WRITING IN AN ERA OF NEW EDUCATIONAL STANDARDS

CONNECT, SHARE, LEARN, AND INSPIRE

APRIL 3, 2015
Welcome to the 17th Annual University of Central Florida College of Education and Human Performance Literacy Symposium. Each year we invite exemplary national, state, and local speakers to share their work on literacy policy, research, and practice. This event prides itself on being at the forefront of literacy learning in Florida. Thank you for choosing the UCF Literacy Symposium as a literacy professional development vehicle to connect, share, learn, and inspire.

The UCF College of Education and Human Performance faculty, administration, staff, and students are dedicated to excellence in teaching, research, and professional service. Thank you for participating in this year’s literacy symposium. We look forward to providing you with invaluable tools for improving literacy instruction, student learning, and preparing students for college and career readiness. We hope to see you again next year!

Dean B. Grant Hayes, Interim Dean and Professor
UCF College of Education and Human Performance
grant.hayes@ucf.edu

On behalf of the UCF College of Education and Human Performance, welcome to the 17th Annual Literacy Symposium. We are fortunate to have several leading researchers and educators as plenary and invited speakers in the theme areas of this symposium. We hope you find the sessions and plenary talks enjoyable and most beneficial. We are pleased that UCF continues to be a partner in this venture. I wish the conference every success! Thank you for your commitment to preparing students for the shifting literacy landscape.

Michael Hynes, School Director
UCF College of Education and Human Performance
School of Teaching, Learning, and Leadership
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Welcome. On behalf of the UCF College of Education and Human Performance and the School of Teaching, Learning, and Leadership, we are pleased to have you here today and hope that you enjoy this event. We did our best to provide you with valuable opportunities to connect, share, learn, and inspire. Enjoy, and join us again next year to continue the dialogue with our faculty and students about supporting the literacy needs of teachers and students in Florida.
# OVERVIEW OF CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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| 8:00 a.m. – 8:30 a.m. | Registration  
*Education Complex Gymnasium* |
| 8:30 a.m. – 8:45 a.m. | **Welcome & Logistics**  
*Education Complex Gymnasium* |
| 8:45 a.m. – 9:00 a.m. | **Special Welcome**  
2015 FL Teacher of the Year, Christie Bassett  
*Education Complex Gymnasium* |
| 9:00 a.m. – 9:50 a.m. | **KEYNOTE: Troy Hicks**, Central Michigan University  
Raising Accomplished Digital Writers  
*Education Complex Gymnasium* |
| 9:50 a.m. – 10:00 a.m. | Transition |
| 10:00 a.m. – 10:30 a.m. | **Concurrent Sessions**  
*UCF Teaching Academy AND Education Complex Gymnasium* |
| 10:30 a.m. – 10:40 a.m. | Transition |
| 10:40 a.m. – 11:10 a.m. | **Concurrent Sessions**  
*UCF Teaching Academy AND Education Complex Gymnasium* |
| 11:10 a.m. – 11:20 a.m. | Transition |
| 11:20 a.m. – 12:05 p.m. | **KEYNOTE: Alan Sitomer**, Triumph Learning  
Powerful Pedagogy that Delivers Literacy Across the Curriculum: Building Whole-Campus Capacity for Disengaged Students  
*Education Complex Gymnasium* |
| 12:05 p.m. – 12:35 p.m. | Lunch |
| 12:35 p.m. – 1:05 p.m. | **Concurrent Sessions**  
*UCF Teaching Academy AND Education Complex Gymnasium* |
| 1:05 p.m. – 1:15 p.m. | Transition |
| 1:15 p.m. – 2:00 p.m. | **KEYNOTE: Cheryl Ellis**, Zaner-Bloser Company  
Examining the DNA of Writing (Grades 2-6)  
*Education Complex Gymnasium* |
| 2:00 p.m. – 2:10 p.m. | Transition |
| 2:10 p.m. – 2:40 p.m. | **Concurrent Sessions**  
*UCF Teaching Academy AND Education Complex Gymnasium* |
| 2:40 p.m. – 2:45 p.m. | Break |
| 2:45 p.m. – 3:30 p.m. | **KEYNOTE: Katherine McKnight**, National Louis University  
Closing the Achievement Gap and New Educational Standards: Reading, Writing, Self-Regulation, and the Struggling Reader  
*Education Complex Gymnasium* |
8:45 a.m. – 9:00 a.m.

**Special Welcome, Christie Bassett, 2015 Florida Teacher of the Year**

*Room: Education Complex Gym*

9:00 a.m. – 9:50 a.m.

**Keynote Dr. Troy Hicks**

Central Michigan University

*Raising Accomplished Digital Writers*

“21st-century literacies” are well over a decade old, yet in what ways do we really invite our students to be collaborative, creative, and conscientious writers with the digital tools they have in their pockets and at their fingertips? Through examples and conversation, we’ll explore effective writing practices for today and tomorrow, all the while considering how to engage our students thoughtfully in the craft of digital writing.

*Room: Education Complex Gym*

**Concurrent Sessions**

10:00 a.m. – 10:30 a.m.

**Fluency and the Language Arts Florida Standards: Strategies that Count**

Fluency is one of the major clusters in the Language Arts Florida Standards in grades 1-5. This presentation will consider fluency in a general sense, and specifically how it links to the Florida Standards. Several engaging classroom strategies will be shared that help students develop and strengthen the essential components of fluency. A resource packet will also be shared.

_Distinguished Teaching Professor Emeritus Jerry Johns, Northern Illinois University, and Roberta Berglund, Northern Illinois University_

_Audience: 3-5_

*Room: EDU Gym*

**Writing and Learning - What Content-Area Teachers Should Know**

Content-area literacy is emerging as a hot topic in education. But where did this idea come from, why does it matter, and how can teachers use literacy strategies to extend and deepen student learning? This presentation will examine the role of writing in learning, how it is supported by the Florida Standards for literacy in the content areas, and some ways teachers can engage students, develop their critical thinking skills, and monitor their progress.

_Julia Somers-Arthur, Florida Department of Education Writing Specialist_

_Audience: All_

*Room: EDU 174A*
Concurrent Sessions
10:00 a.m. – 10:30 a.m. (continued)

Reading All Day, “ERRYDAY” (Every Day)!
Ever wondered how to integrate reading into the curriculum? Join us in this interactive presentation. You will discover available books at different levels that can be integrated not only into language arts, but also math, science and social studies classrooms.
Christine Allen and Tara Miller, UCF Student Teachers
Audience: PreK-2, 3-5
Room: EDU 190

Writing and the New Educational Standards: Engaging Today’s Learner Through Digital Media
This interactive session will provide today’s educator with innovative ways to repurpose technology for classroom use with the digital learner. Through hands-on activities participants will learn how to use various digital tools to increase engagement, deepen student understanding across content areas, and meet new writing standards.
Katrina Howell, Seminole County Schools and Dena Slanda, UCF Doctoral Student
Audience: 6-8, 9-12
Room: TA 116

Reading Like Writers
Isolation is out and integration is in! Integration of reading, writing, speaking, and listening will be emphasized as participants practice reading like writers to improve their writing technique in this interactive session.
Wendy Stevens, Executive Director of Just Read, Florida!
Laura Lee, Deputy Director of Just Read, Florida!
Florida Department of Education
Audience: All
Room: TA 117

Literacy in Your Content Area
Christie Bassett, the 2015 Florida Teacher of the Year, is a K-5 art teacher who incorporates reading, writing, and critical thinking into her art class. Join her as she shares her techniques for incorporating literacy in all subject areas.
Christie Bassett, the 2015 Florida Teacher of the Year
Audience: K-5
Room: TA 130
Concurrent Sessions
10:00 a.m. – 10:30 a.m. (continued)

Teaching Social Studies Through US Supreme Court Cases and Primary Source Documents (i.e. The Right to Counsel from Gideon v. Wainwright to the Dzhokhar Tsarnaev Boston Marathon Bombing Trial)
This presentation looks at how the concept of “assistance of counsel for his defense” as understood in Gideon v. Wainwright (1963) plays a role in the ongoing trial of the alleged Boston Marathon bomber using contemporary and historical primary-source documents. Documents will include artifacts, audio and print.
Terri Susan Fine, University of Central Florida
Audience: 6-8, 9-12
Room: TA 201

Tell Me Everything, But Make It Quick! Strategies for LAFS Standard 2: Determine the Central Idea, Analyze Text, and Summarize
Reducing information to essential ideas is crucial to comprehension. When students learn how to write brief summaries, their comprehension and retention are improved. Join us for a fast-paced, hands-on workshop and leave with explicit, summarizing instructional strategies applicable across all disciplines. Then watch your student achievement soar!
Jennifer Kincaid, Michelle Groat, and Ruth Geer, Hillsborough County Public Schools
Audience: 3-5, 6-8, 9-12
Room: TA 202A

SLAMming the Text
SLAM is an easily differentiated, writing-to-text strategy which helps students make the shift to analysis demanded by the Language Arts Florida Standards. Geared for middle and high school, the classroom-ready SLAM strategy is highly engaging and appropriate for all content areas.
Lori Wickham and Beth Jensen, Volusia County Schools
Audience: 6-8, 9-12
Room: TA 202B

Poetic Autobiographies in the New Age of Standards: Where AM I From?
Poet George Ella Lyon published the original “Where I’m From” poem reflecting on her personal history. We will introduce the poem, along with variations, and use these as an inspiration to craft our own poem and explore the possibilities of extending this form of writing across other content areas.
Nancy Brasel, University of Central Florida
Sherron Roberts, University of Central Florida
Patricia Crawford, University of Pittsburgh
Audience: 3-5, 6-8, 9-12
Room: TA 203
Engaging Students with Digital Writing
Use technology to move students from analyzing and comparing text to responding, collaborating, and creating various types of writing projects. Bring your iPad, smartphone, or computer and explore free apps such as Skitch, Popplet, Subtext, Kahoot, Poll Everywhere, Evernote, WeChat, Word Movers, Smule, Make Beliefs, Easel.ly, and Tellegami.
Lin Carver, Saint Leo University
Lauren Pantoja, Pasco County Schools

**Room: TA 204**

Digital Spaces & Literacy: LGBTQ Students and Equitable Social Spaces
LGBTQ youth are at-risk academically, yet are writing and thinking critically among diverse populations across the globe. As educators, we must address the reality that incorporating social media in classrooms could not only work to improve the academic success of LGBTQ students, but might also open the classrooms up for equitable learning.
Frankie Huff, Seminole State College and University of Central Florida

**Room: TA 221**

Engaging Students with Interactive Lessons: Digital Tools to Support Reading Foundational Skills
Participants will discover how featured Web 2.0 tools can be used in the classroom to support the development of students’ reading foundational skills. With an emphasis on increased student engagement, this session will offer hands-on opportunities to explore each application. Student work samples from the classroom will also be shared.
Taylar Wenzel, University of Central Florida
Kristan Priske, Seminole County Schools

**Room: TA 222**

You! Yes, You! The One Reading This!
“Reading is boring!” Are you tired of hearing this? Are you aware of the BEST ways to motivate your students? Join us as we take you on a classroom simulation to help create a positive learning environment. This workshop will help you prepare and establish the ultimate classroom experience!
Yudeysis Cores and Jenna Martucci, UCF Teacher Candidates

**Room: TA 301**
Concurrent Sessions
10:00 a.m. – 10:30 a.m. (continued)

The Impact of Diverse Texts on Academic Achievement
With the reemergence of mindfulness in education, the achievement gap asks “How can certain methodologies subvert underlying anxieties towards literature?” The answer includes Harvard-based theoretical research on diverse libraries and academic performance, practical research as an MDCPS RTOY Finalist, and current, measurable solutions empowering literacy gains in today’s at-risk classrooms.
Corinne Wainer, Partnership Associate LightSail Education
Audience: 3-5, 6-8, 9-12
Room: TA 302

Real Writers Revise: Using Primary Source Documents as Mentor Texts For Revision
“One and done” is the view of most of our students when it comes to writing. They are not motivated to revise their work. This presentation explores the Declaration of Independence as a model for revision within the writing process. After all, even Thomas Jefferson had to revise!
Kathleen Muir, Pasco County Schools
Audience: 6-8, 9-12
Room: TA 303

Discover the Possibilities with Digital Learning
What does it mean to be literate in today’s world? In order for students to achieve success, they need to be able to research, create, and communicate ideas and information effectively using a wide variety of digital tools and resources. Literacy proficiency is crucial for student success.
Stacey O’Connor, Brevard County Schools
Audience: PreK-2, 3-5, 6-8
Room: TA 322

Concurrent Sessions
10:40 a.m. – 11:10 a.m.

Fluency and the Language Arts Florida Standards: Strategies that Count
Fluency is one of the major clusters in the Language Arts Florida Standards in grades 1-5. This presentation will first consider fluency in a general sense and specifically how it links to the Florida Standards. Several engaging classroom strategies will be shared that help students develop and strengthen the essential components of fluency. A resource packet will be shared.
Distinguished Teaching Professor Emeritus Jerry Johns, Northern Illinois University and Roberta Berglund, Northern Illinois University
Audience: 3-5
Room: EDU Gym
Concurrent Sessions
10:40 a.m. – 11:10 a.m. (continued)

**Lighting up Kids’ Eyes**
The objective of my presentation is to share how I engage children with my books and drawings and how they are hopefully inspired to want to live their dreams.
Ethan Long, Award-Winning and Internationally Recognized Children’s Book Author and Illustrator With Over 70 Children’s Books
*Audience: Pre-K*
*Room: EDU 174A*

**Building a Website for Educators and Students!**
Have you ever wanted to create your own educational website? How about having your student create his/her own website to illustrate authentic learning? This session engages the learner, is innovative, and targets every person involved in education! By the time the session is over, you’ll leave with a personalized educational website to share with your students, families, faculty, staff, and even the community.
Candice Keating, Martin County Schools
*Audience: All*
*Room: EDU 190*

**Reading and Writing Instruction in a 4th Grade Social Studies Unit**
In this presentation, three fourth-grade teachers and a literacy coach will present strategic reading and writing instruction in a fourth-grade classroom unit on Native Americans. They will demonstrate how they guided students to read from non-fiction sources and write an explanatory essay using writing process methods.
Pattricia Jacobs, Angela Flavin, Macy Geiger, and Holly Wall, Alachua County Schools
*Audience: 3-5*
*Room: TA 102*

**Text-Based Writing: Extending Meaning or Staying Within Text**
This workshop will focus on opportunities for writing in response to reading and text-based essay writing. This interactive session will include step-by-step lessons for writing in response to reading, as well as an opportunity to examine the FSA Rubric and student work that will be used for scoring and discussion.
Cheryle Ferlita, Duval County District Office
*Audience: 3-5*
*Room: TA 110*

**Using Children’s Quality Nonfiction to Meet Literacy Standards**
With the recent implementation of new standards, elementary teachers are being asked to integrate more nonfiction/informational text than ever before. Therefore, in order to ensure their students are truly college and career ready, teachers must know how to choose and use these texts effectively to meet the standards.
Elizabeth Hoffman, University of Central Florida
*Audience: PreK-2, 3-5*
*Room: TA 116*
Concurrent Sessions
10:40 a.m. – 11:10 a.m. (continued)

Pathways to College and Career: Developing a Secondary Language Arts Curriculum to Meet the New Florida Standards
In this session, participants will analyze curriculum exemplars and apply that thinking to their own work as they to learn how to identify strong texts, create aligned performance assessments, and design assessment maps to guide lesson development. This interactive session will include an inside look at the aspects of designing powerful curriculum and allow participants to apply the precepts of effective curriculum design.
Katana Conley, Evan Lefsky, and Julie McEachin, PCG Education
Audience: 9-12
Room: TA 117

Literacy Challenges for English Learners of All Levels: A Turkish Experience
Attendees will experience the challenges of second-language learners during English literacy instruction at the beginner, intermediate, and advanced levels by participating in an activity presented in Turkish. Presenters and attendees will discuss the experience and application of second-language literacy instructional techniques that are beneficial for English learners.
Michele Regalla, Hilal Peker-Ozbay and Joyce Nutta, University of Central Florida
Audience: 6-8, 9-12
Room: TA 130

Coaching Preservice Teachers in Selecting High Quality Children’s Books For Effective Classroom Teaching
Literature is an authentic resource that can be the foundation of a literacy program, as well as a major resource for other curriculum areas. This presentation will explore some effective ways of coaching preservice teachers to select high-quality children’s literature that can serve classrooms with diverse student populations.
Juan Du, Rongrong Dong, and Xuezi Zhang, University of Florida
Audience: PreK-2, 3-5
Room: TA 201

Summer Programs: Developing And Presenting Summer Programs In Elementary Schools
In an attempt to engage students and reduce the “summer slide” (reduction in learning), we have implemented several summer programs. These summer programs are based on structured learning activities that promote reading, typing, and physical activity. Attendees will be provided with tools for starting or enhancing a summer program.
Christine Hanlon and Mika Noorlander, University of Central Florida
Audience: 3-5
Room: TA 202A
Concurrent Sessions  
10:40 a.m. – 11:10 a.m. (continued)

Conversations for Grouping Text Evidence Effectively
Understanding how to group text evidence for writing is an undeveloped art. Scaffolding the process of evidence sorting will transform a classroom from teacher-led to student-centered. Learners engage in collaborative conversations that will train their brains to think and write independently.
Tami Newcomb and Melanie Cleveland, Orange County Schools  
**Audience:** 3-5, 6-8, 9-12  
**Room:** TA 203

Mentor “Authors”: Exploring Purposes for Writing through Children’s Book Characters Who Write
Our focus will be to share how mentor texts have been described and used by experts (Calkins, 2010; Gallagher, 2011) with book characters serving as author mentors (Parsons & Colabucci, 2008). Book characters write to persuade, inform, reflect, and narrate. Presenters provide examples of characters writing in K-6 fiction and nonfiction to illustrate purposes of writing (CCSS; Halliday, 1975).
Karri Williams, University of Central Florida  
Beth Warren, Brevard County Schools  
Cindy Vanderpool, Brevard County Schools  
**Audience:** PreK-2, 3-5, 6-8  
**Room:** TA 204

Does Writing Make Cents? Economically Relevant 21st Century Literacies Instruction
Contemporary educational reform, especially here in Florida, depends upon economic imperatives that are useless for making practical teaching choices. This presentation invites participants to consider the usefulness of practical economic rationales for literacy instruction. Data from five semesters of a university course are collaboratively analyzed, and teachers are invited to evaluate their own instruction.
George Boggs and Stefanie Prevatt, Florida State University  
**Audience:** 6-8, 9-12  
**Room:** TA 221
Concurrent Sessions
10:40 a.m. – 11:10 a.m. (continued)

When Disciplines Speak: Using Graphic Organizers to Promote Disciplinary Literacy and Critical Thinking
Disciplinary literacy is not just a new makeover name for content-area reading, but a new way to approach disciplines. It brings a renewed appreciation to the disciplines by focusing more on differences rather than similarities, and it capitalizes on the distinctive ways these disciplines create, communicate and evaluate information. The voice of the experts within each discipline is critical to understanding what counts as equality and what matter as priorities to that discipline. A dialogue that acknowledges the unique aspects of the discipline is key to promoting critical thinking.

Ebru Bilgili, Florida Department of Education
Audience: All
Room: TA 222

iPads, Apps, Vocabulary, and Writing in the Elementary Classroom
The objective of this presentation is to demonstrate the research behind utilizing technology resources to engage and enhance student’s learning by showcasing effective iPad applications, which can be utilized within the classroom.

Sarah Park, Orange County Public Schools
Audience: PreK-2, 3-5
Room: TA 302

Finding Our Voices: Teacher’s Reflections on the Teaching of Gender, Human Trafficking, Feminism, and Women in Contemporary Society through YAL
This presentation discusses teaching founded in social justice, critical pedagogy, and culturally responsive pedagogy. This presentation focuses on texts we used throughout our units that focused on social issues and human trafficking. We offer insights into best teaching practices and dealing with taboo topics in secondary ELA.

Cody Miller and Kathleen Yurko, University of Florida
Audience: 9-12
Room: TA 303

Providing Authentic Close-Reading Opportunities Using Poetry
In this session, participants will learn about a technology-infused, poem-a-week structure that incorporates research-based literacy practices to provide opportunities for their students to engage in authentic close reading.

Andrea Gelfuso, University of Central Florida
Audience: 3-5, 6-8, 9-12
Room: TA 322
Keynote Alan Sitomer
Triumph Learning
Powerful Pedagogy that Delivers Literacy across the Curriculum: Building Whole Campus Capacity for Disengaged Students
Learn how to create a literacy-based instructional environment where passion meets grit, rigor meets high expectations and student engagement meets fidelity to efficacious academic aims. Blending years of classroom experience, the latest research and clear, cogent data, Alan Sitomer, a three-time teacher of the year award winner and the acclaimed author of 19 different books, will spell out a practical means by which literacy can be expanded across the curriculum as well as how educators can help break down the artificial – and unnecessary – walls that exist between core disciplines. Attendees will walk away with immediately usable tools to serve the needs of capable but disengaged students.
Room: Education Complex Gym

Concurrent Sessions
12:35 p.m. – 1:05 p.m.

The ARTS - A Pathway to Successful READING
Fusing arts content with reading and writing undergirds a complete education for 21st Century students. Experience arts integration that works! Using the Read the Picture strategy, we’ll take a deep dive into artworks by Vincent van Gogh with related tableau, active music listening, creative movement, and soundscape experiences to build student confidence and skill in reading and writing. Visual art, music, dance, and drama are amazing tools not only for making learning come to life, but also for differentiating instruction. Join us for energizing, engaging experiences and hands-on learning!
Mary Palmer, UCF Professor Emerita, and former Dean of the UCF College of Education; co-author with Susan Rosoff of Teaching through the ARTS: WRITING, 2014.
Audience: All
Room: EDU Gym

Reading Like Writers
Isolation is out and integration is in! Integration of reading, writing, speaking, and listening will be emphasized as participants practice reading like writers to improve their writing technique in this interactive session.
Wendy Stevens, Executive Director of Just Read, Florida!
Laura Lee, Deputy Director of Just Read, Florida!
Florida Department of Education
Audience: All
Room: EDU 174A
Concurrent Sessions
12:35 p.m. – 1:05 p.m. (continued)

Don't Miss These: The Best Books of 2014 and What to Look Forward to in 2015
This presentation is a book talk that highlights the best publications of 2014 and some of the ones to look forward to in 2015. It will cover not only award winners, but those that might have been missed/overlooked by readers that were really good. The books will be in a variety of grade and ability levels.

Yolanda Hood, University of Central Florida, Curriculum Materials Center
Audience: All
Room: EDU 190

Establishing a Writing Culture In The Secondary Language Arts Classroom - A Case Study Of An 8th Grade Language Arts Class
Writing is not only a central role in students’ literacy development, but also a gateway for success in academia, the new workplace, and the global economy. This study unmasks the significance of an established writing culture in the secondary classroom and emphasizes teachers’ roles in motivating students to write.

Rongrong Dong, University of Florida
Audience: PreK-2, 3-5, 6-8
Room: TA 102

Exploring Digital Responses to Children’s Literature
In this session, participants will explore digital tools that encourage reading and writing with technology while exploring genres of children’s literature with elementary students. Tools such as VoiceThread, Glogster, and Haiku Deck will be presented, along with pros and cons for using each to ensure student learning.

Kalena Davis, Flagler County Schools
Lenora Forsythe, University of Central Florida
Audience: PreK-2, 3-5
Room: TA 110

A Case Study on an Istation Implementation Yielding Exceptional Student Growth
A review of a classroom teacher getting exceptional student growth using Istation will show how she integrates all four components of Istation: assessment, instruction, reports, and teacher resources. The universal screener automatically placed students into their prescribed instruction. The reports help her identify students who need teacher-directed intervention, and give her lesson plans at the point of use. After the suggested remediation lessons, the teacher documents her interventions in Istation and measures the effectiveness of those interventions with progress monitoring assessments. By using Istation’s resources to their full capacity, this teacher’s students made exceptional gains.

Gretchen Territo, Sherrie Smith, and Barbara Day, Istation
Audience: PreK-2, 3-5
Room: TA 117
Concurrent Sessions
12:35 p.m. – 1:05 p.m. (continued)

Best Practices in Writing
A session devoted to best practices in writing instruction. During this session, participants experience a writing lesson designed to support writers and build a sense of classroom writing community. Participants also have the opportunity to observe writing instruction in a first grade classroom and reflect on the implications of this workshop approach for all classrooms K-5. The session concludes with a focus on writing conferences. Participants view several writing conferences and reflect on the purpose and power of these one-to-one writing conferences.

Jolynn Bernard and Katy Cortelyou, Collaborative Classroom

Audience: PreK-2, 3-5
Room: TA 130

Around the World with Cinderella
Cinderella has been retold hundreds of times; each time with unique cultural twists that are waiting to be brought to life in classrooms. Through technological and traditional resources, attendees will be interactively involved in best-practice classroom uses, impressing the importance of exposing children to the wonders of diversity!

Nicole Sorensen, UCF Teacher Candidate

Audience: PreK-2, 3-5
Room: TA 201

DIIG Deeper: Getting the Most Out of Academic Vocabulary and Writing in Science Classrooms
Vocabulary is a huge part of science learning! Some researchers say that the typical science student learns more vocabulary in a science course than they do in a foreign language course per school year. This presentation visits this problem with interesting strategies and solutions for science teachers at all levels.

Carmen Woodhall, East Carolina University

Audience: 5-8, 9-12
Room: TA 202A

The Writing Recipe: B.E.L.I.E.V.E.!® Me...It Works!
Experience fun and interactive real talks about writing; a waking up of the soul for everyone working so hard to educate our 6-12 children every day! With fascinating research and relatable, teaching moments, see how together we can reignite a writing lesson to bring passion and productivity parallel for student and educator effectiveness! You will laugh, cry, get mad, be empowered, and feel amazing . . . ready to LEAD students and colleagues to writing success. It’s time to release the fierce writing teacher within! That is, if you B.E.L.I.E.V.E.!®

Dorina Sackman, 2014 Florida Teacher of the Year

Audience: 6-12
Room: TA 202B
Concurrent Sessions
12:35 p.m. – 1:05 p.m. (continued)

Engaging Pupils Through Puppet Pals to Plan and Produce Written Composition Products
An overview of how to use the iPad application, Puppet Pals, as a digital writing tool to increase the story elements of characters, setting, plot, and problem by providing visual and audio supports for elementary students with and without disabilities in a manner that reflects UDL principles and student-directed composition.
Lindsey Massengale, University of Central Florida
Audience: PreK-2, 3-5
Room: TA 203

Connecting Students to Informational Writing through Innovative Formats: Using Lapbooks and Glogs
If you are interested in learning how to use lapbooks and digital media to record factual information, this session is for you! Practical and instructional techniques will be presented to promote student learning of factual material and engage students in writing informational text.
Rita Buchoff, University of Central Florida
Audience: PreK-2, 3-5, 6-8
Room: TA 221

What Transferable Skills do Students Need to Succeed in College?
This panel presentation and discussion by UCF's Department of Writing and Rhetoric will focus on the transferability of literacy skills from high school to the first-year college composition course. Panelists will present on the department's goals for writing instruction and discuss connections to state curriculum standards.
Nikolas Gardiakos, Deborah Weaver, Luann Henken, Stewart Dees, and Bob Mohrenne, University of Central Florida
Audience: 9-12
Room: TA 222

Phonological Processing and Orthographic Memory: What’s This Got to Do with Reading Success?
Have you wondered why, despite exposure to good reading instruction, some students still experience reading failure? What is going on in the brains of children who fall further and further behind in reading despite instructional intervention efforts? This session will explore the causes of early reading difficulties for many students and suggest some interventions that may help them succeed.
Mayra Rodriguez, School Psychologist Associate Superintendent
Audience: PreK-2, 3-5
Room: TA 301
Concurrent Sessions  
12:35 p.m. – 1:05 p.m. (continued)

Fostering Offline and Online Discussions and Literacy Experiences with Reflective Narratives and Reflexive Writing in Secondary Grades
This presentation displays how engagement in reflective narratives and reflexive writing can foster innovative and transformative classroom practices and offline and online discussions. Participants will explore reflective and reflexive strategies, engage in a reflexive writing exercise, express critical awareness about audience and topic, and examine examples of reflective narratives and reflexive writings.

Elsie Olan, University of Central Florida  
Audience: 9-12  
Room: TA 302

Achieve3000: Differentiated Informational Text for all Students
Imagine having access to thousands of informational-text articles, each written on 12 Lexile levels. Imagine helping all students cite evidence using the appropriate-leveled article as they progress to higher levels through formative assessment. This is part of the Achieve3000 solution. All attendees will be given log-on information to Achieve3000 for greater review.

Laura Hunt, Achieve3000  
Audience: 3-5, 6-8, 9-12  
Room: TA 322

1:15 p.m. – 2:00 p.m.

Keynote Cheryl Ellis  
Zaner-Bloser Company  
Examining the DNA of Writing
Writing is crucial as we move into the 21st century. There are six elements at the core of writing instruction which can be taught explicitly and methodically. These six traits are not only important in the language arts classroom, but across the curriculum as writing is essential in every subject.

Room: Education Complex Gym
Concurrent Sessions
2:10 p.m. – 2:40 p.m.

The Writing Recipe: B.E.L.I.E.V.E.!® Me…It Works!
Experience fun and interactive real talks about writing; a waking up of the soul for everyone working so hard to educate our 6-12 children every day! With fascinating research and relatable, teaching moments, see how together we can reignite a writing lesson to bring passion and productivity parallel for student and educator effectiveness! You will laugh, cry, get mad, be empowered, and feel amazing . . . ready to LEAD students and colleagues to writing success. It’s time to release the fierce writing teacher within!
That is, if you B.E.L.I.E.V.E.!®

Dorina Sackman, 2014 Florida Teacher of the Year
Audience: 6-12
Room: EDU Gym

Literacy As Exploration: A Workshop to Deepen Thinking and Articulation
Participants will interpret texts of various genres (flash fiction, poetry, informational articles) and media types (images, videos, music) and work collaboratively to forge new meaning in coherent, artistic responses. This hands-on workshop provides a space to use literacy as exploration in an interactive setting.

Paul Holimon, Collier County Schools
Audience: 6-8, 9-12
Room: EDU 174A

Embrace Disciplinary Literacy for Deep Literacy and Content Learning in Grades 6-12
Let’s move literacy in grades 6-12 from the periphery to the heart of the content areas. Disciplinary literacy is aligned with new educational standards, facilitates critical thinking, and maximizes content and literacy learning. The presenter will share a framework for disciplinary literacy and sample discipline-specific strategies for core academic content areas.

Vicky Zygouris-Coe, University of Central Florida
Audience: 6-8, 9-12
Room: EDU 305

Promoting College-Ready Writers Through AVID’s WICOR Strategies
AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Participants will engage in an interactive, hands-on demonstration of rigorous WICOR (writing, inquiry, collaboration, organization, and reading) activities that promote college readiness.

Amanda Blom and Terri Davidson, Orange County Schools
Audience: 6-8, 9-12
Room: TA 102
Concurrent Sessions
2:10 p.m. – 2:40 p.m. (continued)

Do You Like It Spicy? Working With Digital Writing Tools and Grammar
This session will demonstrate that the word grammar does not have to be taboo! Getting “spicy” with sentences and paragraphs can be fun, collaborative, and interesting - you can learn “how to grammar” without even knowing you are. Technology helps to bring the text to life!
Norine Blanch, University of Central Florida
Audience: All
Room: TA 110

Did You Know? Over 40 Blended-Learning Opportunities towards Transitioning to the Florida Standards for Florida Teachers and School Leaders
Florida DOE has partnered with PCG Education to develop online, blended modules to help schools successfully transition to the Florida Standards. These comprehensive resources will explore aspects of literacy including foundational skills, close reading, text-based questioning/discussion, writing to sources, working with ELL/special population, and aligning units, lessons, performance tasks, and assessments.
Julie McEachin, Evan Lefsky, and Matthew Ohlson, PCG Education
Audience: All
Room: TA 117

Opinion Writing: A Yearlong Journey with 4th and 5th Grade Writers
Does your writing instruction elicit the types of thinking that will be required of students when completing writing performance tasks? Come alongside a literacy coach as she shares her journey supporting writing instruction where students are able to analyze and evaluate information about a given topic from multiple sources. Student writing samples from the yearlong journey will be shared.
Marni Kay, Lake County Schools
Audience: 3-5
Room: TA 130

The Magic of Indian Folklore in Transformational Learning, Global Collaboration, and Participatory Culture
Amar Chitra Katha - the graphic novels based on Indian Folklore - are great transformational learning tools; they can lead to deeper understanding of cross-curricular areas of STEAM (Science, Technology, Engineering, Art, and Math) and global collaboration by incorporating visual literacy, New Literacies brought on by new internet electronic technologies, and digital writing. The potential of Indian Folklore as a transformational tool of learning in the context of new literacies will be examined.
Nandita Gurjar, University of Central Florida
Audience: PreK-2, 3-5, 6-8
Room: TA 201
Concurrent Sessions
2:10 p.m. – 2:40 p.m. (continued)

Writing Diversity: “Their Background Doesn’t Matter” - Pre-service Teachers, Writing Instruction, and Diverse Learners
As the racial and ethnic demographic in the United States continue to change, educators must be prepared to meet the needs of diverse students. This session presents multiple approaches to promoting pre-service teachers’ understanding of how students’ backgrounds shape the way they learn and how to provide writing instruction for a wide range of learners.
Mario Worlds, Chunhua Dai, Maureen Fennessy, and Soowon Jo, University of Florida
Audience: PreK-2, 3-5
Room: TA 202A

Biology Bob: The Art of Song Writing for the Life Sciences
Join Biology Bob as he sings biology songs while discussing the songwriting process. Attendees will learn how Biology Bob composes his songs and what influences the lyrics. The presentation will also focus on an unfinished environmental song that the attendees will help Biology Bob complete.
Robert Everett, University of Central Florida
Audience: All
Room: TA 202B

Literacy Instruction and the Florida Standards: Helping Teachers Succeed in a Time of Change
Participants will learn strategies for increasing the level of rigor in instruction and improving literacy instruction in all content areas. Additionally, multiple resources for teacher professional development and incorporating literacy will be shared.
Diana Fedderman, Palm Beach County District Office
Audience: 6-8, 9-12
Room: TA 203

Possible Connections Between Writing and Mathematical Thinking
We will discuss possible connections between writing and mathematics thinking. We will explore how regular sentences are interpreted by using mathematical logic and the challenges this process presents for teachers and students alike. Examples and learning activities will be provided involving different contexts.
Enrique Ortiz, University of Central Florida
Audience: All
Room: TA 204
Concurrent Sessions
2:10 p.m. – 2:40 p.m. (continued)

Cultivating Curiosity as a Means for Closing the Learning Gap
It is well known that children who live in poverty are more likely to face academic challenges, thereby resulting in a literacy learning gap between low, middle, and high socioeconomic levels. While variances in language and experiences are likely contributors, this gap may be mitigated by implementing practices that cultivate children’s curiosity.

Susan Kelly, UCF’s Toni Jennings Exceptional Education Associate Director
Audience: All
Room: TA 221

Getting Real With Writing Instruction: Using Spandel’s Six Traits in the Language Arts Classroom
The key to developing writing skills in young learners is to provide them with detailed feedback, opportunities for authentic writing, and interesting and well-written mentor texts to learn from. Spaniel’s Six Traits provide a more analytical view of writing and scoring. This presentation seeks to help educators develop their understanding of Spaniel’s Six traits, and support for use in the language arts classroom.

Sally Eubanks, UCF Teacher Candidate
Audience: PreK-2, 3-5
Room: TA 222

The BYOD Classroom Guide
Students texting in your class? Are phones constantly becoming a distraction? Learn how to use engaging technology that will transform their phones into resources and reinforce subject material even further. The best part is that you can access these programs for FREE!

Michelle Perez, University of Central Florida
Audience: 6-8, 9-12
Room: TA 301

Smart is What You Do!
Learn how a growth mindset can improve student achievement, and explore three specific teaching strategies that can be implemented across all grade levels (including the post-secondary classroom) to make the learning environment more conducive to learning from mistakes. Attendees will participate in an engaging close-reading activity and walk away with strategies they can implement in the classroom tomorrow.

Shloe Kerness, University of Central Florida
Audience: All
Room: TA 302
Concurrent Sessions
2:10 p.m. – 2:40 p.m. (continued)

Using Realia in Storytelling to Aid the Writing Process
In education, realia (pronunciation ree-ah-lee-ah) are objects from real life used in classroom instruction by educators to improve students’ understanding of real-life situations. Realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connections which motivate learners to draw or color a picture for an activity and to write in a journal.
Beverly Snyder, University of Central Florida
Audience: PreK-2, 3-5
Room: TA 303

Using Writing Circles to Engage Students as Collaborative Authors for the 21st Century
Peer collaboration in writing has been shown to be effective in learning to write as well as writing to learn. As an innovative twist on literature circles, this approach was created by Vopat to capture the power of social learning and the synergy of collaboration. This session will show how this engaging strategy can be used from elementary to graduate school to move writers through the writing process to publication. The themes derived from this writing circle experience were preliminarily identified as engagement, choice, collaboration, writing improvement, feedback, and relationships.
Sherron Roberts, University of Central Florida
Audience: PreK-2, 3-5
Room: TA 322

2:45 p.m. – 3:30 p.m.

Keynote Dr. Katherine McKnight
National Louis University
Closing the Achievement Gap and New Educational Standards: Reading, Writing, Student Self-Regulation, and the Struggling Reader (K-12)
In this session, Dr. McKnight will demonstrate and provide specific strategies and examples of how reading improvement can occur when a self-regulatory model is paired with strategic reading and writing instruction that fosters reader self-efficacy and independence.
Room: Education Complex Gym
THANK YOU PARTICIPANTS AND PRESENTERS

The 17th Annual Literacy Symposium could not have happened without the help, time, effort and support of the following collaborators:

**Sponsors**
- Zaner-Bloser
- Triumph Learning
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- UCF Teaching Academy and College Outreach
- UCF College of Education and Human Performance
- Morgridge International Reading Center

**Keynote Speakers**
- Cheryl Ellis, Zaner-Bloser Company
- Dr. Troy Hicks, Central Michigan University
- Dr. Katherine McKnight, National Louis University
- Alan Sitomer, Triumph Learning

**UCF College of Education and Human Performance Committee Members**
- Dr. Enrique Puig, Director of the Morgridge International Reading Center
- Dr. Michael Hynes, Director, School of Teaching, Learning and Leadership
- Dr. Vicky Zygouris-Coe, Professor, Reading Education—Committee Chair and Event Organizer

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**Exhibitors location**
- Education Complex Lobby
- The Chapters Group
- Triumph Learning
- Zaner-Bloser

- UCF Teaching Academy Atrium
- Achieve3000
- Center for Collaborative Classroom
- Heinemann
- Lightsail Ed
- National Geographic Learning | Cengage Learning
- Perfection Learning
- Scholastic Book Fairs

**Extra special thanks** to Ms. Lourdes Smith, M.Ed., Doctoral Student and Event Assistant, UCF CEDHP, for her timeless efforts and work with this event.

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Explore | Captivate | Inspire | Solve | Communicate | Mystify | Unearth | Illuminate | Enthuse | Dazzle
Find | Educate | Seize | Expand | Reveal | Delight | Emphasize | Impart | Indicate | Speak | Enjoy
Invent | Observe | Glimpse | Excite | Marvel | Fascinate | Relax | Beguile | Enthrall | Intrigue | Convey | Thrill | Enlighten | Nurture | Depict | Elevate | Astonish | Escape | Wonder | Inform | Create | Dream | Mesmerize

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