Welcome to the 18th 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!

Pamela “Sissi” Carroll, Dean
UCF College of Education and Human Performance
pamela.carroll@ucf.edu

Welcome to the University of Central Florida campus, the College of Education and Human Performance, and the 18th Annual Literacy Symposium! This is a great time to join an amazing group of faculty, students, and staff to explore ideas for expanding the impact of literacy instruction and research. As a former teacher of students in middle and high school English and language arts classes, and an English Education professor with a penchant for young adult books and writing, I am especially happy to have the opportunity to work alongside leading experts in the field who are here among our UCF faculty.

I hope that you will find that the Literacy Symposium offers you new insights about the power of print and non-print literacies, challenges some of your conceptions, and leaves you with new enthusiasm for your own teaching and learning. Thank you for joining us!

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>
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| 8:00 - 8:45AM    | **Registration**  
                     Education Complex Gymnasium                                                                       |
| 8:45 – 9:00AM    | **Welcome & Diane McKee**, 2016 Florida Teacher of the Year Address                                  |
|                  | Education Complex Gymnasium                                                                       |
| 9:00 - 9:30AM    | **KEYNOTE: Carrie Morgridge**, Morgridge Family Foundation Chief  
                     Disruptor of the Morgridge Family Foundation                                                      |
|                  | Education Complex Gymnasium                                                                       |
| 9:30 – 9:35AM    | Stretch Break  
                     Education Complex Gymnasium                                                                       |
                     How Literacy Can Support STEAM and STEAM Can Support Literacy                                      |
|                  | Education Complex Gymnasium                                                                       |
| 10:20 - 10:30AM  | Transition                                                                                                                                               |
| 10:30 - 11:15AM  | **Concurrent Sessions**  
                     UCF Teaching Academy (TA), Education Complex Gymnasium, and the Morgridge International Reading Center (MIRC) |
| 11:15AM – 12:15PM| Lunch                                                                                                                                                   |
| 12:15 - 1:00PM   | **Concurrent Sessions**  
                     UCF Teaching Academy (TA), Education Complex, and the Morgridge International Reading Center (MIRC) |
| 1:00 - 1:10PM    | Transition                                                                                                                                               |
| 1:10 – 1:55PM    | **KEYNOTE: Carol June Maker**, The University of Arizona  
                     Literacy and the Gifted  
                     ADAGE/GIFTED Pre-Conference                                                                         |
|                  | Education Complex Gymnasium                                                                       |
| 1:55 - 2:05PM    | Transition                                                                                                                                               |
| 2:05 - 2:50PM    | **Concurrent Sessions**  
                     UCF Teaching Academy (TA), Education Complex, and the Morgridge International Reading Center (MIRC) |
| 2:50 - 3:00PM    | Transition                                                                                                                                               |
| 3:00 - 3:45PM    | **KEYNOTE: Katherine McKnight**, National Louis University  
                     Learning and Literacy Centers: Where Content Knowledge and Literacy Skills Intersect             |
|                  | Education Complex Gymnasium                                                                       |

**ED** = Education Complex; **MIRC** = Morgridge International Reading Center; **TA** = Teaching Academy
UCF Literacy Symposium Check-in/Registration

ED = Education Complex; MIRC = Morgridge International Reading Center; TA = Teaching Academy
8:45 a.m. – 9:00 a.m.

Special Welcome, Keynote **Diane McKee**
2016 Florida Teacher of the Year Address
Room: Education Complex Gymnasium

9:00 a.m. – 9:30 a.m.

Keynote **Carrie Morgridge**
Morgridge Family Foundation
Chief Disruptor of the Morgridge Family Foundation
Audience: All
Room: Education Complex Gymnasium

9:35 a.m. – 10:20 a.m.

Keynote **Nell Duke**
University of Michigan
How Literacy Can Support STEAM
and STEAM Can Support Literacy
Audience: All
Room: Education Complex Gymnasium
Concurrent Sessions (1)
10:30 a.m. – 11:15 a.m.

**Hands on, Brains on! Classroom Technology Tools You Can Use to Support Literacy in Your Classroom Tomorrow!**  
This fun, fast-paced session is a first look at the latest, most exciting apps, gadgets and tools in to support literacy and STEM efforts. Your device will be encouraged to be out. Anyone who wants to better use technology to engage students in learning is encouraged to attend.  
*Ian Belanger, District Instructional Technology Resource Teacher, Highlands County*  
*Audience: All*  
*Room: Education Complex Gymnasium*

**Impact of Improved Student Mindset**  
Changing a student’s belief in his/her ability can have profound effects. Carol Dweck’s mindset research proves hard work and effort can lead to success. This session focuses on exploring the growth mindset with activities to begin building a growth mindset culture in your classrooms and in your schools.  
*Diane McKee, 2016 Florida Teacher of the Year*  
*Audience: All*  
*Room: ED 190*

**“I get the theory, but how do I do it?”: Helping Interns Craft Student-Centered Reading and Writing Curriculum**  
This presentation will discuss how current English Language Arts teachers can work with interns to help develop and implement units of studies that put students’ interest, inquiries, and ideas at the center of the discussion. Both teacher education and students’ own meaning-making are crucial to an equitable and inclusive English class. The teacher panelists will discuss how to implement whole novel studies that lead to diverse perspectives, how to incorporate student choice in thematic units, and how to satisfy the demands of the state standards. The intern panelists will discuss how they developed, revised, and implemented curriculum in their preparation programs and internships.  
*Cody Miller, University of Florida*  
*Kathleen Yurko, University of Florida*  
*Allison Fudge, University of Florida*  
*Beth Stone, University of Florida*  
*Audience: 6-8, 9-12*  
*Room: ED 305*

**App-y Hour For Techaholics!**  
Having issues with student engagement? Looking for tools to use with ELL and/or ESE? Find out about the newest technology available to boost literacy in your classroom. The best part...they are all FREE!  
*Michele Perez, Educator, Freedom Middle School*  
*Audience: All*  
*Room: TA 116*
Concurrent Sessions (1) Continued
10:30 a.m. – 11:15 a.m.

Engaging Students Through Hands-On “Literacy- STEM” Lessons
This workshop will support participants in implementing instruction, which combines Literacy with STEM Florida Standards. We will use a hands-on approach to share how to work smarter in order to create high quality, rigorous cross-content lessons, which will engage students.

Jennifer Bailey, School Improvement Specialist, Florida Department of Education
Randy Stowers, Florida Department of Education

Audience: PreK-2, 3-5
Room: TA 117

Combining STEAM Literature with Hands-On Marine Conservation to Engage Young Audiences
To be successful with coastal conservation and restoration in Florida, we must engage all members of our community. Critical to our success is engaging young audiences, and involving them in the volunteer process. To reinforce the importance of field or classroom contributions to the children and their families, we have created a number of fun children’s story books on marine conservation topics. All of the books have been grant-funded, so that we may share them at no charge to interested teachers and families.

Linda Walters, Pegasus Professor, University of Central Florida

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

Narrative Practices, Digital Literacies, and STEAM: An Integrative Approach to Aquaponics
Teachers attending will learn to incorporate literacy quadrants, visual organizers, and student created video to build 21st Century literacy, science, and technology skills in this interactive session. Strategies for teaching STEAM content and reading will be shared. The first 48 teachers in attendance will receive lesson plans and an aquaponics kit to utilize in their own classrooms.

Laurie O. Campbell, Assistant Professor, University of Central Florida
Elsie Olan, Assistant Professor, University of Central Florida
Tracey Planinz, University of Central Florida

Audience: All
Room: TA 201

STEAM Education - Visual Arts + STEM
This STEAM presentation and hands-on experience will encourage K-12 teachers to integrate the many natural connections in science, technology, engineering, art, and mathematics into their current lesson plans. Resources and hands-on visual art activities will provide teachers with ways to help their students gain a deeper understanding of science, technology, engineering, and mathematics by applying Visual Arts techniques and principles.

Debby McGann, Lecturer, University of Central Florida

Audience: 3-5, 6-8, 9-12
Room: TA 202B
Concurrent Sessions (1) Continued
10:30 a.m. – 11:15 a.m.

Finding Natural Overlaps in Science, Math, and Literacy
This session will explore the integration of literacy in science and mathematics content areas to support students’ building of a solid conceptual framework. The NGSS and the CCSS - Mathematics each emphasize the importance of asking questions, constructing arguments and explanations, and understanding the thinking of others.
Kay Middleton, Assistant Professor, East Carolina University
Carmen Woodhall, Science Education Specialist
Audience: PreK-2, 3-5
Room: TA 203

2016 Orbis Pictus Award & More: Nonfiction Books and the Common Core
A panel of literacy educators and librarians provide details of the 2016 Orbis Pictus Award winning titles. We provide participants with a detailed handout of the books so they can enhance and update nonfiction titles in their classrooms and curricula.
Mary Ellen Oslick, Assistant Professor, Stetson University
Melissa Parks, Visiting Assistant Professor, Stetson University
Audience: 3-5, 6-8
Room: TA 221

Science, Standards, and Books - Oh, My!: Follow the Literature Road to Content Knowledge and Literacy Development in Elementary Classrooms
Presenters will demonstrate use of children’s books to integrate development of content knowledge related to elementary science standards and literacy processes related to Language Arts Florida Standards. Resources will include lists of books aligned with standards and sample strategies with special focus on close reading, text evidence, and academic vocabulary.
Karri Williams, Associate Professor, University of Central Florida
Beth Warren, Brevard County Schools
Carla Cundiff, Indian River County Schools
Audience: PreK-2, 3-5, 6-8
Room: TA 301

Biology Bob: Plant Songs (Roots, Leaves and STEMs)
Join Biology Bob as he performs songs about plants and how they integrate with STEM, providing an ARTS component. Highlighted songs will be “Trees”, “Falling (Little Leaf)”, “Photosynthesis”, “Petal Magic”, “Plants have STEMs”, and others. Biology Bob has been performing original songs for over twenty-five years. His audiences range from kindergarteners to classroom teachers. The presenter has compiled data that show science related songs can be used to increase positive attitudes and even improve academic achievement in science. These original songs can help motivate children to learn about plants and help them become aware of the role plants play in the world in which they live.
Robert Everett, Associate Professor, University of Central Florida
Audience: PreK-2, 3-5, College
Room: TA 322
Concurrent Sessions (1) Continued
10:30 a.m. – 11:15 a.m.

STEAM, Literacy, Music and Movement Integration
Children love to move! Integrating music and movement changes the energy in the room, provides greater focus, and increased brain functioning. Experience “Pump Up the Pronouns,” “Parts of Speech Slide,” “Simple Machines,” “Grouping by Tens,” and more!!!
Debby Mitchell, Retired Associate Professor
Audience: PreK-2, 3-5
Room: MIRC Global Communications

Visual Literacy and the Gifted Learner: Infusing Visual Art Across the Curriculum
ADAGE/GIFTED Pre-Conference
In this session, teachers will learn how to use visual art to elevate student thinking to the most critical levels while facilitating the creation of poetry, creative expression, and meaningful discourse. Teachers will learn to relate the evaluation of visual art to interpreting a text at critical levels and will also use visual art as the impetus for projects and activities in social studies, math, science, and language arts across all grade levels.
Derek Cavilla, Gifted Coach, Galileo School for Gifted Learning, Seminole County Public Schools
Audience: All
Room: MIRC Gallery Station #1

Interactive Approaches for Adolescent Word-Weak Readers: Developing Depth and Breadth of Vocabulary Across the Curriculum
Do you work with word-weak, striving readers, both ELLs and English-only students in grades 6-12? This interactive workshop will introduce you to materials, interactive routines, and word study games that you can adapt to your specific curriculum to develop depth and breadth of academic vocabulary. Learn how to develop breadth of word knowledge with Core Word Lists and student interactive routines to scaffold reading comprehension and vocabulary acquisition in the actual texts of your classroom. See how you can word consciousness and depth of word knowledge through academic word problems and games implementing high frequency prefixes, suffixes, and root words.
Archer Israel, Reading Coach, Deland High School
Audience: 6-8, 9-12
Room: MIRC Gallery Station #2

Response to Authentic Science Text K-5
This session assists teachers in building a shared understanding of a writing workshop that encompasses K-5 writing standards through reading, reflecting, discussing, and implementing writing protocols. Teachers will develop writing lessons that align with the K-5 standards using authentic science texts.
Leah Groom, University of Central Florida
Audience: PreK-2, 3-5
Room: MIRC Gallery Station #3
Concurrent Sessions (1) Continued  
10:30 a.m. – 11:15 a.m.

Two for One: Financial Literacy Through Children’s Literature  
Through the Federal Reserve’s free hands-on lessons using classic series such as the Berenstain Bears and Little Critter, as well as innovative new eBooks, participants will discover how literature lessons and money matters can be combined to improve both the reading and financial literacy skills of young learners.  
Lesley Mace, Sr. Economic and Financial Education Specialist  
_Audience:_ PreK-2, 3-5  
_Room: MIRC Gallery Station #4_

Engineering Challenges for the STEAM Classroom  
Come explore innovative and creative approaches to effectively teach engineering. Hands-on, real-world experiences will highlight science, technology, engineering, art, and mathematics integration. Discover how to engage students to form a deeper, more meaningful understanding of the concepts taught.  
Mary Lynn Hess, K-5 STEM Resource Teacher, Goldsboro Elementary Magnet School  
_Audience:_ PreK-2, 3-5  
_Room: MIRC Gallery Station #5_

Lunch (on your own)  
11:15 a.m. – 12:15 p.m.

Concurrent Sessions (2)  
12:15 p.m. – 1:00 p.m.

Jump Rope Rhymes ... in the Classroom?  
This workshop focuses on the benefits of incorporating jump rope rhymes and street chants into the elementary curriculum. Participants will learn how to integrate these entertaining verses into the areas of reading, writing, listening, and speaking, as well as math, physical education, and music. Don’t miss this opportunity!  
Rita Buchoff, Associate Lecturer, University of Central Florida  
_Audience:_ PreK-2, 3-5  
_Room: Education Complex Gymnasium_

Never Lose STEAM with Vocabulary Instruction  
Participants will be introduced to engaging vocabulary strategies that will have students moving full STEAM ahead. Strategies will support the deepening of vocabulary knowledge and acquisition by students and help teachers identify the most critical words for learning their specific discipline.  
Analexis Kennedy, Instructor, University of Central Florida  
Pam Ferrante, PD/Curriculum Specialist, Seminole County Public Schools  
_Audience:_ 3-5, 6-8  
_Room: ED 190_
Concurrent Sessions (2) Continued
12:15 p.m. – 1:00 p.m.

**Comprehending Code: Digital Literacy and Vulnerable Children in the Rise of Computer Science**
This interactive session will model strategies for K-5 educators on how to help students understand essay structure through the use of mentor texts.

*Megan Nickels, Assistant Professor, University of Central Florida*

*Audience: All*

*Room: ED 305*

**Have your Content and Read it Too!**
District-level content specialists will be sharing engaging cross-curricular literacy examples during an interactive and collaborative experience. The focus is on demonstrating the effective use of a variety of literacy strategies while maintaining rigorous content in Math, Science, and Social Studies.

*Rachel Hallett-Njuguna, K-12 Science Specialist, Seminole County Public Schools*

*Ilene Haney, K-12 Social Studies Specialist Seminole County Public Schools*

*Mary Ellen Freeman, Math Specialist, Seminole County Public Schools*

*Audience: 6-8, 9-12*

*Room: TA 116*

**Disciplinary Literacy in Science (Grades 6-12)**
Join me in this hands-on session to examine how science-specific literacy can be created, taught, and promoted. Presenter will involve the audience in (a) an overview of the benefits of discipline-specific literacy instruction; (b) using, and reflecting on, two science-specific strategies; and, (c) a discussion on how to implement a disciplinary literacy framework of teaching and learning. Presenter will distribute all handouts needed for this session. Attendees will leave with practical, relevant, and rigorous ideas and materials they can use in their classroom.

*Vicky Zygouris-Coe, Professor, University of Central Florida*

*Audience: 6-8, 9-12*

*Room: TA 117*

**Text Feature Instruction to Support Students’ Reading and Writing**
This session will include tips and techniques for teaching students how to recognize and read text features to support comprehension. Additionally, student created text features to enhance writing will be shared.

*Michelle Kelley, Associate Professor, University of Central Florida*

*Nicki Clausen-Grace, Stenstrom Elementary School, Seminole County Public Schools*

*Audience: PreK-2, 3-5, 6-8*

*Room: TA 130*
Coaching Content Area Teachers to Achieve the New Standards (iCoaching) Using Immediate Feedback Through Bug-in-the-Ear Technology
Content area standards include literacy goals that require students to use higher order thinking skills. Asking higher order questions during instruction in the content area can be challenging for even the most seasoned teachers - especially when teachers need to meet the diverse needs of ALL learners in their classrooms. Learn how to coach content area teachers using bug-in-the-ear technology to deliver immediate feedback to increase the number of higher order questions asked during instruction. Hear from current teachers and pre-service teachers on their experiences using this coaching strategy and how it enhanced their ability to improve instruction and student outcomes.
Dena Slanda, University of Central Florida
Bonnie Bittman, University of Central Florida
Audience: All
Room: TA 201

Quality Children’s Literature and STEAM
This presentation will share a variety of quality children’s literature appropriate for STEAM integration. Additionally, curriculum connections and Common Core State Standards alignment will be offered for the texts presented.
Elizabeth Hoffman, Associate Professor, University of Central Florida
Audience: PreK-2, 3-5
Room: TA 202B

Empowering Students Through Close Reading Screencasts
In this session, participants will understand the value of student-generated close read screencasts, and then, in a hands-on activity, conduct components of the process.
Paul Holimon, Reading Coach, East Naples Middle School
Audience: 6-8, 9-12, College
Room: TA 203

A Brave New World: Multicultural Literature in Secondary STEAM Classrooms
This presentation looks at literary sources for educators with an interest in incorporating multicultural literature that emphasizes STEAM. Using critical race theory as a framework, we will focus on genres of literature that can be used in the classroom to accomplish curriculum goals while at the same time providing a base for integrating critical thinking concerning depictions of race, gender, and equity implementation. During the presentation, we will model methods that will help inform STEAM educators while teaching multicultural STEAM texts. Offering hands-on activities, we will provide educators practical tools that will benefit their students while teaching STEAM in the classroom.
Yolanda Hood, Head of Curriculum Materials Center, University of Central Florida
Ola Kalu, Doctoral Student, University of Central Florida
Audience: 6-8, 9-12
Room: TA 221
Concurrent Sessions (2) Continued  
12:15 p.m. – 1:00 p.m.

**Character Trait Train: Integrating the Arts to Provide Authentic Close Reading**  
Rereading the same text multiple times can be tedious and boring. However, rereading for authentic purposes (to prepare for a performance) is motivating. The character trait train integrates the arts to motivate children to engage in close reading. When creating a character trait train, children need to reread complex text multiple times to locate text-based evidence that supports their thinking. They reread the text for the authentic purpose of creating and performing their character trait train. In this hands-on session, participants will learn how to plan for and facilitate children as they create a character trait train.  
Andrea Gelfuso, Assistant Professor, University of Central Florida  
Rebecca Chappell, University of Central Florida  
Alana Lami, University of Central Florida  
Danielle Vogt, University of Central Florida  
*Audience: 3-5, 6-8*  
**Room: TA 301**

**Turn Up the STEAM: The Arts in YOUR Classroom**  
Inspire and engage learners by weaving the arts into STEM subjects. Experience classroom-approved ideas for heating up learning. Find ways to effectively and holistically integrate literacy skills, reading, writing, and speaking, by integrating the arts across your curriculum. Join master teacher Dr. Mary Palmer for hands-on/minds on engaged learning.  
Mary Palmer, Professor Emerita, University of Central Florida  
*Audience: 3-5, 6-8, 9-12*  
**Room: TA 322**

**Evolving Literacies and the Gifted Learner on a Global Stage**  
*ADAGE/GIFTED Pre-Conference*  
This presentation will explore the role of evolving literacies and global connections in a curriculum for gifted and talented students. How to incorporate new technologies by making ‘Authentic’ connections that address core issues related to diversity and marginalization; ‘Virtual’ connections allow gifted students to link with peers across countries and cultures and work collaboratively on creative products, such as the International Writer’s Celebration. Strategies for using emerging social media productively, extending beyond the fragmented superficial connections to examine critical global issues and learn how to express these in creative outlets online.  
Gillian Eriksson, Gifted Education Program Coordinator, PI UCF Project ELEVATE  
*Audience: All*  
**Room: MIRC Global Communications**
Concurrent Sessions (2) Continued
12:15 p.m. – 1:00 p.m.

STEAM Challenges Experienced by Second-Language Learners
Attendees will experience the STEAM challenges of second-language learners 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 second-language learners in STEAM education.
Hilal Peker, Graduate Teaching Associate, University of Central Florida
Michele Regalla, Assistant Professor, University of Central Florida
Audience: PreK-2, 3-5, 6-8, 9-12
Room: MIRC Gallery Station #1

Information in Action: Reading, Writing and Researching Informational Text
Empower students to move through the research and writing process in purposeful, engaging ways. Students create high-interest projects based on the Common Core requirements and a variety of text types: informative/explanatory, persuasive, procedural, biography, and nonfiction narrative. Each project requires students to research and write for real audiences to see firsthand how their work can make a difference in the world. Most important, they develop lifelong skills to use every day, across the curriculum, and throughout their school career.
Sheila Oates, Literacy Consultant, Scholastic Professional Learning Services
Audience: K-5
Room: MIRC Gallery Station #2

1:10 p.m. – 1:55 p.m.

Keynote Carol June Maker
The University of Arizona
Developing STEAM Concepts, Multiple Abilities, Student Engagement, and Literacy through Model-Building
ADAGE/GIFTED Pre-Conference
Audience: All
Room: Education Complex Gymnasium
Concurrent Sessions (3)
2:05 p.m. – 2:50 p.m.

Explore School-Wide Literacy/STEAM Events that Inspire Collaboration and Innovation for Students and Teachers
Come alongside a literacy coach as she shares her school’s unique approach to Celebrate Literacy Week. This session will highlight ideas for engaging students in standards based Literacy and STEAM learning opportunities including community involvement, grade level challenges as well as cross grade level Math buddies.
Marni Kay, Literacy Coach, Astatula Elementary School, Lake County Schools
Audience: PreK-2, 3-5
Room: Education Complex Gymnasium

The LDC: A Tried and True Instructional Framework to Prepare all Students for College, Career, and Life
The Literacy Design Collaborative is a national organization providing the tools you need to teach reading, writing, speaking, and listening skills in any subject. These tools include a framework for planning instruction as well as peer- and expert-reviewed modules ready for implementation in your classroom. This session will provide an introduction to the framework, digital tools, and professional learning community that you can use immediately to meet your professional and student-specific needs for embedded standards-based instruction in all areas of teaching and learning.
Denise Crabtree, Learning Design Coach, J.W. Mitchell High School
Audience: PreK-2, 3-5, 6-8, 9-12
Room: ED 190

Going Bananas With Mathematics: Challenges Children May Have When Learning the Language of Mathematics
Our development of the language of mathematics is very difficult, confusing and unnatural. We will work on hands-on simulations to help you understand the struggles and challenges you and your students might have when developing this language. We will use the ideas of number, numeral and place value as a context, but the learning process is connected to other mathematics concepts and skills, such as fractions, decimals, geometry and statistics.
Enrique Ortiz, Associate Professor, University of Central Florida
Audience: PreK-2, 3-5
Room: ED 305
Concurrent Sessions (3) Continued
2:05 p.m. – 2:50 p.m.

**We ARE the People: Literacy Design Collaborative (LDC) Modules that Focus on Civics Standards/Benchmarks in Grades K-7**
The purpose of this collaboration between the National Literacy Project, Florida Joint Center for Citizenship at the UCF, the Literacy Design Collaborative and districts is to improve reading, writing, and civics education throughout Florida. The beneficiaries are the students who will engage in reading complex text and produce rigorous, evidence-based writing assignments in both argumentative and informational modes. Closely aligned to the civics and literacy standards, instruction will reflect instructional shifts, providing support for these teachers and offering them a community of educators who can share ideas and work towards instructional excellence.
Karen Nolen, NLP Design Partner, Education Consultant
Pam Ferrante, PD/Curriculum Specialist, Seminole County Public Schools
*Audience: PreK-2, 3-5, 6-8*
*Room: TA 110*

**Implementing Text-Based Discussions in the Secondary Classroom**
Participants will understand the benefits of using text-based discussions in the secondary ELA and content-area classrooms, particularly their effect on increased student engagement and stronger reading comprehension and writing skills for all levels of students. During the session, participants will learn how to facilitate successful text-based discussions, participate in one, and receive several ready-to-use discussion lessons to take back to their classroom to begin using immediately.
Patience Ciufo, Literacy Coach, Hidden Oaks Middle School
Diane McMurry, Martin County School District
*Audience: 6-8, 9-12*
*Room: TA 116*

**Yoga and Storytelling: Making STEAM Connections**
This interactive presentation will focus on the integration of yoga and storytelling as a teaching technique for young children. Literacy learning and connections will be demonstrated through yoga and storytelling. Extension activities will be provided to demonstrate STEAM applications. Participants will be encouraged to actively participate in the presentation.
Deirdre Englehart, Associate Lecturer, University of Central Florida
*Audience: PreK-2*
*Room: TA 117*

**Full STEAM Ahead: Using Children’s Literature to Engage Students in STEAM**
This session will examine how to use children’s literature as a tool to reduce common stereotypes that often result in disinterest in STEAM. Participants will learn practical ways to include children’s literature in K-5 instruction that enhances diverse student interests and engagement while reducing barriers to STEAM education.
Lenora Forsythe, Instructor, University of Central Florida
Kelsey Smith, University of Central Florida
*Audience: PreK-2, 3-5*
*Room: TA 130*
Concurrent Sessions (3) Continued  
2:05 p.m. – 2:50 p.m.

Achieving Authentic Essay Structure through Mentor Text  
This interactive session will model strategies for K-5 educators on how to help students understand essay structure through the use of mentor texts.  
Kimberly Hollock, Consultant, Core Connections  
Anastasia Peters, Consultant, Core Connections  
_Audience: _K-5  
Room: TA 201

Developing Secondary ELA Curriculum to Meet the Language Arts Florida Standards  
Teachers struggle first and foremost to find texts that align to the rigorous new text complexity bands of the Language Arts Florida Standards, but also to create lessons that align to those texts while still challenging and inspiring students. This session will work to build expertise in curriculum development and alignment as it relates to the LAFS for grades 6-12. Presenters will share their experience in building a 6-12 ELA curriculum from the ground up and help participants apply proven techniques for designing a standards-based, comprehensive ELA curriculum focused on creating proficient and college ready readers, writers, and speakers.  
Julie McEachin, PCG Consulting Group  
Deb Berlin, PCG Consulting Group  
Evan Lefsky, PCG Consulting Group  
_Audience: _6-8, 9-12  
Room: TA 202A

Content Literacy Strategies: A Program to Provide Reading Intervention through Social Studies and Science Classes in Grades 6-12  
This presentation will discuss the development and implementation of a year-long professional development program, Content Literacy Strategies (CLS), provided to social studies and science teachers in grades 6-10 in Palm Beach in order to equip them with the skills and strategies necessary to provide reading intervention to struggling readers.  
Joe Holcombe, Program Planner for Secondary Literacy, School District of Palm Beach County  
_Audience: _6-8, 9-12  
Room: TA 202B

Role of Literacy in Developing Mathematical Understanding and Fluency  
Literacy plays a significant role in the teaching and learning of all disciplines. Teachers and students need opportunities to explore the significance of meaning and context in order to develop mathematical understanding and fluency. Take part in an interactive session focusing on literacy and mathematics to engage and empower students.  
Farshid Safi, Assistant Professor, University of Central Florida  
_Audience: _All  
Room: TA 204
Concurrent Sessions (3) Continued  
2:05 p.m. – 2:50 p.m.

Literacy for All: Using the Co-Teach Model to Support Striving Adolescent Readers and Writers
St. Johns County School District (SJCSD) continuously looks for ways to meet the needs of all students, including adolescents who struggle with reading and writing. The Co-teach model—pairing a certified reading teacher with a certified ELA or SS teacher—is being used to remove students from the stigma of IR class while supporting them as they navigate content level reading and writing. This interactive training will provide participants with the data and tools necessary to use a co-teach model with fidelity and positive growth.
Sheila Veatch, Coordinator K-12 Literacy, St Johns County School District
Audience: 6-8, 9-12
Room: TA 221

You May Not Have Let the Pigeon Drive the Bus but His Efforts Can Have Meaning Regarding Persistence in Children
Using Peter Johnston’s (2012) dynamic belief system framework and the related notion of persistence, we will share quality children’s literature that exemplify his nine belief systems. We will also explore how teachers can use the framework as a lens to extend dialogue about the characters and plot of these books.
Nancy Brasel, Associate Instructor, University of Central Florida
Sherron Roberts, Professor, University of Central Florida
Patricia Crawford, Associate Chairperson, University of Pittsburgh
Audience: Pre-K-2, 3-5
Room: TA 222

Facilitating Student Talk, Thinking and Interaction: Engaging Learners with Authentic and Meaningful Conversations that Lead to Deep Thinking, Comprehension and Expression
This session focuses on ways to engage all learners in academic conversations that lead to the understanding of text, problem solving, improved writing, self-regulation and critical literacy skills. Participants will consider research on the importance of student talk and encounter practices that encourage and promote the sophisticated thinking and conversations called for by the Florida Standards.
Marisa Ramirez Stukey, Regional Director, Center for the Collaborative Classroom
Audience: PreK-2, 3-5, 6-8
Room: TA 301
Concurrent Sessions (3) Continued
2:05 p.m. – 2:50 p.m.

**Foundational Literacy Skills Through STEAM Activities**
In the 2nd and 3rd grade community at PK Yonge, 7 teachers and 2 interns share 111 students. They found 45 minutes in their weekly schedule during which to implement STEAM activities. These adults, along with some parent volunteers, plan different STEAM Clubs. The students think they’re just having fun, but we see 100% engagement with foundational literacy skills, science, technology, engineering, art, and math. Come see how to start your own STEAM Clubs.

Dicy Watson, PK Yonge Developmental Research School
Blake Beckett, PK Yonge Developmental Research School
Michael Poole, PK Yonge Developmental Research School
Elizabeth Jacobbe, PK Yonge Developmental Research School
Angela Flavin, PK Yonge Developmental Research School
Mindi Bates, PK Yonge Developmental Research School

*Audience: 3-5*

**Room: TA 302**

**Differentiating Your Instruction To Meet the Needs of All Students**
Come see how to use a variety of instructional strategies such as learning/interest centers, graphic organizers, scaffolding reading, tiered assignments, learning contracts, menus, and project based learning all which contribute to a differentiated classroom.

Kristan Priske, Reading Coach, Lawton Elementary School
Tish Haynes, Seminole County Public Schools

*Audience: PreK-2, 3-5*

**Room: TA 322**

**Literacy Coaching across STEAM boundaries**
In this interactive session, participants will revisit literacy acquisition as a process across disciplines to improve data analysis and instruction for all students. During the session, video recorded lessons will be used to prompt mindful professional coaching conversations from a growth mindset. Specifically, the session will focus on refining observations and coaching within multi-tiered systems of support through a multisensory lens for instruction in the disciplines.

Enrique A. Puig, Director, UCF Morgridge International Reading Center

*Audience: All*

**Room: MIRC Global Communications**

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ED = Education Complex; MIRC = Morgridge International Reading Center; TA = Teaching Academy
Concurrent Sessions (3) Continued
2:05 p.m. – 2:50 p.m.

Using Istation to Become an MTSS Master
In this session, you’ll learn how to use Istation Reading’s Reports and Resources as a one-stop-shop for tiered interventions for your students. Participants will be able to (1) interpret Istation data to set measurable goals for students and create intervention skill groups, (2) locate Istation lessons and resources for each skill group, (3) provide quick documentation of delivered teacher-directed interventions, (4) monitor student progress via Istation’s On-Demand Assessment feature, and (5) measure the effectiveness of teacher-directed interventions on student achievement.

Gretchen Territo, Regional Director, Florida Territories, Istation
Audience: PreK-2, 3-5
Room: MIRC Gallery Station #1

Guided Reading in a World of Connectivity
Despite constant connectivity, many students struggle to conduct online research in schools today. From basic web-searching skills to evaluation and synthesis of sources, students must receive instruction in online research. This session will explore how a modified guided reading framework may be used to support upper elementary students developing acquisition of online research and comprehension skills.

Jennifer Van Allen, Riverside Elementary School, Orange County Public Schools
Audience: PreK-2, 3-5
Room: MIRC Gallery Station #2

Literature in the Mathematics Classroom: The Case of Mr. Bowditch
Using children’s literature in the mathematics classroom provides students with the opportunity to relate mathematics concepts more directly to life experiences, and it allows students to apply their knowledge of mathematics in diverse settings. As evidenced by the Newberry Medal recipient, Carry on Mr. Bowditch, there is much to be gained by using children’s literature in the teaching and learning of mathematics.

Aline Abassian, University of Central Florida
Makini Campbell-Sutherland, University of Central Florida
Audience: 3-5, 6-8
Room: MIRC Gallery Station #3

Coaching Actions that Foster Curiosity Among Beginning Teachers
Beginning teachers enter the field of education with a wealth of knowledge and passion. Yet, their first year of teaching can be demanding. Rather than stifle their desire to learn, we need to tap into their curiosity. During this session, participants will learn from the experiences of a beginning teacher and a seasoned coach about the type of actions that are likely to spark questions and ignite a passion for learning for beginning teachers.

Susan Kelly, Associate Director TJEEI, University of Central Florida
Alisha Weidl, Orange County Public Schools
Audience: All
Room: MIRC Gallery Station #4
Concurrent Sessions (3) Continued
2:05 p.m. – 2:50 p.m.

Making Your Coaching Stick: Three Techniques Literacy Coaches Can Use to Making Their Modeling More Effective
The presentation will give current literacy coaches or pre-service literacy coaches three techniques for modeling in the classroom. The three effective techniques are “voice-overs”, “freeze-frame”, and “whisper-ins”. During the presentation, the presenter will provide context for using the different techniques, how to plan to use them, and their purpose. Videos of each technique will be shown to participants and discussions about how each modeling technique helped make the coaching work stick with the teachers. The presenter will narrate through the videos, so the audience will understand the thinking behind the use of each technique.
Adam Ulenski, Literacy Coach, Neptune Elementary
Audience: PreK-2, 3-5, 6-8, 9-12
Room: MIRC Gallery Station #5

3:00 p.m. – 3:45 p.m.

Keynote Katherine McKnight
National Louis University
Learning and Literacy Centers: Where Content Knowledge and Literacy Skills Intersect
Audience: All
Room: Education Complex Gymnasium
THANK YOU PARTICIPANTS AND PRESENTERS

The 18th Annual Literacy Symposium could not have happened without the help, time, effort and support of the following collaborators:

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Chapters Group
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Carol June Maker, The University of Arizona
Diane McKee, 2016 Florida Teacher of the Year
Katherine McKnight, National Louis University
Carrie Morgridge, Morgridge Family Foundation

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Reading Education Track

University of Central Florida

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CROSSING BOUNDARIES: LITERACY AND STEAM EDUCATION
April 1, 2016
Orlando, Florida

Vicky Zygouris-Coe, Ph.D.
Literacy Symposium Chair
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