Thank you for participating in the UCF College of Education’s 10th Annual Literacy Symposium. We enjoy having you here at UCF and hope that you benefit from our efforts.

The purpose of this event is to provide a vehicle for preservice and inservice educators in Central Florida to share and learn about proven and promising literacy practices. Dialogue and networking with other educators. Thank you for contributing to this effort. We hope that you gain knowledge about motivating your students to read and learn.

The literacy symposium is co-sponsored by the UCF College of Education, The Florida Literacy & Reading Excellence Center (FLaRE), the Florida Online Reading Professional Development (FOR-PD) project, and Brake Media (our corporate sponsor). All of us (faculty, administration, and staff) are dedicated to excellence in our teaching, research, and professional service. We value teachers and teaching, literacy, and professional development. We continue to look for ways to better serve Florida’s preK-12 teachers and students.

We look forward to providing you with invaluable tools for your learning environments. Please, join us next year!

Vicky Zygouris-Coe, PhD.
Associate Professor of Education/Symposium Chair
vzygouri@mail.ucf.edu
407-823-0386
Douglas Fisher, Ph.D., is a Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University, the Co-Director for the Center for the Advancement of Reading at the California State University Chancellor’s office, and a classroom teacher at Health Sciences High & Middle College. He is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as Creating Literacy-rich Schools for Adolescents (with Gay Ivey), Improving Adolescent Literacy: Strategies at Work (with Nancy Frey) and Teaching English Language Learners: A Differentiated Approach (with Carol Rothenberg). He has taught a variety of courses in SDSU’s teacher-credentialing program as well as graduate-level courses on English language development and literacy. An early intervention specialist and language development specialist, he has taught high school English, writing, and literacy development to public school students. He can be reached at dfisher@mail.sdsu.edu.
Edward Bloor is the author of five critically acclaimed young adult novels: Tangerine, Crusader, Story Time, London Calling, and Taken. He was a middle school teacher in Broward County, Florida, and a high school teacher in Brevard County, Florida, before joining Harcourt School publishers, where he is an executive editor. His newest novel, Memory Lane, will be published by Random House in 2009.
happens when mythic symbols in art history are studied while learning to make art. Evidence indicates there is variance in my student ability to think mythically and metaphorically while making art. Children who seem most adept at understanding and using this higher level thinking skill are frequently unchallenged.

Cynthia Kent-Toussaint
Stewart Street Elementary

Room TA110
Learn How to Speak Javanese
Audience: 3-5; 6-8; 9-12; Reading Specialist
As a reading teacher of different high school students, I struggled to find ways to address phonics and phonemic awareness without using methods my students deemed “babyish”. Javanese is one of my solutions to this problem. Javanese a made-up language taught to me by my father as a way to pass time on long road trips. Though it is a game, its concept is based in a strong understanding of phonemic awareness, onset rime, and syllabication. By teaching students to speak this secret language, they are in essence working on the building blocks of reading without even knowing it. Kids just think it’s cool to be able to talk to each other without others know what they’re saying. I believe Javanese is appropriate for upper elementary through adult students for whom phonics, phonemic awareness, and fluency is an issue.

Amy Thomas
Mount Dora High School

Room TA116
Connecting with the Holocaust through Children’s Literature
Audience: 6-8; 9-12; Reading Specialist; Administrators; Faculty/Researchers
"Connecting with the Holocaust" is the title of Dr. Cohn’s current book. Stories of courage & intelligence are shared combining historical fact with the experiences of child survivors. Writings by children of the Holocaust & children’s Holocaust literature will be shared. It will be in a PowerPoint & lecture format.

Sheryl Cohn, Ed.D.
University of Central Florida

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<tr>
<th>Time</th>
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<td>8:00-8:30AM</td>
<td>Registration</td>
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<td>8:30-9:00AM</td>
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<td>9:00-10:15AM</td>
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<td>Comprehension is More than Strategies:</td>
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<td>10:30-11:15AM</td>
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<td>11:15-11:30AM</td>
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<td>Strand 2: Children’s and YA Literature</td>
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<td>12:15-1:00PM</td>
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<td>-Book signing by keynote speakers</td>
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<td>Young Adult Literature</td>
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<td>Strand 3: Reading in the Content Areas*</td>
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*Participants will receive certificates of attendance during this concurrent session!
Session Information

Concurrent Session
10:30AM-11:15AM

Room TA117  
**The Art of Coaching the Uncoachable Differentiated Coaching for Teachers**  
Audience: Reading Specialists  
This session is designed for Reading Coaches. The objective of the course is to expose the delicate art of coaching teachers, students, parents, and administrators that believe there is nothing new to learn. I will share testimonials, surveys, and other communication tactics that are sure fire ways to success for all stakeholders. The presentation will be hands on, discussion, video clips, and other ways to differentiate coaching for teachers across subject areas.

Sunny Royal-Boyd  
Brandon High School

Room TA201  
**Under Construction: Building a Bridge to Reading Comprehension**  
Audience: K-2  
Strategies that readers of all ages use routinely to construct meaning will be examined such as modeling thinking, inferring, asking questions, making connections, determining importance in text, creating mental images and synthesizing information in order to improve reading comprehension skills. The six effective tools for successful reading comprehension will be used to encourage participants to construct an ideal reading workshop in their classrooms that facilitates reading with meaning. Material will be presented in an interactive manner to stimulate and encourage collegial conversations. A power point

Room TA221  
**Don’t Give Me Another Strategy- I Know Them All!**  
Audience: 9-12; Reading Specialist; Administrator  
How do we increase student text engagement without going down a road that teachers felt they had been down before - namely more workshops on reading strategies! Most of our high school staff members had been through C.R.I.S.S, Thinking Maps and/or Marzano training, yet students still weren’t always enthusiastic learners. We were at a crossroad, with yet another school grade of “C” and the question was: Now what? This is an exploration of the journey of 80 high school staff members who collectively set about to create engaged learners for today and beyond. With the guidance of a principal who embraced choice, staff development became an opportunity for choice in how teachers could explore ways to create greater learning outcomes. Input from teachers told the story about what our “C” grade confirmed, students were not interested in reading! We were invaded by a bad case of illiteracy. If knowledge of reading strategies didn’t budge illiteracy, what would? The presenter will share steps and procedures in the journey to knock back illiteracy and increase engagement. Materials, including student book lists, methods for measuring relevance in lessons and strategies for collecting meaningful data will be shared.

Carol Longo  
Southeast High School

Room TA222  
**Study of Art and Art History can Strengthen Literacy, as related to Metaphoric Intelligence**  
Audience: 3-5; 6-8; 9-12; Administrators; Faculty/Researchers  
I will identify Jeannette Littlemore’s 1998 proposal that there are nine, not eight, multiple forms of intelligence. The overlooked one being “metaphoric intelligence.” Littlemore’s perspective reflects an investment in foreign language learning. However a substantial number of literacy scholars have since argued that by placing emphasis on metaphor factors heavily into mythic symbols associated with literature and art history. Thinking in this capacity involves making mythic inferences cross disciplinally. These extend even into the sciences. Regarding student motivation and performance, I will provide student art exemplifying what
as: jig sawing; corners; think, pair, and share; debate; brainstorming; field experience (real and virtual); K-W-L (Knows-Wants-Learned); and trans-disciplinary classes centered on a common theme. See Florida’s Applied Technology Curriculum.

Henry Hill
Schiller International School- Naples

Room TA130

“Sticking” to A Theme When Writing: Strategic Literacy
Audience: 3-5
The presenter will share strategies to engage children in the writing process by constructing written language through analysis of the elements of sentences, paragraphs, and formal text. Through the use of “sticky notes”, participants will brainstorm, contribute, analyze, synthesize and create written pieces at various degrees of complexity. The “Blocking Process” will be employed to demonstrate the relational aspects of language that is present in more complex writing structures. The presenter will expose and engage the participants to the concepts present through demonstration, hands-on activities, discussion, and critical analysis.

Dominic Nuciforo, Sr.
University of Central Florida

Room TA202B

Fluency Strategies that Improve Reading Comprehension for Struggling High School Students
Audience: 9-12; Reading Specialist
Participants will be able to: 1) define fluency; 2) identify and explain the key elements of fluency; 3) explain the role of fluency in reading comprehension; 4) identify the features of text that influence fluency; 5) utilize effective instructional strategies for struggling high school students. Participants will be exposed to different models and elements of fluency from such researchers as Dr. Tim Rasinski, Mr. Wiley Blevins and Mr. Jerry L. Johns. Participants will have hands on activities such as learning different strategies for decoding/phonics, experiment using “phrase reading” and looking at factors such as reading rate that influence how fluency impacts reading comprehension for struggling high school students.

Kelly Holter, Harriett Dimuro, & Patricia Saiz
Deland High School

slide show will be used to present information and cooperative grouping will also be incorporated to stimulate new ideas and strategies.

Fanita McNeal
Bentley Elementary School

Room TA102

Edublogs, Unplugged!
Audience: All
In the past Edublogs has been a great tool for educators using blogs to enhance various literacy strategies. New features have been added to Edublogs in response to changes in technologies and requests from users. Now, Edublogs is a powerful tool and we will be exploring the new options such as “no student email needed” and the ability to add custom features to your blog. This session will demonstrate the newest additions and we will super-size a blog live!

Rodney Ellison
UCF FLaRE Center

Room TA303

Using Technology to Enhance Literacy: PART 1
*This will be a two part presentation running from 10:30am-12:15pm
Audience: 6-8; 9-12; Reading Specialist; Media Specialist
Are you looking for innovative ways to get students interested in reading? Digital Booktalk is an intervention to engage striving and reluctant readers even though they may not be interested in the content. You will be shown how to use the story invention process to pull important details to create a 2-3 minute digital book trailer that encapsulates the essence of the book.

Glenda Gunter & Robert Kenny
University of Central Florida
Room TA305  **Google Earth, Primary Sources, and Literacy Journeys**
Audience: K-2; 3-5; 6-8; 9-12; Reading Specialist
The Internet and other forms of information and communication technology (ICT) are redefining the nature of literacy. To become fully literate in today’s world, students must become proficient in the new literacy’s of ICT. Therefore, literacy educators have a responsibility to integrate these technologies into their classroom curriculum. At the same time, using a little help from technology, educators can create a classroom environment in which students will be eager to read the next book. This presentation incorporates elements of digital storytelling, Google Earth, and online primary source information to create a digital backdrop for books. Using free and readily available resources, educators will be shown how to create a video book trailer to pique initial interest in a book. Then, using Google Earth and primary sources, participants will be shown how to create an electronic road trip that mirrors and supplements the setting of the book. This session will showcase examples, plus demonstrate how easy it is to create the various pieces. Participants will be provided with step-by-step documentation.

Larry Bedenbaugh
UCF FLaRE Center

Room TA303  **Celebrate Reading with the Sanford READS! Book Club: Ready to Excel and Destined for Success**
Audience: 6-8; 9-12; Reading Specialist; Administrator
Participants will be provided an overview of the initial planning in the creation of the book club, the process for determining the students invited to attend, how the book club is managed and initial results by the students who regularly attend the book club. Participants will engage in small group discussion about ways they can identify potential students who would benefit from attending a book club. Furthermore, participants will develop a plan that could be easily infused into current after school activities. Participants will examine examples of increased student motivation and ways this club has developed the love of reading in the students. The presentation will utilize some lecture, small group discussion, whole group discussion and a question and answer period.

Brian Dorma & Marie Toussaint
Sanford Middle School

Room TA305  **G-mail Documents and Presentations: Shared and Published and More**
Audience: 6-8; 9-12
The best learning materials for teachers are free and easy to use and for students must be exciting, fun, and create a need to explore, discover, build, and support their growing needs (constructivism). Learning materials must help students meet the Sunshine State Standards K-12 Reading and Language Arts. Open multiple Gmail accounts all owned and password controlled by the teacher. The teacher logs on to each account, and the student works on the shared document, presentation, blog, group, wiki, or Tappedin K-12 classroom assignment. Assignments include reading and discussing (in person and on line); applying background knowledge of subject and content areas, using pre-reading strategies (previewing, discussing, generating questions), and text structure to make and confirm complex predictions of content; learning vocabulary, practicing fluency producing documents and discussing assignments on line; and demonstrating comprehension material. Florida’s Applied Technology classrooms include the teacher as a facilitator, the student as a discoverer of knowledge (listening, filtering information, and drawing conclusions by using cooperative learning strategies such
An APPLES presentation is an inspiring and interactive fun way of sharing POSITIVE teaching strategies. Students are taught to apply and model the following critical life skills daily: literacy, respect, responsibility, and accountability. You will laugh while learning quality practices that lead to National Board Certification. It includes vocabulary building, creative writing, reading and Sugar – Spice and Unique that Apply Regularly for the lemons of life.

Drucilla Henderson & Alma Woods
Woodham Middle School

Room TA201 Creating Comprehension
Audience: 3-5
In this presentation we will be talking about main ideas & details, text structures: compare/contrast, cause/effect, sequence of events, themes, author’s purpose, text features, and repairing comprehension. A PowerPoint presentation will provide the framework for an interactive, hands-on session with singing and sharing ideas to motivate students to read with understanding.

Gwenn Rives
Jupiter Elementary School

Room TA203 Crossover Picture Books: A Tool for Content Learning
Audience: K-2; 3-5; 6-8; 9-12; Reading Specialist
The content will include the multiple purposes of using crossover picture books for: engaging readers, building background knowledge, extending vocabulary and concept knowledge, intentional use of interactive read-alouds for teaching benchmarks, anchor lessons for strategic thinking activities, textbook and content connections, developing understanding of genres, teaching literacy devices for writing, and rich support for English Language Learners. Participants will interact with exemplary crossover picture books that have multiple layers of meaning revealed through illustration and text. Activities will provide an opportunity for teachers to learn how to incorporate picture books into a variety of classroom contexts and settings that will help students understand difficult concepts and apply them to the real world. Discussion techniques and interactive read-alouds will be used to demonstrate how social interaction can increase understanding and enhance the learning experience while meeting the needs of diverse learners.

Betsy McClure & Connie Cain
University of Central Florida

hands-on presentation geared toward 6-12 teachers and literacy specialists will demonstrate a novel approach on how to engage ELLs in reading strategies in meaningful ways that take into account their proficiency levels. The participants will learn how to consider the linguistic requirements of different reading strategies and how to choose appropriate ESOL strategies to scaffold the instruction and use of the strategies for ELLs while meeting the needs of native speakers.

Joyce Nutta, Carine Strebel, & Florin Mihai
University of Central Floridaa

Room 202B How (and where) in the World Can I Build a Wiki?
Audience: All
Reaching today’s educators can mean substituting podcasts for staff meetings and wikis for workrooms. Are you ready to take your staff to the next level? In this presentation, participants will find out why building a wiki will benefit their organization, learn the various tools available to assist in building a wiki, and discover a variety of ways to use this innovative tool. Many sessions show why wikis are terrific tools, but few include clear instructions on how to setup one. This session will detail those steps and participants will hear first hand the triumphs to expect as well as the mistakes to avoid during implementation. Presenters will describe how to create and cultivate the use of wikis in the workplace and beyond.

Claudine Townley & Matt Renfroe
Florida Virtual School

Room TA221 Engaging in Non-Fiction Texts with Interactive Notebooks
Audience: All
We will introduce the concept of Interactive Notebooks, give common characteristics and components of Interactive Notebooks, ideas for student notebooks and present examples of Interactive Notebooks. We will be using a PowerPoint presentation, handouts, and a group activity.

Lynsey Glover, Joan Bishop, & Eve Marie Labreno
Hurst Elementary, Deltona Lakes Elementary, & Pathways Academy
Room TA222  Building Background Knowledge Using Nonfiction
Audience: K-2; 3-5
This session will provide information on acquiring background knowledge through the use of nonfiction in the classroom. There will be a definition and description of background knowledge. Although we will focus on elementary grades, some ideas, suggestions and strategies will carry over into secondary classrooms. Included will be examples of nonfiction media, text sets, comprehension strategies based on building background knowledge and modeling of some strategies. There will be two presenters each modeling a different strategy and supplying examples of nonfiction choices for the classroom along with a PowerPoint, music and handouts.

Marilyn Ling & Lynnette Albertson
Ortona Elementary & Bunnell Elementary

Room TA110  Going Beyond the Textbook
Audience: 6-8; 9-12; Reading Specialist
During this presentation we will be identifying reasons to provide text other than a textbook in classrooms, and identifying instructional practices designed for use with supplemental texts. We will also content explore the use of supplemental texts for: independent reading, enhancement of a lesson, ‘hooking’ student interest, promotion of learning through a variety of genres, meeting the needs of readers with varied reading abilities. This presentation will be using PowerPoint and interactions with a variety of texts.

Marcia Halpin & Craig Cosden
UCF FLaRE Center

Room TA116  Reading and Writing in the Math Classroom, Oh My!
Audience: 3-5; 6-8; 9-12
Reading and writing in the math classroom. You say it can’t be done! Come get some ideas on how to integrate reading and writing in the math classroom. This workshop will include some hands on activities that you can take back to your classroom to use immediately.

Susan Lee & Becky Jones
Timber Creek High School & Union Park Middle School

Room TA102  Real Ganstas Read Books: Effects of a Reading Intervention for Adolescents
Audience: 6-8; 9-12; Reading Specialist; Administrators; Faculty/Researchers
The key instructional components of our intervention are: a) selecting appropriate materials, b) tailoring instruction for individual students, and c) teacher “plaintalk” or explanation of important features of purposeful, strategic reading. The central focus of this intervention is self-selected independent reading across texts connected by a high-interest concept. We have collected related texts varying in difficulty level, but each tied to one of four major categories: a) justice; b) personal struggle and perseverance; c) relationships; and d) humor. We call these collections of materials Concept Boxes, and students read multiple titles within each set over a period of several weeks before the class proceeds to a new Concept Box. The boxes include a combination of genres, including young adult fiction, historical fiction, memoirs, picture books, graphic novels, informational books, and poetry.

Kathleen Heubach & Kimberley Kirchharr
University of West Florida & Escambia County School District

Room TA117  APPLES - Applying Positive Principles for Learning about & dealing with Everyday Life Situations
Audience: All
APPLES is an acronym for Applying Positive Principles for Learning about and dealing with Everyday Life Situations. This National Board teacher shares deals with family matters, literacy training, character building, testing tips, violence prevention, creative writing and reading. Learn to use slogans, and games to enhance any learning environment. APPLES inspire and motivates so that ... Reading & Writing Excites and Delights! The content provides opportunities: 1) to teach students positive principles that they can apply everyday, 2) to showcase literacy rich hands-on activities such as: Chicken Soup in a Box, Books Alive! (Reports) and Stories in My Life. (Life lessons) - and 3) to provide a sense of HOPE - H - Healthy, O -Opportunities for P - Pupils to E – Excel.
Room ED174  
**Fun, Fitness and Literacy...WhooWheel**  
Audience: K – 2, Reading Specialist  
Seven dimensions for phonemic awareness are discussed with many examples and hands on experiences for group participation. For example: clapping syllables for fun, listening for rhyming words, use of tongue twisters, playing games, sound boxes used with songs, learning transitions, and reading books. This presentation shows how phonemic awareness needs to be purposeful and a part of a literacy program.  
Patty Linear  
University of Central Florida

Room ED174  
**A Using Senteos with Struggling Readers**  
Audience: 3-5; 6-8; Reading Specialist  
Using an online picture book the lesson will include a demonstration of how to enhance the question-answer-relationship strategy with the Senteo technology resulting in greater student engagement and improved comprehension. The lesson will begin with a Senteo anticipation guide. The participants will then be exposed to online libraries using an LCD projector. An online picture book will be used to demonstrate the QAR strategy, and participants will use Senteos to practice the QAR strategy. The lesson will conclude by revisiting the anticipation guide.  
Lin Carver, Ph.D. & Lauren Pantoja  
Gulf Middle School and Sunlake High School

Room Ed Gym  
**Inspiring Reading Endurance: Eyes Past Print with Mind Engaged!**  
Audience: 6-8; 9-12; Reading Specialist; Administrator  
Information about reading engagement and its critical component in improving literacy for adolescents based on the Program for International Student Assessment (PISA) will balance with instructional strategies for matching students with text. Accountability measures providing support, monitoring, and assessment will also be provided. Critical literacy and its place in modern society will guide the interactive discussion. I will be using a short PowerPoint, interactive discussion, article and interactive strategies. Teachers will experience assigned versus choice reading, and reflect on their own levels of engagement.  
Jocelyn Downs  
University of Central Florida
Room ED174  Creating a ReadMe Museum to Motivate Struggling Readers
Audience: All
Creating a “ReadMe Museum” to Motivate Struggling Readers- just say “no” to the dog and pony show! A classroom should always be filled with stimulating and engaging content. However, you can motivate struggling readers through projects that engage THEIR creativity; not yours. You should no longer spend hours creating “unappreciated” lesson plans that leave you feeling discouraged. A “ReadMe Museum” offers a variety of opportunities (exhibits) for students to respond personally and purposefully to relevant, high-interest texts.

Stacy Weaver
Lyman High School

Room TA116  The Creation of an Illustrated Children’s Storybook in English & Spanish: Inside an Author’s Mind!
Audience: K-2, 3-5; Reading Specialist
The objectives of this presentation are to understand the creative mind of an author, experience the creation of a children’s storybook, explore how the conferees can use everyday experiences in a creative way, understand the collaborative relationship between the illustrator & the author, and to see how easily a book can meet the needs of diverse populations by being translated into Spanish for ESOL children & their parents. There will be volunteer oral reading & a brief PowerPoint presentation.

Sheryl Cohn, Ph.D.
University of Central Florida

Room ED174A  Literacy is Contagious...Start an Epidemic!
Audience: 9-12; Reading Specialist
Participants will be learning how to describe thematic text sets and how to implement them, discuss high-interest titles, troubleshoot areas of concern, model book talks, talk about clipboard cruising, and learn about literature circles.

Stephanie Gaudio & Deanna Godfrey
Lyman High School

Room Ed Gym  Strategies that Motivate and Work in the High/Middle School Intensive Classroom
Audience: 6-8, 9-12; Reading Specialist
The objective for this presentation would be to share strategies that have worked within the intensive environment for teaching key concepts such as Main Idea, Cause and Effect, Compare and Contrast, along with motivational strategies. Content: Information, work and samples of strategies along with motivational practices for FCAT, titled Rock the FCAT. Presentation will be done with hands on examples. We will present then encourage everyone to attempt and share strategies that they have used that work. For follow up we will provide a list of others shared strategies via email to participants.

Twila Tufts-Haeser & Amanda Gulland
Lecanto High School
Understanding Dyslexia and Literacy Achievement: Teaching Strategies for Reading Success

Audience: K-2; 3-5; 6-8; 9-12; Reading Specialist; Faculty/Researchers

Participants will understand dyslexia and the effect that this learning disability has on reading achievement. Participants will be provided background information on the characteristics, difficulties, and strengths of dyslexic students. Effective teaching strategies and adaptations for reading instruction will be provided. For dyslexic students, reading can be a difficult and demeaning task to face daily. Research indicates that with early screening and systematic, explicit, and remedial instruction in reading, writing, and language, children with dyslexia can overcome their disability and learn to read at an acceptable level.

Paula Black
Hopper Center

Biology Bob: Nature’s Wild Dance

Audience: K-2; 3-5

This presentation will consist of the performance of original content-specific songs about various biological topics. These K-5 level songs can be used for what Biology Bob calls Musical Motivational Instruction (MMI). He has used his original songs in the science classroom for over twenty years. He has made numerous presentations at schools and at state and national conferences. His research has shown that the use of music in the science classroom can enhance student motivation and learning. Come join Biology Bob as he sings several new songs about nature, along with some old favorites. Selected titles will include “I’m A Frog”, “Mammal Jammin’”, “Trees”, “The Pink Pig Blues”, “Parasites”, “Home of the Manatee” and others. Bring your singing voices. Audience participation will be encouraged.

Robert Everett
University of Central Florida

Addressing the Needs of Struggling Readers

Audience: 6-8; 9-12; Reading Specialist; Administrators; Faculty/Researcher

Teaching methods and practices that support reading gains across content areas will be presented with interactive audience participation. This is a professional development presentation and activity which was used with teachers at the high school where I serve as the school’s Reading Specialist to promote best practices in teaching while preparing for FCAT. The presentation was subsequently adopted by FLDOE Bureau of School Improvement Generalist Michelle Reaves for use with principals of Assistance Plus Schools statewide in Feb. 2008.

William Kerns
Northstar High School

Late-Breaking News: Details at 11: Supporting Striving Readers in AP World History

Audience: All

This presentation provides opportunities for participants to practice strategies that facilitate reading efficiency and comprehension. Since the brain is a pattern synthesizer that accesses meaning by simultaneously viewing the whole and the parts that contribute to the whole, it is essential that readers use a tool that exemplifies this principle. First, participants will view and practice the “Table of Contents” technique, an Organizational Stage activity. The second strategy, “Late-Breaking News,” encourages comprehension after a first-time reading, supports the learning phase of instruction, and links textual information to present day events. Participants will create their own “Late-Breaking News.” The final session activity demonstrates how student-made podcasts after the initial classroom instruction/discussion enables all readers to become collaborators in the learning sequence.

Patricia Melvin & Kelley Ranch
Terry Parker High School & Ribault High School
Room TA201  
**Inspiring Children to Read Through the Use of Authentic Literature**  
Audience: K-2; 3-5  
The content of this workshop will be a review of selecting quality literature, comprehension mini-workshops for students, explicit teaching of: Reciprocal Teaching, QAR, Making Connections, and Clink Clunk. Using novels for students to practice and master the use of comprehension strategies and create quality literature units.

April Imperio  
Belle Terre Elementary School

Room TA305  
**Reading/Writing Connections: Building Extended Responses**  
Audience: 6-8; 9-12; Administrator; Faculty/Researchers  
The objective of this session is to help teachers to recognize and implement literacy instruction across the disciplines that enact literate behaviors (Heath). We will look at the ways in which the FCAT frames expectations for these literate behaviors and how instructional practices can prepare students to meet these expectations. The method of presentation will be interactive discussion guided by PowerPoint.

Charla Bauer & Elizabeth McClure  
UCF FLaRE Center

Room TA130  
**Poetry Jamboree: A Joyful Language Experience**  
Audience: K-2; 3-5  
When we think of a jamboree, we imagine an occasion when people gather to take part in fun and activities. People wander from booth to booth sampling foods, fun, and activities. In this presentation, participants will take part in a poetry jamboree. We will sample different poems and explore activities and strategies that will bring students pleasure with poetry. What you need to attend this celebration is an appetite for making this genre exciting for students. So what are you waiting for? Come join the jamboree and discover how to make the language of poetry a joyful experience for your students.

Rita Buchoff  
University of Central Florida

Room TA202B  
**Reading and Writing in the Mathematics Classroom**  
Audience: All  
Which classroom practices promote mathematical proficiency? This session will focus on research-based metacognitive thinking strategies/activities through reading and writing while developing mathematical problem solving skills in grades K-8. Presenters will demonstrate integrating literature and writing in mathematics instruction for regular education and ESOL students. Activities will focus on authentic learning where students seek solutions, explore patterns and formulate conjectures in the study of mathematics. Children’s literature along with real world activities and applications for mathematics will promote learning transferece.

Patricia Goldman, Kim Marchetti, & Diane Angellillo  
Educational Support Center, Lawton Elementary, & Spring Lake Elementary

Room TA221  
**The Amazing Race to Read**  
Audience: All  
Students at Clearlake Middle School in Cocoa, Florida are reading their way around the world. The Amazing Race to read is a school wide independent reading program that incorporates all content areas and fosters the love of reading. Our reading program is based on the CBS reality show, THE AMAZING RACE. In the TV show, contestant pairs race around the world to be the first at the finish line. Along the way, they have Pit Stops and Detours, in which they must choose to perform a physical or mental challenge. Clearlake’s Amazing Race to Read will take students to 8 destinations. They will arrive at each of their destinations by reading books that total the amount or RACE POINTS needed for that destination. Once they reach a destination they must complete a detour that relates to the country where they have arrived. These detours will be math, science, or social studies related. During this presentation the participants will receive quality guidance and instruction on building students reading fluency, endurance, and passion for literature. Participants will also be given valuable monitoring tools for independent reading. All participants will leave with a CD in hand and be able to implement this program in their school.

Toniamae Dykes  
Clearlake Middle School