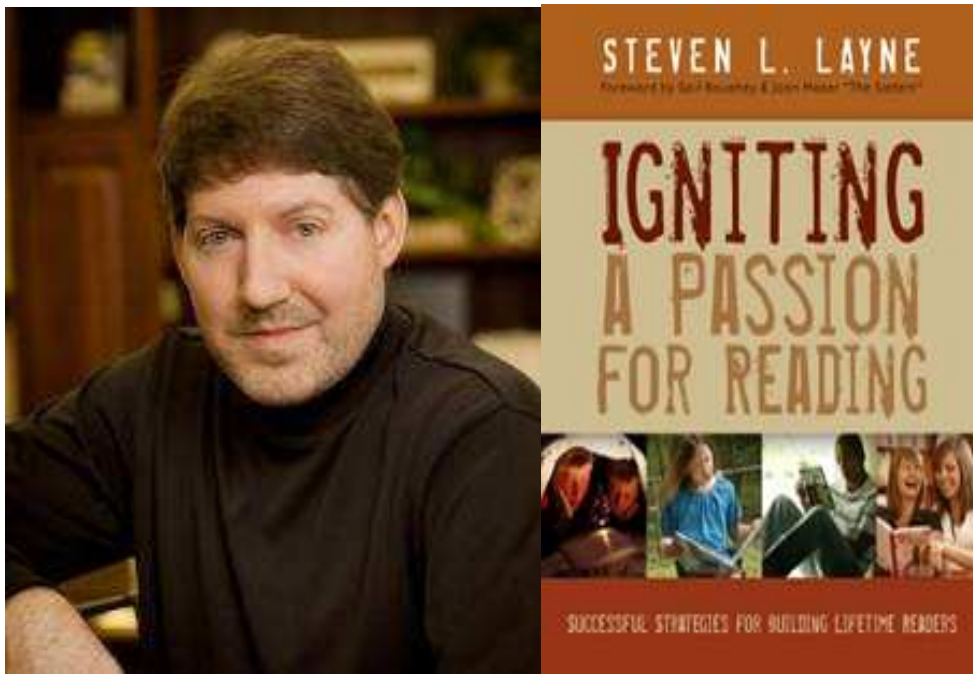


**Vermont Council on Reading  
Spring Conference**  
Wednesday, April 11, 2012  
Sheraton, Burlington, Vermont

***Igniting a Passion for Reading...***



**Featuring: Dr. Steven Layne**

Teachers know what a difference inspiration and motivation can make to our students....and to ourselves! As the school year winds down, it can be difficult to stir that spark to ignite our passion for teaching, and our students' passion for learning.

That is one reason VCR invited Dr. Steven Layne, award-winning author of both children's and professional books, to Vermont. He honors K-12 teachers who are passionate about reading and writing and who celebrate the possibilities for their students. In his newest book, *Igniting a Passion for Reading*, Dr. Layne shows teachers how to develop readers and writers who are not only motivated to read great books but who also love reading in its own right. His book is packed with practical ways to engage and inspire readers from kindergarten through high school.

Likewise, Dr. Steven Layne will inspire *us* to think about the people whose contributions altered our life's direction, smoothed the path ahead, or guided us across treacherous ground. He'll make us laugh and cry—but most of all, he'll inspire us with his stories about teachers who make a difference...and how they did it. His warmth, humor, and love of teaching will resonate and energize us right when we may need it the most!

## Schedule for April 11, 2012

7:45 – 8:30 AM	Registration/Continental Breakfast/Book Exhibits
8:30 – 8:45 AM	Welcome; Business Meeting
8:45 – 10:00 AM	Keynote: Dr. Steven Layne
10:15 – 10:45 AM	Book Exhibit Break
10:45– 12:15 PM	Workshop Sessions
12:15 – 1:30 PM	Luncheon with VCR Award Presentation, Raffle, Exhibits
1:30 – 3:00 PM	More Inspiration and Information from: Dr. Steven Layne
3:00 PM	Conference Adjourn

## Workshop Descriptions

**1. Writing Across the Curriculum to meet the Common Core Standards (3-8)** Karen Heath, Literacy Coordinator, Barre Supervisory Union

**Description:** In this workshop, we will examine the Common Core writing standards and Content Specifications, considering ways to increase student writing fluency, student engagement, and cognitive rigor in writing instruction. Participants will practice and become familiar with tools and techniques for Writing to Learn. We will also be presenting and sharing instructional strategies to help students think, speak, and write academically and persuasively.

**2. The connection between elementary school reading and middle school mathematics in Vermont (K-8)** Mary Ellen Simmons, U32 Washington Central Supervisory Union

**Description:** This presentation will be based on the results of a quantitative study that examines the connection between language acquisition and mathematics achievement. This study compares elementary school reading achievement to middle school mathematics achievement as demonstrated by student scores on the Vermont NECAP. Multiple aspects of language acquisition will be discussed in relation to mathematics learning.

**3. Adaptive Books & Differentiated Instruction (all)** Rachel Boisvert, Assistive Technology, Jessica Kirk, Special Education, Charlie Cummings, Technology and Software Integration, Fisher Elementary School-Arlington, VT

**Description:** For many students with disabilities, the limitations of print raises barriers to access, and therefore to learning. Some students cannot see the words or images on a page, cannot hold a book or turn its pages, cannot decode the text or comprehend the sentence structure. Students may experience different challenges, and may require different supports to obtain meaning from books. Students who struggle with reading or students with disabilities presently do not have access to printed material they need at their level. It has become essential that all students have access to the general curriculum, and thus to print materials. We need to start differentiating instruction that includes mapping language to visual images. We can achieve this by utilizing a co-teaching model to determine the efficacy of differentiated instruction and developing adaptive books. In this session, participants will learn

- about adaptive books and why they are essential to struggling readers
- how to work as a co-teaching team to differentiate instruction
- examples of books and curriculum modified using pictures
- make and take materials to use in your classroom

#### **4. Talking About Non-Fiction Books: Improving Partnerships and Clubs (Grades 2-6)**

Gayle Moskowitz and Nancy Woods, Vermont Reads Institute

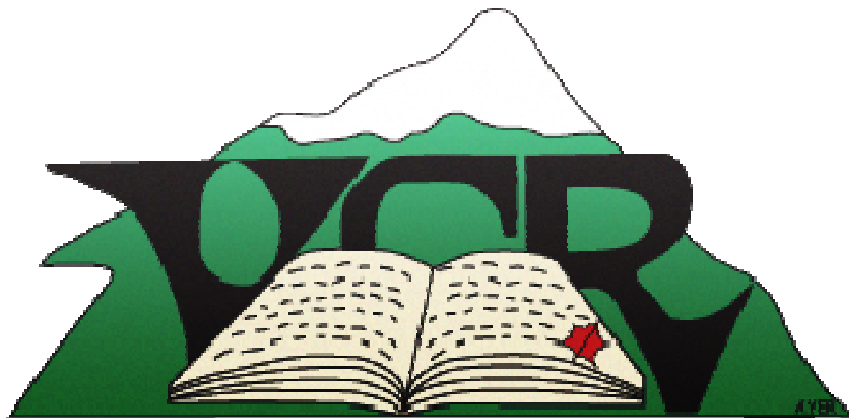
**Description:** Are you searching for a manageable way to get your students to share some deep thinking about books with a partner or in a small group? Perhaps you are wondering how to foster quality conversations in small groups. Regie Routman says, "Conversation is our connection to comprehension." This interactive presentation will provide you with an instructional sequence that begins with reading, and moves to jotting and talking about non-fiction texts. We will explore the role of the teacher during book discussions, as well as review opportunities for assessment. Grades 3-6.

#### **5. Organizing Reading Workshop Data (Grades 2-6)** Christine Hertz, Waits River Valley School

**Description:** This workshop will enrich teachers' understanding of ways to assess all of the components of a reading workshop: engagement with reading, fluency, print work strategies, comprehension and conversational skills. Educators will learn about a variety of systems and strategies that teachers use to gather information about their students. Additionally, there will be opportunities to practice gathering and analyzing data for whole class, small group and individual instruction.

#### **6. Building on What They Know: Differentiation and Prompting in Guided Reading (Grades K-2)** Pat Gallant, Ed. D., Vermont Reads Institute at UVM, Bob Schwartz, Ph.D. Oakland University, Rohester, MI

**Description:** We will examine running records and literacy theory to support teaching decisions for beginning readers. Making good teaching decisions is especially important for children who struggle in k-2 classrooms.



***Vermont Council on Reading....Promoting effective reading and literacy programs at all levels***

<http://www.vermontcouncilonreading.com>

# Registration Form

## Vermont Council on Reading Spring Conference

April 11, 2012

7:45-3:00

Sheraton, Burlington, VT

Name: \_\_\_\_\_

School or Organization: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ E-mail Required for confirmation of registration: \_\_\_\_\_

Please indicate your first, second and third choices for the morning workshops:

1. # \_\_\_\_\_ 2. # \_\_\_\_\_ 3. # \_\_\_\_\_

### Conference Cost:

#### Early Bird Special

\_\_\_\_\_ \$160.00 Conference VCR members

VCR members

\_\_\_\_\_ \$165.00 Conference

\_\_\_\_\_ \$90.00 Retired teachers, para ed.,  
ed., and full-time students

#### After February 1<sup>st</sup>:

\_\_\_\_\_ \$170.00 Conference for

\_\_\_\_\_ \$175.00 Conference

\_\_\_\_\_ \$95.00 Retired teachers, para  
and full-time students

**Renew your membership or become a member** today with this registration form. Register for this conference at the discounted VCR member price - the first of many discounts members receive each year!

\_\_\_\_\_ \$25.00 Membership renewal

\_\_\_\_\_ Check included for \$ \_\_\_\_\_ made out to **Vermont Council on Reading.**

***A registration form must be completed for each registration fee. Purchase orders can be used and should be sent with a filled out registration form. Payment (check or purchase order) MUST accompany each registration. Registrations will be returned without payment information.*** Please mail to:

Amy Kelly  
443 King George Farm Road  
Sutton, VT 05867  
802-673-3264

e-mail: [akelley@luhs.org](mailto:akelley@luhs.org)  
facsimile: 802-754-2780

website: [vermontcouncilonreading.com](http://vermontcouncilonreading.com)

*Please note: There will be absolutely NO refunds. You may substitute another individual if you are unable to attend. All registrations must be received by March 15, 2012. Confirmations will be sent electronically.*