leverage Core Curriculum Skills (M/H)  WEDGEWOOD
   Learn about how projects can become more collaborative and learning can become genuinely more authentic using Animoto,
   discussion boards, Glogster, Live Binders, and Voicethread. Designed for the technology-curious and the technology-fearful,
   this workshop will share strategies that work without becoming too much work for you.
   Gail Duffy, Ksenija Broks, Sarah Brown, Frank Mandosa, Beth Sancher, Gwynne Sawtelle, and Bonnie Wren-Burgess are all English teachers in the Medfield, Massachusetts, school district with varying experience from one to 31 years. Gail Duffy is the
   6-12 English Content Specialist for the district.

3. The Literary Debate: A Strategy for Teaching Students Persuasion (H/C)  DIRECTORS ROOM
   This workshop addresses how to use literature to address common core standards on speaking/listening/and supporting
   claims for persuasion. Participants will leave with a clear understanding of the method, the materials, and the ideas for
   adapting debate in their own classrooms.
   Roz Kubek taught English at Brockton High and Silver Lake Regional High School before becoming the English Department Head in
   Pembroke, Massachusetts, in 2004. Some of her past workshops have included “The Coffee House for Teaching Poetry” and “A Dickens’
   Festival.” She also has a poetry blog (http://voiceapoetslife.blogspot.com), which her husband and best friend read regularly.

4. Common Sense and the Common Core (H/C)  AMPHITHEATER
   Based on our experience teaching linked Composition and First-Year Seminar courses to college students, we will demon-
   strate how we integrate writing, reading, and thinking to address the Common Core. We will describe the work of our
   courses, centered on the question, “What is race and how does it matter?” and model a process to expand our thinking about
   a common topic.
   Megan Birch is an assistant professor of English at Plymouth State University. This summer, Megan will be a returning fellow at National
   Writing Project in New Hampshire. Before becoming a teacher educator, Megan taught middle and high school in Maryland. Meg Petersen
   is a professor of English in English education at Plymouth State University. She is the director of the National Writing Project in New
   Hampshire.

5. Poetry Competition and Workshop (G)  BOARD ROOM
   Six finalists for the NEATE 2012 Poetry Competition will each read a few poems, then participate in a Q & A period with the
   audience about their inspirations, writing processes, and the art of poetry. The winner of this year’s poetry competition will be announced when we “continue the conversation” at 3:30.
   Host Faye Ringel is a Professor Emeritus at the United States Coast Guard Academy.

9:30 – 10:30 a.m.  Exhibits, Bookstore, and Networking  WESTMINSTER & PARLIAMENT
Coffee and Tea Available
Friday Morning Schedule – Continued

10:30 – 11:45 a.m.  Session II

1. ELA Classrooms as Safe Spaces: Eliminating Bullying Through Writing (G)  AMPHITHEATER
   This presentation will focus on research and facts about bullying and cyberbullying, including a review of the use of the research-based MARC High School Cyber-Skills, which utilizes writing prompts to teach cyberbullying prevention.
   **Elizabeth Englander** is a professor of Psychology and the founder and Director of the Massachusetts Aggression Reduction Center at Bridgewater State University, a center which delivers anti-violence and anti-bullying programs, resources, and research for the state of Massachusetts and nationwide. She is a nationally recognized researcher and expert in the area of bullying and cyberbullying, childhood causes of violence, aggression and abuse, and child development.

2. The Challenge of Making Meaning: Connecting Close Reading and Common Core Standards (H)  DIRECTORS ROOM
   Learn how a classroom program—based on the AP Literature and Language curriculum—builds on the connection between close reading for tone and form and reading for meaning. Most importantly, be inspired about how to create similar success in your own classroom with students ranging from the college-bound to the less academically engaged.
   **Marilyn Fenton** taught high school English for 12 years, served locally as Director of Curriculum and Instruction, and now teaches prospective teachers at Southern New Hampshire University. She received her B.A. in Russian Language and Literature, and her M.A. in Foreign and Comparative Literature from the University of Rochester. She earned her doctorate from Argosy University, Sarasota, Florida. Teaching thirty-one years, **Maureen Brown** teams with Goffstown High School’s AP English Literature teacher Amanda Murchison and AP English Language teacher Curt McDermott and continues to teach open level seniors transitioning to college level work. **Curt McDermott** is an English teacher at Goffstown High School and lover of ghost stories, comic books, and the Oxford comma. He and his wife live in New Hampshire with a dog and several ducks. **Amanda Murchison** holds a B.A. in American Literature from Middlebury College and a Master’s Degree in Secondary Education from Southern New Hampshire University. She is currently a teacher of Freshman English and AP English (Literature) at Goffstown High School.

3. Using Multicultural Literature to Connect Students to Social Justice (G)  BOARD ROOM
   The presentation will offer participants time to discuss personal beliefs about teaching and learning from diverse students, as well as time to dialogue about culturally relevant teaching strategies. The presentation will include small group activities, which will weave in reading strategies and best practices, multicultural literature, and culturally relevant teaching strategies for the purpose of engaging participants in social justice discussions.
   **Dr. Beth Herman-Davis** has over 15 years of experience as a literacy coach and teacher (grades 6-12) and recently completed her first year as an Assistant Professor at Fitchburg State University. Her dissertation, completed in 2011, is titled “A Student-Centered Classroom for Struggling Readers Transforms a Teacher’s Identity and Pedagogy.”

4. Food for Thought, Food for Writing (H/C)  WEDGEWOOD
   Food is a source of sustenance and of inspiration. Whether describing a fruit using all the senses, reviewing a restaurant, or addressing a controversial subject raised in the film Food Inc., this presentation considers the various ways to use food in writing assignments.
   **William Lenox** has spent the last four decades teaching oral and written communication to students from middle school through adult in the United States, United Kingdom, and Europe. He continues to search for assignments that generate student involvement and challenge them to stretch their horizons. He has been a professor of English at the culinary college at Johnson & Wales University for the last 13 years. **Scott Palmieri**, Ph.D., is a professor of English at Johnson & Wales University, where he has taught writing and communication skills for the past 12 years. He enjoys the challenge of reaching career-minded students and finding ways for them to reflect on the role of work in their lives. He is also a published poet.

5. Generating Student Success through MCAS Prep: A Team Approach (H)  BOXWOOD
   Learn strategies to build individual student success on the 10th-grade ELA and Math MCAS. By bringing the disciplines of English and math together, students develop confidence as learners and test-takers in a classroom culture that fosters community, collaboration, and responsibility.
   **Ann Marie Sabra** is an English teacher at Medfield High School with 17 years of experience. **Jane Woods** is a mathematics teacher at Medfield High School with 28 years of experience.
Friday Afternoon Schedule

12:00 – 1:45 p.m.  Luncheon and Keynote Speech by Alan Sitomer  
BUCKINGHAM & MAYFAIR

Alan Sitomer is California’s 2007 Teacher of the Year. In addition to his work as an inner-city high school English teacher and professor in the Graduate School of Education at Loyola Marymount University, Mr. Sitomer has authored 14 books for esteemed publishers such as Disney, Scholastic, Penguin/Putnam, and Triumph Learning. These include six young adult novels, three children’s picture books, two teacher methodology books, and a classroom curriculum series for secondary English Language Arts instruction called The Alan Sitomer BookJam. A nationally renowned speaker specializing in engaging reluctant readers, Mr. Sitomer is currently working to reshape literacy education across the United States today.

Alan Sitomer’s appearance at NEATE is sponsored by Triumph Learning and BookJams.

1:45 – 2:15 p.m.  Exhibits, Book-Signing, and Networking  
WESTMINSTER & PARLIAMENT

2:15 – 3:30 p.m.  Session III

1. A Common Cause: Navigating the Gap from High School to College Writing (H/C)  
BOARD ROOM
The College-Level Writing Collaborative brings together college and high school English faculty to create the College-Level Writing Portfolio for high school students. The workshop will examine included assignments and discuss how such a document can help to demystify college-level writing for high school students. Copies of the portfolio will be available in both hard copy and electronic versions for workshop attendees.

Mary Barszcz is a member of the English Department at Johnson & Wales University and has belonged to that department for over 20 years. As chair and co-chair of the College-Level Writing Collaborative, she has spearheaded conversations between college and high school faculty, which have resulted in three annual symposiums as well as the production of the College-Level Writing Portfolio. This group was recognized with the Diana Hacker Outstanding Program Award and was also awarded a Partnerships for Success College Access and Success grant. Donna Thomsen is the chair of the English Department at Johnson & Wales University. She has been an educator for over 30 years and is interested in the scholarship of teaching and finding ways to make the transition between high school and college writing a smoother journey for college-bound students.

2. Authentic Student-Created Vocabulary Assessments (M/H)  
DIRECTORS ROOM
Are you looking for innovative and engaging ways to teach vocabulary? Learn how one teacher empowered his students to create original vocabulary assessments featuring SAT and content vocabulary in meaningful contexts. You’ll walk away with
reproducible examples and templates to modify to suit your needs and purposes.

Peter Billman-Golemme teaches English and journalism at South Hadley High School in South Hadley, Massachusetts, where he advises Spotlight, the high school's student-produced newspaper. A former journalist, Peter has an M.Ed. in English education and will be completing a Master's in educational technology this spring.

3. Inspiring the Arts of Readers (G)  
WEDGEWOOD

Working with students whose acute deficiencies in reading puts them at risk for failing? Help them address their challenges through literature, with the help of a program that promotes the arts, public speaking, and performance, and offers students opportunities for success.

Cathleen Greene has earned a Doctorate of Education, with advanced graduate studies in Educational Leadership. She is an Adjunct Professor, as well as a Vice Principal in an urban school district. Her outstanding academic background and years of teaching and administrative experience helped her to develop her skills as a researcher and instructor. She is a dedicated, creative educator with proven ability to present interesting and informative lectures and seminars in a diverse environment.

4. He Continues to Make a Difference:  
AMPHITHEATER

The Story of Matthew Shepard—An Anti-Bullying Presentation (G)

On October 6, 1998, Matthew Shepard, a gay college student at the University of Wyoming, was kidnapped, robbed, beaten, tied to a fence, and left to die. Newman's new book, *October Mourning: A Song for Matthew Shepard*, explores, in a cycle of 68 poems, the impact of this hate crime upon the world.

Lesléa Newman is the author of more than 60 books for adults and children, including the groundbreaking children's classic, *Heather Has Two Mommies* and the award winning short story collection, *A Letter to Harvey Milk*. A gay activist for more than 20 years, she has received the James Baldwin Award for Cultural Achievement, the Continuing the Legacy of the Stonewall Award, and the Hachamat Lev Award for “enduring commitment to justice and full inclusion for GLBT people in the Jewish community and beyond.” A poet laureate of Northampton, Massachusetts, Newman has received poetry fellowships from the National Endowment for the Arts and the Massachusetts Artists Fellowship Foundation.

5. Using Technology to Create a Rigorous and Engaging Classroom (G)  
BOXWOOD

This workshop is an introduction to answering the following technology-related questions: What does it mean to be literate in American society today? How can Public Learning Networks guide my professional development? How do I integrate new media literacies while aligning to the Common Core? What are Open Educational Resources/Web 2.0 tools I can start using in my classroom tomorrow?

Natalie Feigen is a passionate English educational leader who is experienced in using research-based learning to teach the whole student in both Connecticut and New Hampshire high schools. She was awarded the Marian Gleason award for “Most Promising New Teacher of New England” at the 2011 NEATE conference. In addition, she actively leads in numerous professional learning networks and in her school’s professional learning communities.

3:30 – 5:30 p.m. Continuing the Conversation  
BUCKINGHAM & MAYFAIR

Come join us for a meet-and-greet with keynote speaker Alan Sitomer! Refreshments will be served, the poetry winner will be announced, and raffle prizes will be awarded.

Heading home today?  
Don’t forget to submit your conference evaluation form and your mini-grant proposal!
Saturday Schedule

7:00 – 9:00 a.m. Registration
Pastry, Coffee, and Tea Available for the First Hour
HALL BETWEEN AMPHITHEATER & BUCKINGHAM

7:00 a.m. – 12:30 p.m. Bookstore Available

7:30 – 8:45 a.m. Earlybird Sessions
See map of Holiday Inn meeting rooms on back cover.

1. But I’m Not an English Teacher: Literacy Across the Curriculum (G) WEDGEWOOD
With the Common Core, all teachers are expected to be literacy teachers in addition to being content specialists. This workshop will address how to support reading and writing in your classroom, even if you aren’t a teacher of English. Participants will leave the workshop with “shovel ready” strategies to support your students’ work with your content.
A 30-year veteran of the war on illiteracy, Cathy Sosnowski has worked as a classroom teacher, middle school language arts coordinator, high school assistant principal, and English department chair.

2. NEATE Annual Business Meeting (G) BOXWOOD
Conference participants are welcome at the annual official meeting of NEATE, which provides an opportunity for all to engage in conversation about NEATE’s role as a professional organization.
Ed Darling, NEATE President-Elect, will chair the meeting.

9:00 – 10:00 a.m. Keynote Speaker Suzanne Lane WESTMINSTER
Talk Followed by Informal Conversation

Suzanne Lane is Associate Director of Writing across the Curriculum in the Program in Writing and Humanistic Studies and directs the Writing Advisor program in Humanities, Arts, and Social Sciences at MIT. She has taught writing at Harvard University and American and African American literature at Boston University and California State University, San Bernardino. Her work focuses on rhetorical and narrative theory and on student writing development. Currently she is analyzing the rhetoric of narratives, academic histories, and historical novels on slavery.

10:15 – 11:30 a.m. Session IV

1. Heroes across the Curriculum: Engaging Minds, Inspiring Hearts (M) AMPHITHEATER
We will share ways to cultivate heroic ideals in students and teach literacy skills at the same time. We will provide examples of how teachers can connect students with books about hope, compassion, and courage to teach reading, writing, and speaking skills in Language Arts classrooms. Each participant will receive a set of Young Heroes curriculum materials.
T.A. Barron grew up in Colorado and traveled widely as a Rhodes Scholar. He has written over 20 highly acclaimed novels, children’s books, and nature books. When not writing or speaking, he serves on many boards and helped Princeton University to create the Princeton Environmental Institute.
Linda Rief is a veteran language arts teacher at Oyster River Middle School in Durham, New Hampshire. She has done extensive work at her school integrating the heroes theme into many disciplines at various grade levels. Barbara Ann Richman received her Ed.M. from the Harvard Graduate School of Education and taught fifth grade in the Boston area before moving to Colorado. Since 2001, she has served as Executive Director of the Gloria Barron Prize for Young Heroes, a national award founded by author T. A. Barron.
2. What Do We Talk About When We Teach Critical Thinking in Writing?  

A Critical Thinking Tool to Preserve the Intellectual and Diverse Agencies of Students across Curricula (H/C)

“The Four Stages of Analysis” is a tool that showcases critical thinking in freshman composition, literature, and learning community courses. This tool provides students with an inquisitive thinking process that allows them to understand writing on their own terms and can be easily refashioned for other interdisciplinary pairings where writing plays an important role.  

Lis Espinoza is an English Assistant Professor who earned her M.A. in English at the University of Texas at Austin in 2006 and Bachelor's degrees with honors and distinction from the University of California, Santa Barbara, in English and Spanish literatures. She studied at the University of Costa Rica, San Jose—the homeland of her parents. Her experiences have shaped her pedagogy, especially in her composition courses at Northern Essex Community College.

3. Not Your Average Notebook! Multi-Dimensional Graphic Organizers (G)

Foldables are student-made, multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and information organizing. Making a foldable gives students a fast, kinesthetic activity that helps them organize, retain, analyze, apply, and create information or writing.

Aimee Marsland is a second year teacher at North Providence High School in Rhode Island. At NPHS, Aimee co-facilitates a writing center after school, is an advisor for the Gay-Straight Alliance, and organizes a monthly book talk for new teachers. She participated in the Rhode Island Writing Project's Summer Institute in 2011 and subsequently presented her work at its spring conference in 2012.

4. Close Reading: Some Standard Considerations and Approaches (H/C)

Close reading raises many questions: What basics should we include? And, how can students practice working with these basics in the classroom? This interactive workshop will include an application of some common requirements as well as a discussion of ways students can practice reading closely. Using a short complex text, we will go through a classroom process and talk about it as we go along. Finally, we will consider how this process could be applied to other texts, and how students can grow from working together to working independently.

Ed Darling teaches at South Burlington High School in Vermont. He has given presentations for VCTELA, NEATE, and NCTE, and is NEATE’s President-Elect, membership chair of VCTELA, a fellow of The Green Mountain Writing Project at UVM, editor of A Piano Teacher's Legacy, and author of several articles.

5. Challenges of the Common Core (G)

Last year, NEATE facilitated an open discussion about the challenges of the Common Core State Standards from the perspective of the leaders who are responsible for implementing the CCSS, providing professional development, and preparing stakeholders for the changes to come. A year later, we reconvene to continue the discussion.

Discussion facilitator Liz Gonsalves is the ELA department head, 7-12, in Abington, Massachusetts. In addition to teaching sophomores and AP Literature, she is a member of the Massachusetts PARCC Educator Leader Cadre, the MRA Adolescent Literacy Committee, and the English Language Arts Collaborative at Bridgewater State University. Follow her on Twitter @Lizgon230.

11:45 a.m. – 1:00 p.m.  

Session V

1. Dwell in Possibility: Emily Dickinson in Your Classroom (G)

Emily Dickinson, a native New Englander, looms large in the American literary canon, but myths and realities surrounding her life and work can make teaching her poetry a challenge. This presentation will illuminate the “possibilities” that Dickinson can bring to the classroom! The session will include an overview of Dickinson's life and legacy, offer curriculum ideas for teaching Dickinson and her poetry, and introduce participants to helpful online and print resources.

Cindy Dickinson is the Director of Interpretation and Programming at the Emily Dickinson Museum in Amherst, Massachusetts. She serves as project director for the Museum's NEH Landmarks of American Culture Workshop, “Emily Dickinson: Person, Poetry, and Place.” Despite her last name, she and the poet are not related.

2. Introducing Close Reading Strategies and Reinforcing Literacy Skills

Using Graphic Novels and Comics (M/H)

The O/I/A method teaches students how to look at a sequential art text and identify the obvious, the implied, and the assumed. Once students have learned these skills through examination of images, they can then move on to doing the same
with more traditional text-based stories.

**Michael Gianfrancesco** has been teaching English language arts for almost 10 years in the Rhode Island school system. He has presented his strategies at Harvard, Brown, Lesley, Rhode Island College, Fordham, and the Pennsylvania College of Technology. Last year, he directed his own conference called the NECAC (The New England Comic Arts in the Classroom Conference).

3. Canterbury Capers: Engaging Students to Understand and Enjoy the Essence of Chaucer (M/H)

The goal of this workshop is for teachers to make *The Canterbury Tales* come alive for students in a fun and meaningful way. Explore the key concepts of satire, social class, and the virtues and vices during the Middle Ages and learn how to facilitate students’ understanding of key themes and concepts that include free will vs. Divine Providence, allusion, and the position of women in medieval European society.

*Reina R. Rago* is completing her tenth year of teaching English to students after an 18-year career in marketing communications. Her love of poetry and world literature has fueled her passion for teaching English and developing creative approaches for engaging students. She teaches at the Advanced Math & Science Academy in Marlborough, Massachusetts.

4. Bridging the Gaps within the Profession (G)

Directors Room

Three educators describe and model their creation of a Learning Community for students interested in teaching secondary English, open to students within the School of Education and others who were not, as well as a graduate program for English teachers. Their aim is to improve pre-service teachers’ content knowledge and to attract a diverse teaching corps.

*Jason Courtmanche* is the Director of the Connecticut Writing Project-Storrs and Lecturer in English at the University of Connecticut. He is the recent recipient of an award for Outstanding Achievement in the Promotion of Literacy from the New England Reading Association, and of a Fellowship from the Carnegie-funded Teachers for a New Era. *Sarah Falcetti* is a second-year undergraduate student at the University of Connecticut, and is currently pursuing a degree in English and Secondary Education. Sarah was selected to be a mentor in the First Year Experience Mentoring Program at the beginning of the school year, where she organizes, teaches, and engages students within a classroom setting. *Heather Horning* is a Graduate Teaching Assistant at the University of Connecticut. She earned her Bachelor’s degree in Secondary English Education at SUNY Potsdam.

5. Teaching Non-Fiction: Increasing Comprehension and Improving Writing (G)

Board Room

While comprehending non-fiction texts is a major objective of the Common Core, our 21st century students need to know how to read and analyze informational texts for all disciplines, college coursework, and careers. In this workshop, participants will learn ways to find and use more non-fiction texts in their classrooms.

*Abbey Dick* is the Greater Boston Literacy Specialist with the Massachusetts Department of Elementary and Secondary Education. She previously taught at Millis High School in Massachusetts. She has taught online and served as an AP Reader. Abbey earned her B.A. from Assumption College and her M.A. from Westfield State University.

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**A Word of Thanks**

With ongoing commitment to improving our practice, whether one year into teaching or thirty, we facilitate a better future for our students. There is something powerful about teachers coming together to grapple with the new challenges in our profession. Thank you for participating in the conference. Please be sure to fill out the evaluation form. We truly read every form and use the feedback to help improve the program. Due to the 2013 NCTE Convention in Boston, NEATE’s next fall conference will be held October 24-25, 2014, in Mansfield, MA. Be on the lookout for information about NEATE workshop sessions.

*Kim Parker and Maggie Stevens Lopez*

Conference Co-Chairs
Have a NEATE idea about teaching that you would like to share? Do you write poetry, short fiction or personal essays? Please consider sharing your work with NEATE’s academic journal currently in its 111th year of publication.

Call for Manuscripts

Considering the frequent changes that occur in the classroom and at national and state levels, we wish to provide English teachers across New England with articles that have a current pedagogical focus. Manuscripts will be accepted for each issue that describe innovative teaching strategies, recent classroom developments, lesson plans, or reading recommendations to assist us in our vocation. Book reviews will also be accepted. In addition, we include original fiction and poetry written by the very talented teachers among us in each issue. Multiple submissions are acceptable.

A subscription to The Leaflet is included in your NEATE membership.

MANUSCRIPT DEADLINES: June 1 for the fall issue and December 1 for the spring issue.
INFORMATION FOR AUTHORS: Visit http://neate.org/page/information-for-authors.
SEND INQUIRIES AND SUBMISSIONS to Nora Bicki, Editor, at neateteachers@gmail.com.

NEATE IS LOOKING FOR A NEW LEAFLET EDITOR!

This is an exciting opportunity in the field of academic publishing. Anyone interested in editing and publishing NEATE’s academic journal, The Leaflet, should contact President-Elect Ed Darling at ed Darling@sbschools.net.

The editor is responsible for publishing two issues of the journal each year. A stipend accompanies the position. The editor chooses his or her own editorial board, which reads submissions and advises the editor. The editor reports to the Chairperson of the Publications Committee and is a member of the Executive Board of NEATE.
NEATE
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Would you like to become a member of NEATE’s leadership team? Contact President-Elect Ed Darling at edarling@sbschools.net.

THE 30-MINUTE SHAKESPEARE,
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NICK NEWLIN is a teaching artist in D.C. public schools under the auspices of the Folger Shakes Library in Washington, D.C.

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AcademicMerit offers an award-winning suite of online professional-development, assessment, instruction, and learning solutions to help implement the Common Core State Standards in Reading, Writing, and Language for grades 6-12.

Bedford/St. Martin’s
300 American Metro Boulevard
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866-843-3715
Bedford/St. Martin’s is a Boston publisher known for quality English texts and materials. Besides bestselling AP and college materials, BSM has products designed for the CCSS.

The Boston Globe Scholastic Art & Writing Awards
P.O. Box 171297
Boston, MA 02117
617-973-7290
The Scholastic Art & Writing Awards is a national program which recognizes art and writing students in grades 7 – 12. Information about the program is available at our website: www.artandwriting.org.

Emily Dickinson Museum
280 Main Street
Amherst, MA 01002
413-542-8429
The Emily Dickinson Museum, which offers interpretive tours of the poet’s home in Amherst, Massachusetts, will have materials about the poet, her home, and her world.

EPS Literacy and Intervention
P.O. Box 9031
Cambridge, MA 02139-9031
800-435-7728
EPS Literacy & Intervention publishes supplemental materials in phonics, reading, vocabulary, writing, and learning differences K-12 as well as blended media. Visit our website, eps.schoolspecialty.com, or call 800-225-5750.

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Museum of Fine Arts
465 Huntington Avenue
Boston, MA 02115
617-369-3304
Students and teachers are invited to explore works of art spanning six continents and thousands of years of history through innovative programs.

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Brandywine, MD 20613
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Teaching with Primary Sources at the New England Association of Teachers of English
Stop by the Exhibit Hall for further information.

November 2-3, 2012
LOOKING AHEAD — SAVE THE DATES!

NCTE Annual Convention
November 21-26, 2013
Boston, Massachusetts

NEATE Fall Conference
October 24-25, 2014
Mansfield/Foxboro, Massachusetts

Because the National Council of Teachers of English will hold its annual fall convention in Boston next year, NEATE will not have a fall conference in 2013. However, NEATE will serve as the local host of the NCTE convention and will present one or more sessions in the program. Look for announcements on neate.org. We look forward to seeing you in Boston!

NEATE’s fall conference will return to the Holiday Inn in Mansfield/Foxboro in 2014. In the meantime, NEATE is preparing a series of regional workshops related to the Common Core on teaching **CLOSE READING SKILLS** and **ANALYTICAL WRITING STRATEGIES**. More information about these workshops, including opportunities to host them in your region in 2013, will be distributed through neate.org. If you are not an online member, sign up today!

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