

Keynote Speaker

Jeffrey Wilhelm
Going with the Flow:
Teaching for Engagement
and Understanding



This highly interactive presentation will review the findings of Dr. Wilhelm's two major studies of boys and their literacy (READING DON'T FIX NO CHEVYS and GOING WITH THE FLOW) and how these explain issues of motivation and learning. Dr. Wilhelm will also explore how to create the conditions of engagement and understanding in a specific lesson through the use of think aloud and action strategies.

Jeff has been a teacher of reading and the language arts at the middle and secondary school levels for fifteen years. His interests include team teaching, co-constructing inquiry-driven curriculum with students, and pursuing teacher research. His recent research agenda includes studying how student reading, writing, and thinking can be supported through the use of art, drama, and technology. Most recently, he is studying adolescent boys and their reading, their attitudes and aspirations, and the opportunities available to them inside and outside of school for actualizing and performing different ways of being literate. He is particularly interested in supporting the learning of students who are often considered to be reluctant or resistant.

Jeff is currently an associate professor of English at Boise State University where he teaches courses in middle and secondary level literacy. He works in local schools as part of the Adolescent Literacy project and a new Professional Development Network. He is currently engaged in founding a new National Writing Project site at Boise State University.

Strand Descriptions

Literacy Coaching: Supporting Teachers, Facilitating School-wide Change, and Enhancing Reading and Writing Instruction Through Collaboration

Pam Chomsky-Higgins & Stefanie Blouin

Participants will be given the tools to initiate or strengthen literacy coaching, school improvement efforts, and collaboration. The knowledge of best instructional practices in literacy will be integrated with the latest research in the areas of literacy coaching and curricular leadership. Participants will have the opportunity to read and respond to professional literature, to watch videos of coaching episodes and react to them, and, to practice a variety of coaching skills with each other. This strand is appropriate for reading specialists, literacy coaches, administrators, and, educators (K-12) who envision themselves moving into a curricular leadership role. The content would also be most beneficial for those educators working to develop a professional learning community in their schools.

Reading Workshop for Gr. 2-6

Gayle Moskowitz & Nancy Woods

This strand is for teachers currently implementing a Reading Workshop Model and for those who would like to begin using it in their classroom. Participants will delve into Reading Workshop by seeing models, viewing clips of classrooms and practicing the instructional techniques involved. Reflection and discussion in the group will enhance learning and understanding to provide teachers with the tools they need to establish Reading Workshop in their classroom.

The Power and Possibility of Classroom Discussion

Kathleen Harrington & MaryBeth Monahan

Participants will explore the important role that discussion plays in a comprehensive and balanced literacy program, addressing such questions as: Why is discussion so important to literacy learning and achievement? How does discussion support and advance all other aspects of a comprehensive literacy program? How can we move from teacher-directed to student-driven discussions? How do we ensure that discussions are productive, focused, democratic, and accountable? Together, we will consider ways to promote instructionally robust discussions that enhance student engagement



with and understanding of texts, topics, and ideas while honoring all voices and perspectives in the classroom. Participants will read about and try out various teaching techniques and instructional frameworks related to discussion.

Literacy and our Youngest Learners

Cathy White

Participants will explore key factors that foster literacy development for students in pre-K and K classrooms. This will be an interactive session that will explore models for organizing emergent literacy instruction to meet the needs of developmentally diverse populations. This strand will also consider the importance of student conversation around texts, as a vehicle for practicing the deeper thinking needed for reading, writing, and thinking. Participants will explore opportunities for integrating vocabulary, comprehension strategies, and fluency in relation to the Vermont GLE's and Vermont Early Learning Standards (VELS). An overview of the Kindergarten Literature Program (KLP) will be provided, as well as discussion of literacy "genres" at home and at school and ways to promote parental involvement.

Literacy in the Social Studies and Science Classroom

Kathleen Brinegar

This strand will explore the issue of literacy in middle and high school social studies and science classrooms by addressing questions such as: What are the unique literacy needs of these disciplines? What strategies can I use to help my students read, understand, and respond to dense content area texts? How can I balance a hand-on and text based approach to teaching my content? How can I support the teaching of writing in my content area? Participants should bring copies of texts (textbooks, articles, short stories, novels, websites, etc.) as well as lesson and/or unit plans to the Institute as they will be working with their own materials throughout this strand.

Teaching Critical Evaluation on the Internet: Blending Explicit Strategy Instruction with Collaborative Inquiry

Julie Coiro

Internet technologies raise new issues about our relationship to information and new strategies are required to prepare our students for learning with the Internet. In this strand, participants will be introduced to the new literacies of online reading comprehension and findings from several studies that suggest adolescents rarely think critically while reading online. Then, we will explore hands-on critical reading activities you can use to engage and support middle and high school students as they critically evaluate the relevancy, accuracy, reliability, and objectivity of information found on the Internet. Ideas for how to assess critical evaluation skills and embed strategy discussions into two instructional models will also be shared. Network with colleagues while you reflect and discuss the utility of these strategy lessons in your classroom and walk away with online resources you can try out immediately. This strand is appropriate for classroom teachers (grades 5-12), reading specialists, literacy coaches, library media specialists, computer teachers, and administrators who view themselves as curriculum leaders. (VRI will provide laptops for participants for an additional fee of \$25. Participants are encouraged to bring their own, if possible.)



The Writing Workshop: Building an Environment for Real Writing to Happen

Ellen A. Thompson

This course is designed to take an in-depth look at writing instruction for grades 2-8. Participants will read and reflect upon the required text while examining their own practices and the practices of other influential teachers of literacy. Participants will explore many ways to integrate the teaching of writing strategies into their existing or proposed instructional programs. This course will examine the set-up for a writers' workshop as well as what is needed to teach and support student writers to become better writers as evidenced by classroom based and/or state assessments. Much discussion will be spent on how to teach writing within an atmosphere that has as its outcome students who not only can write, but students who choose to write more! Participants will be asked to walk the walk as well as talk the talk! Writing will be part of each day together.

What's New in Books for Children and Young Adults: Integrating Literature Throughout the Curriculum Grades K-12

Jane E. Mekkelsen

Participants will read and share current literature for children and youth with a focus on broad reading of varied genres, multiple level text sets, and diverse perspectives. Emphasis will be on the integration of literature throughout the curriculum for instructional read-alouds as well as for student reading. We will be using a collection of books for students grades K-12 and resources related to book selection and instructional connections.

Classroom-based Literacy Assessment: Tools, Techniques and Management

Sue Biggam and Karin Hess

Participants who work in grades 1-8 will have an opportunity to explore a variety of techniques and tools for ongoing assessment of reading, writing, and other language arts. Participants will review the GLEs in the context of broader learning progressions across grades, look at student work, and explore diagnostic teaching techniques. They will also problem-solve together as to how to plan for and use assessment to inform instruction throughout the school year, monitor student progress toward key outcomes, and prepare students for large-scale assessment.

Registration Form

First Name _____

Last Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

E-mail _____ Website _____

School and Supervisory Union _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Role/Position/Grade Level _____

Special adaptive needs (please call 802-828-0520 by July 5)

Do you require a vegetarian menu? _____

Any special dietary needs? _____

\$425 per person • \$140 for UVM Credit

Fee includes continental breakfast, lunch, snacks, and all materials

Total \$ Enclosed _____

PO Enclosed _____

Please return Registration Form by **July 18** • Killington Grand Hotel accommodations can be arranged by calling Killington Reservations at **(800) 282-9955**.

Select Content Strand

(select the one strand that you will attend each day)

- Literacy Coaching: Supporting Teachers, Facilitating School-wide Change, and Enhancing Reading and Writing Instruction Through Collaboration
- Reading Workshop for Gr. 2-6
- The Power and Possibility of Classroom Discussion
- Literacy and our Youngest Learners
- Literacy in the Social Studies and Science Classroom
- Teaching Critical Evaluation on the Internet: Blending Explicit Strategy Instruction with Collaborative Inquiry*
- The Writing Workshop: Building an Environment for Real Writing to Happen
- What's New in Books for Children and Young Adults: Integrating Literature Throughout the Curriculum Grades K-12
- Classroom-based literacy assessment: Tools, Techniques and Management
- Vocabulary: Can We Teach It?
- Reading to Learn in the Intermediate Grades: Integrating Curriculum and Literacy through Non-Fiction Text

* Participants are encouraged to bring their own laptop. VRI will provide laptops for an additional fee of \$25. Please add this fee to your registration total.

Please return Registration Form by July 18
(Any cancellations after July 18th will not be refunded)

You will receive registration confirmation, driving directions, and information concerning course materials, if applicable, in July.

Mail Registrations to:
Vermont Reads Summer Institute
VERMONT READS INSTITUTE at UVM
250 Main Street • Suite 202
Montpelier, VT 05602

A separate Registration Form is required for each individual and must be accompanied by a Check or Purchase Order made out to VRI at UVM.

To register for UVM credit, visit <http://learn.uvm.edu/education>. Course number is: EDLT 200 - Strengthening Instructional Practices and Student Performance in Literacy K-12

For more information, please call (802) 828-0520.

Strand Descriptions (continued)

Vocabulary: Can We Teach It?

Pat Nally

Vocabulary is one of the major components of early reading instruction, and its importance continues through middle school and high school, as well. But how should it be taught? What is the role of explicit instruction vs. incidental learning? This strand will take a close look at the role of vocabulary development in a comprehensive elementary literacy program. A review of the research about vocabulary development will be presented, with a particular focus on the works of Isabel Beck, Camille Blachowicz, and Janet Allen. We will discuss guidelines for selecting vocabulary and the basic steps for building vocabulary. Word learning strategies will be reviewed and the use of student friendly definitions will be discussed. Finally, we will explore ways to help struggling readers with vocabulary development. Participants are asked to bring one or two children's books that would be appropriate for read-alouds at their grade level. Please choose a book with rich vocabulary.

Reading to Learn in the Intermediate Grades: Integrating Curriculum and Literacy through Non-Fiction Text

Maureen Fitzgerald-Riker

The recent focus on using non-fiction text in the classroom makes sense if we want students to grow as critical thinkers. This strand explores the why as well as the how to integrate content and literacy instruction using non-fiction text. Vocabulary and comprehension strategies unique to non-fiction will be addressed along with various instructional approaches. Emphasis is on facilitating understanding of essential content questions using strategic literacy instruction. Following discussion of management and assessment, participants will have an opportunity to design and map curriculum. Bring district GLE and benchmarks (Essential Learnings) if available for grade level literacy and science or social studies.



Schedule of Events

Monday

7:30-8:45 Continental Breakfast
8:45-11:45 Welcome and Keynote Address by Jeffrey Wilhelm
12:00-1:00 Lunch
1:00-3:00 Strands
3:15-3:30 UVM Course/Credit information session

Tuesday and Wednesday

7:30-8:30 Continental Breakfast
8:30-12:00 Strands
12:00-1:00 Lunch
1:00-3:00 Strands

Hotel Information

Killington Grand Resort
Hotel and Lodge
4763 Killington Road
Killington, Vermont 05751
www.killington.com



- Check in is after 5:30pm
- Check out is before 11:00am
- Room Rates: \$105-\$149/night
- Overnight rooms are not included in your conference fee.
- You will need a credit card to make your reservation.

Killington Grand Hotel accommodations can be arranged by calling Killington Reservations at 1-800-282-9955.

Please refer to the Vermont Reads Institute at UVM conference to qualify for a discounted rate. Reservations must be made 45 days before arrival to receive the discounted rate.

All cancellations are subject to the following policies: More than 3 days (72 hours) notice prior to arrival, a 90% refund of your first night's room charge will be refunded; within 3 days notice prior to arrival, a 100% credit will be given towards a future stay. All cancellations on the day of arrival are non-refundable.

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2008



VERMONT READS SUMMER INSTITUTE

August 4-6

For more information on the 2008 Vermont Reads Summer Institute, visit www.vriuvvm.org or call (802) 828-0520.