MULTILITERACIES:
Students and Teachers Reading, Writing, Communicating, & Learning in a Digital World

April 3, 2009
“We value Teachers and teaching...”
Thank you for participating in the UCF College of Education’s 11th 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, and network with other educators. Thank you for contributing to this effort. We hope that you gain knowledge about "Multiliteracies: Students and Teachers Reading, Writing, Communicating, & Learning in a Digital World”.

The literacy symposium is co-sponsored by the UCF College of Education, the UCF CED Teaching & Learning Academy, the Florida Literacy & Reading Excellence Center (FLaRE), the Florida Online Reading Professional Development (FOR-PD) project, and Brake Educational Media (our event 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 again next year on April 2, 2010!

Vicky Zygouris-Coe, PhD.
Associate Professor of Education/Symposium Chair
vzygouri@mail.ucf.edu
407-823-0386

Friday, April 3, 2009
Douglas K. Hartman is a Professor of Literacy & Technology in the College of Education at the Michigan State University, Senior Editor of the Journal of Literacy Research, Co-Director & Principal Investigator in the Literacy Achievement Research Center, and Research Fellow with the Center for Health Intervention & Prevention. His key research and teaching focus is on new literacies and adolescent literacy.
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Agenda

8:00-8:30AM  Registration
            UCF College of Education Complex

8:30-9:00AM  Welcome
            UCF College of Education Complex

9:00-10:15AM  Keynote: Douglas Hartman
               Preparing a New Generation of Teachers and Students for the New Literacies of the Internet
               UCF College of Education Complex

10:15-10:30AM  Transition

10:30-11:15AM  Concurrent Sessions
               UCF Teaching and Learning Academy Building

11:15-11:30AM  Transition

11:30-12:15PM  Concurrent Sessions
               UCF Teaching and Learning Academy Building

12:15-1:00PM  Lunch on your own
               -Book signing by keynote speakers

1:00-2:15PM  Keynote: Johanna Riddle
              Engaging the Eye Generation
              UCF College of Education Complex

2:15-2:30PM  Transition

2:30-3:30PM  Concurrent Sessions*
              UCF Teaching and Learning Academy Building

*Participants will receive certificates of attendance during this concurrent session!
Session Information

Concurrent Session
10:30AM-11:15AM

Special Keynote Presentation:

Room TA117  Scaffolding the Literacy Leadership Team
Audience: All
This presentation will bring to the forefront utilization of the literacy coach to support the professional learning of a school’s literacy leadership team to sustain and expand success. Throughout the presentation guided conversations will assist participants in developing their own action steps and plans for creating a knowledgeable literacy leadership team supported by an effective and efficient literacy coach to promote forward shifts. The focus of the session is on the literacy leadership team investigative cycle and the utilization of vertical and horizontal assessments to define adaptive challenges.

Enrique A. Puig taught for 25 years in Orange County Public Schools (OCPS) and has co-authored The Literacy Coach: Guiding in the Right Direction (Allyn & Bacon/ Pearson) and The Literacy Leadership Team: Sustaining and Expanding Success (Allyn & Bacon/ Pearson). Enrique has worked as an education consultant for numerous school districts from Maryland to Washington and major publishing companies. Currently, he is a board member of the American Reading Forum and the director of the Florida Literacy and Reading Excellence Center at the University of Central Florida.
This session is for teachers, literacy coaches, school administrators, and district administrators.

Enrique Puig
Director, FLaRE Center

Room TA102  Destination: Reading Comprehension in the 21st Century
Audience: grades K-3
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 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 TA110  Advancing Student Literacy with Newspaper-based Instruction
Audience: grades 6-8
This interactive session will introduce educators to the strategic benefits of using USA TODAY to advance students’ literacy. Participants will use a number of innovative, active reading strategies with the newspaper that will engage students and improve reading comprehension and analytical thinking skills. This newspaper-based reading instruction promotes and facilitates the transfer of comprehension skills to content-area texts, supporting the successful transition to high school for middle school students. All comprehension strategies are research based and founded on the recommendations made by Reading Next and the report by the National Reading Panel.

Julie Parslow
USA Today
Room TA116  
**Bringing Vocabulary Digital Stories into Content Area Literacy**  
**Audience:** grades 6-8 & 9-12  
This presentation will describe three main genres of vocabulary digital stories in content area classrooms: narrative, inquiry, and non-fiction. Presenters will share examples of each and give tips on ways to create engaging stories. They will also share ways to encourage students to create their own vocabulary digital stories.  

Susan Wegmann  
University of Central Florida

Room TA202B  
**Teaching Graphic Novels: Reading Strategies Aligned to the Standards**  
**Audience:** grades 6-8 & 9-12  
This session will focus on teaching multiliteracies with graphic novels, and will do so by suggesting familiar, practical reading strategies that align with the standards. Participants will receive handouts and graphic novel recommendations.  

Katie Monnin  
University of North Florida

Room TA203  
**Biology Bob: Save the World—A Musical Journey**  
**Audience:** All  
Dr. Robert Everett, “Biology Bob”, has been using his original concept specific songs, Bio-Notes, in the teaching of life science to children for over twenty years. He is currently an Associate Professor of Elementary Education in the College of Education at the University of Central Florida. This musical presentation will focus on the environment and will highlight some of Biology Bob’s newer songs. Some of the songs presented will be: “Trees”, “Save the World”, and “The Wonders of Life”. Music is a natural for the multiliteracies. Communication from both melody and lyrics enhances motivation and learning for everyone.  

Robert Everett  
University of Central Florida
Room TA204  Vivacious Vocabulary
Audience: grades K-5
Want your students to be ecstatic about Vocabulary? Want to find time in your day to fit it in? Join us at Vivacious Vocabulary...where Vocabulary is actually learned, not assigned!!! Learn all about a five day Vivacious routine that will excite your students and you will be amazed at how your students will incorporate the new words into their oral language and writing. Participants will leave with a great understanding of how to incorporate this powerful, easy, fun routine into their day only using 10-15 minutes a day.

Allison Brown
JUALS Classroom Libraries

Room TA221  Yes, You Can Make Content Area Text Comprehensible to ELLs!
Audience: grades 6-8 & 9-12
Teachers today are encouraged to employ a multitude of texts and activities to immerse their students in the academic language of the content areas. However, many report feeling unsure about how to modify lesson plans to assist their English language learners (ELLs) in developing both concepts and language skills. The research-based SHOW & TELL approach assists teachers in selecting effective communication strategies geared toward the level of English proficiency of the ELLs while meeting the needs of native speakers. After an experiential activity and hearing a brief overview of the approach framework, the audience will collaboratively put it into action.

Joyce Nutta & Carine Strebel Halpern
University of Central Florida
**Room TA222**  
**Red Light! Green Light! STOP! Classroom Disruptions and Regaining Teaching Time to Improve Literacy**  
*Audience: grades K-5*  
Using gimmicks to promote positive behavior? Moving a child’s clothespin from green to yellow to red on a traffic light says: it’s ok to misbehave a few times! Showing students genuine care and concern is the cornerstone of building their trust. Learn how to establish rapport with students, how to diffuse low level behavior, and how to explicitly teach students routines and expectations. Get them to behave THE FIRST TIME you ask them to! Address off-task behavior immediately and regain precious teaching time in all subjects. Let a National Board Certified Teacher/Assistant Principal entertain you and show you how!  

Adam Palmese  
Engelwood Elementary School

**Room TA302**  
**Research, Thematic Units and Adolescent Literature: A Pilot Reading Program for All Students**  
*Audience: grades 6-8 & 9-12*  
Teachers create thematic units using adolescent literature and 70% informational text, then teach students to create their own units to gradually release responsibility for student learning. The articles are used for direct instruction in large and small group and guided reading. By using this approach, the student is motivated and responsible for his or her own learning. This pilot program for reading is used in a Sarasota High School in conjunction with Fusion, the scheduling of English and Intensive Reading with the same teacher, but is recommended for English classes as well. The presentation uses a PowerPoint/speaker format.

Barbara O’Brien  
North Port High School
Room TA304  

**Picture Books at the Secondary Level: A Content Area Tool for Teaching and Learning**

**Audience:** grades 6-8 & 9-12

The content will include the multiple purposes of using crossover picture books, and other types of text to engage readers, build background knowledge, extend vocabulary and concept knowledge, support anchor lessons for strategic thinking activities, connect to content information and textbooks, develop understanding of genres, teach literacy devices for writing, and provide rich support for English Language Learners. Discussion techniques and interactive read-alouds will be shared to demonstrate how social interaction can increase understanding and enhance the learning experience while meeting the needs of diverse learners. Participants will interact with exemplary crossover picture books that have multiply layers of meaning revealed through illustration and text. A specific unit will be shared, relating reading, writing, communicating, and learning in a digital world.

Elizabeth McClure & Constance Cain  
University of Central Florida

Room TA322  

**Building Bridges**

**Audience:** grades 6-8 & 9-12

There is rarely a single reason a struggling reader struggles, however, in our busy classrooms we do not have time to focus on the causes. This session will help you develop a toolbox of strategies to help motivate those struggling to read in the content areas in ways that are sure to engage your own creativity and love of teaching.

Twila Haeser, Christine Ebey, & Thea Mann  
Wildwood High School
Room TA320  **TeachME™ (teaching in a mixed reality environment)**
Audience: All
* This session has limited seating (approximately 20 people)*
During this session teachers will have a chance to teach students in UCF’s state-of-the-art virtual classroom. The student avatars stand ready to test your skills as a teacher and to allow you try new strategies without putting a single child at risk. Stop by and see this new and innovative approach to teacher preparation and try your skills with the class.

Lisa Dieker & Michael Hynes
University of Central Florida

Room ED190  **Poetry and Narrative: Understanding the Human Experience Through the Senses**
Audience: grades 6-8 & 9-12
This session will focus on reflecting on sensory information, presented in poetry/narrative, as part of a “during read”/“post-read” process – to enhance understanding of the human experience (comprehension) through an enriched visualization strategy.

Joan Cannon-Dicks
Middleburg High School
Room TA102  

**Google Earth, Primary Sources, and Literacy Connections**  

Audience: All  
The ability to link internet-accessible resources within GoogleEarth (using the placemark feature) makes it an excellent vehicle for pulling primary source information into the classroom to support literacy connections. This session will showcase examples of two specific instructional practices. One focuses on creating backdrops to classroom readings based upon the setting and the other on making connections between subject-specific vocabulary and physical locations. The session will conclude with a demonstration of how easy it is to create the backdrop and participants will be provided with step-by-step documentation.

Larry Bedenbaugh  
University of Central Florida

Room TA110  

**Advancing Student Literacy with Newspaper-based Instruction**  

Audience: grades 9-12  
This interactive session will introduce educators to the strategic benefits of using USA TODAY to advance students’ literacy. Participants will use a number of innovative, active reading strategies with the newspaper that will engage students and improve reading comprehension and analytical thinking skills. This newspaper-based reading instruction promotes and facilitates the transfer of comprehension skills to content-area texts, supporting the successful transition to post-secondary courses for high school students. All comprehension strategies are research based and founded on the recommendations made by Reading Next and the report by the National Reading Panel.

Julie Parslow  
USA Today
Room TA116  
**Teaching Graphic Novels: Reading Strategies Aligned to the Standards**  
*Audience: grades 6-8 & 9-12*  
This session will focus on teaching multiliteracies with graphic novels, and will do so by suggesting familiar, practical reading strategies that align with the standards. Participants will receive handouts and graphic novel recommendations.

Katie Monnin  
University of North Florida

Room TA117  
**The Magic of Riddles: Fun With Language Across the Curriculum**  
*Audience: grades K-5*  
This presentation will demonstrate how riddles can be used for developing higher level thinking skills, enhancing language and literacy proficiency, and promoting skills in specific content areas. Riddles bring a hearty laugh to children while heightening opportunities to facilitate language learning across the curriculum. By supporting a natural curiosity with words, providing challenging experiences, and motivating through the power of humor, riddles make learning and using language fun! This presentation will include a PowerPoint presentation and culminate with a hands-on activity in which participants will make a pop-up riddle book.

Rita Buchoff  
University of Central Florida
Room TA202B  **Strategic Reading Logs: Tools for Thinking and Learning**  
*Audience: grades 1-5*  
Strategic reading logs (SRLs) focus on strategies for tracking thinking and vocabulary development. SRLs’ focus is on teacher modeling of comprehension strategies, student oral and written description of strategies, and student application during reading of authentic text. Sample strategies include prediction-reflection, text connections, click/clunk, text coding, and graphic organizers for summarizing/retelling. Through lecture and demonstration, presenters will show SRL samples (1st through 5th grades), share results of pre- and post-interview data, and describe digital applications.

Karri Williams, Beth Warren, & Cindy Vanderpool  
University of Central Florida, West Melbourne School for Science, & Ralph Williams Elementary School

Room TA203  **Using Skype to Engage Learners**  
*Audience: grades 6-8 & 9-12*  
The multilevel mentoring experience presented, resulted in engaging, authentic reading and writing activities with an emphasis on fluency and comprehension. Skype can be applied in any classroom, for multiple purposes, whether the concern is content instruction or reading development. Presentation of Skype uses in middle school, high school and the real world through an actual demonstration, videos, photos, and PowerPoint.

Lin Carver & Lauren Pantoja  
Gulf Middle School/Walden University
Room TA204  **Reading in Math: Technology 101**  
*Audience: grades 6-8*  
Challenged learners can improve their learning and reading skills using simple software and tools available to almost everyone. Struggling readers learn reading strategies during (math) classes using basic software such as Audacity and tools such as a headphone (with microphone). Struggling readers can isolate key phrases and terms associated with difficult math word problems, resulting in improved math and reading scores.

Glen Stroman, William (Bill) Murdock, & John Bouchard  
Fort Caroline Middle School

Room TA221  **Engaging the Struggling Middle School Reader**  
*Audience: grades 6-8*  
This session presents ideas for engaging and reaching the struggling adolescent reader. The typical middle school reading curriculum for Level 1 and Level 2 reading student fails to excite middle school students about reading. The typical intensive reading class is seen as a punishment and the student dreads the experience. In this session, we will present tried and proven strategies we all use in our classroom. Topics covered will include: useful Silent Sustained Reading with a purpose, teaching reading using the content areas, purposeful progress monitoring, fun fluency and prosody exercises, and strategies to integrate vocabulary instruction into day to day classroom activities.

Mindy Hodge, Natalie Heitman, & Lindsay Wood  
Gray Middle School

Room TA222  **The Language Demands of Secondary Schooling: Implications for Content Area Reading Instruction**  
*Audience: grades 6-8 & 9-12*  
This presentation illuminates the linguistic challenges involved in reading texts in secondary content areas and describes a new approach to secondary reading instruction that goes beyond the current emphasis on basic skills and generalizable strategies.

Zhihui Fang  
University of Florida
**Room TA302**  
**Literacy Leadership Teams—Taking Part in Reaching AYP**  
*Audience: All*

This session is designed to assist Literacy Leadership Teams in helping their school meet the criteria of AYP (Adequate Yearly Progress). You will be exposed to how AYP is calculated and how it differs from the state grade; how Literacy Leadership Teams can use AYP data to impact student performance; and ideas about how individuals can use this information at their schools. The presentation will include interactive discussion, hands-on experience working with school level data and information on how to plan to use the information with the school level Literacy Leadership Team.

Bernadette Jaster & Stephanie DeLucia  
Eagle’s Nest Elementary & Pineloch Elementary

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**Room TA304**  
**Tools for Building and Activating Background Knowledge**  
*Audience: grades 6-8*

The reading research on increased reading comprehension is practically limitless in the area of “activating background knowledge”. As teachers “frontload” with experiences, vocabulary, visual connections students are able to move from memorizing information to meaningful learning. My objective is to provide some Web 2.0 tools (and more) to implement within the classroom to build and activate background knowledge. My content is based on a year-long Teacher Inquiry project I conducted through my 6th grade department. I will present using Photo Story 3, Web 2.0 tools and books and resources that are available.

Gayle Weaver  
Bradford Middle School

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**Room TA320**  
**Reaching Digital Natives with E-Lit**  
*Audience: grades 9-12*

This presentation will provide an overview of electronic literature and situate it within the technological revolution. I will then introduce examples of electronic literature discussed in N. Katherine Hayles’ book.
“Electronic Literature” and discuss some of the ways texts change as new technologies are introduced. What teaching opportunities does e-lit provide?

Stacey DiLiberto
University of Central Florida

Room TA320

TeachME™ (teaching in a mixed reality environment)

Audience: All

* This session has limited seating (approximately 20 people)
During this session teachers will have a chance to teach students in UCF’s state-of-the-art virtual classroom. The student avatars stand ready to test your skills as a teacher and to allow you try new strategies without putting a single child at risk. Stop by and see this new and innovative approach to teacher preparation and try your skills with the class.

Lisa Dieker & Michael Hynes
University of Central Florida
Concurrent Session
2:30pm-3:30pm

Room TA102  Making the Connection: PowerPoint Applications that Promote Student Success
Audience: grades K-5
This session will explore ways to foster the enrichment of students’ literacy learning through the integration of Microsoft PowerPoint applications. Strategies and activities shared, including digital storytelling, can be readily modified for classroom use through prepared templates that will be provided. Presenters will demonstrate the incorporation of activities in all content areas, with primary and intermediate examples. Don’t miss this opportunity to explore many ways that your students can become actively engaged in innovative ways through the use of technology!

Taylar Clements, Vicky Lammers, & Analexis Kennedy
University of Central Florida, Seminole County, & Palm Beach County

Room TA110  Young Adult Literature: What’s New? What’s Different? What Teachers Should Know!
Audience: grades 6-8 & 9-12
Popularized by media and technology, young people gravitate to engaging fiction and non-fiction books. This session will share the latest young adult books and how teachers can incorporate them in their classrooms. Participants will share their knowledge and use of young adult books, and engage in sample activities. Participants will receive a PowerPoint, handouts, and email distribution of material about young adult books.

Jeffrey Kaplan
University of Central Florida
Room TA116  
**The Power of PowerPoint: Using Multimedia as a Motivational Writing Tool in the K-6 Classroom**  
*Audience: grades K-6*  
Content addressed in the presentation includes subject-matter knowledge of the writing process, features of Microsoft PowerPoint, and pedagogical practices. The writing process (pre-writing, rough draft, proofreading, editing, publishing) and implementation of Microsoft PowerPoint features in a K-12 to support the process will be addressed. The integration of technology, combined with a constructivist, student-produced instructional approach will be defined.

Jessica Levene  
University of Central Florida

Room TA117  
**Red Light! Green Light! STOP! Classroom Disruptions and Regaining Teaching Time to Improve Literacy**  
*Audience: grades K-5*  
Using gimmicks to promote positive behavior? Moving a child’s clothespin from green to yellow to red on a traffic light says: it’s ok to misbehave a few times! Showing students genuine care and concern is the cornerstone of building their trust. Learn how to establish rapport with students, how to diffuse low level behavior, and how to explicitly teach students routines and expectations. Get them to behave THE FIRST TIME you ask them to! Address off-task behavior immediately and regain precious teaching time in all subjects.

Adam Palmese  
Engelwood Elementary School

Room 202B  
**The Short-Hand of the Modern Reader and Main Idea**  
*Audience: grades 6-8 & 9-12*  
This session emphasizes how to teach Main Idea using terms familiar to the modern reader for the purpose of improving student understanding of Main Idea through the creation of Main Idea Statements. Instruction also includes how to use Main Idea Statements as marginal notes to improve student focus, comprehension, and response accuracy.

Joan Cannon-Dicks  
Middleburg High School
Room TA203  

**Picture Books at the Secondary Level: A Content Area Tool for Teaching and Learning**

Audience: grades 6-8 & 9-12

The content will include the multiple purposes of using crossover picture books, and other types of text to engage readers, build background knowledge, extend vocabulary and concept knowledge, support anchor lessons for strategic thinking activities, connect to content information and textbooks, develop understanding of genres, teach literacy devices for writing, and provide rich support for English Language Learners. Discussion techniques and interactive read-alouds will be shared to demonstrate how social interaction can increase understanding and enhance the learning experience while meeting the needs of diverse learners. Participants will interact with exemplary crossover picture books that have multiply layers of meaning revealed through illustration and text. A specific unit will be shared, relating reading, writing, communicating, and learning in a digital world.

Elizabeth McClure & Constance Cain  
University of Central Florida

Room TA204  

**Digital Booktalk: Bridging the Gap Between Intrinsic and Extrinsic Motivation to Read**

Audience: grades 6-8 & 9-12

We describe a research-based intervention that we have found to provide opportunities to transform reluctant learners into motivated readers and writers. Digital Booktalk (http://www.digitalbooktalk.com) is an online portal that houses book trailers that match potential readers with books. Our supplementary curriculum teaches students to create their own trailers, which is effective in motivating students to read for context so they can accurately re-enact the main context of the book in their own 2-minute videos. The objective of this presentation is to demonstrate through example how participants can begin to produce their trailers. The session includes demonstration, discussions, and Q&A.

Glenda Gunter & Robert Kenny  
University of Central Florida
Room TA221  **Virtual Learning Environments: Multiliteracies in the Reading Classroom**  
Audience: grades 6-8 & 9-12  
This presentation is designed to show participants how they can enhance their literacy instruction with the addition of a multiliteracies based virtual learning environment. Participants will learn how discussion postings, real-time debates, group wiki pages, concept glossaries, and word walls can be used as an extension of classroom instruction and an additional facet for learning. Through the use of their laptops, teachers will model successful virtual learning environments currently in place in their classrooms and share student artifacts. Information will also be shared on how to implement a virtual learning environment school-wide.

Beth Davis, Jonathan Meyers, & Scott Marty  
Horizon Middle School

Room TA222  **Teach with Vision**  
Audience: grades 6-8 & 9-12  
Participants will interactively explore of multiliteracies in a 21st century digital classroom. What does a “Teach with Vision” classroom look like? This presentation will demonstrate 21st century skills, instruction focused around social responsibility, methods of incorporating the digital world into the classroom, and new approaches to “student-centered” learning.

Pamela Donehew & Hellen Harvey  
Sarasota Military Academy & Booker High School
Room TA302  Using SMARTboard Technology to Enhance Mathematics
Audience: grades 6-8
The foundation of abstract thinking is primarily based in literacy and, therefore, in order for students to become successful problem solvers and achieve in mathematics at any level, they first must develop reading and comprehension skills. “When the learning task includes deciding whether to calculate sums or products or quotients, when the information is presented in words in sentences, students must first comprehend the language of the text before they can employ an appropriate algorithm,” (Fuentes, 1998). This workshop will provide participants an overview of the level of literacy required in two mathematics lessons, using SMARTboard technology, and how to move students through the levels of learning in order to be successful. It is imperative for educators to be able to meet the needs of all students by moving throughout the levels of learning fluidly.

Shelby Robertson, Jessica Hunt, & Kirk Henry
University of Central Florida

Room TA304  Reaching Struggling Students: Fostering Agency in Illiterate and Aliterate Adolescents
Audience: grades 6-8 & 9-12
The objective of this session is to present the concept of agency [or self-choice/self-determination (Bandura, 1977, 1997)] and to demonstrate how building agency in struggling illiterate or aliterate adolescents increases self-view and self-esteem. The discussion will also differentiate between self-view and self-esteem. Content focuses on defining, identifying, and augmenting three types of agency and links valuing the six processes of literacy as a means to increasing student engagement and success. This interactive group-participation session will engage the audience by guiding participants in identifying agency and literacy process preferences within their own experience to enable instructors and students to accomplish this within educational and real-life settings.

Betsy Stoutmorrill
Beacon College
Room TA322  **Vibrant Vivacious Vocabulary Across the Content**
Audience: All

Why is learning vocabulary so important for students? How can we engage students in deep and engaging word learning? This session will offer some answers to these questions. Participants will engage in word learning using three different strategies. Interspersed between the hands-on learning will be a PowerPoint presentation showcasing research on vocabulary instruction. Participants will leave with folders that contain the FLaRE Professional Paper on vocabulary and multiple teaching strategies that they can take back and immediately use in their classrooms. This session is applicable for teachers from elementary to high school.

Nancy Lewis & Craig Cosden
University of Central Florida

Room TA130  **Reading and Writing...Really Do Go Together!**
Audience: All

This presentation will be like no other because educators want information that they can use “yesterday” and that is what you will receive. We often wonder how does writing and reading correlate and why should I deal with that as a content area teacher. We are all life long learners and so are the students. We will discuss, work cooperatively, and plan our next step together. Come, join us as we explore reading and writing in the content area. You will not be disappointed! As you enter the room remember learning is fun.

Barbara Wright & Elton K. Wright
Reading Coach & Resource Teacher
Room ED190  

**Educational Uses of Digital Storytelling**  

*Audience: All*

Digital storytelling takes the ancient art of oral storytelling and engages a palette of technical tools to weave personal tales using images, graphics, music, and sound mixed together with the author’s own story voice. This concept can be used to create short video projects at any grade level and for any curricula area. This presentation will begin by focusing on the educational goals and objectives of digital storytelling, feature student created examples, and include suggestions for how to get started in the classroom using free software tools.

Larry Bedenbaugh  
University of Central Florida
Did you know that UCF is offering an Enrichment Program in Literacy this summer for rising 1st-8th graders? Program offerings include a Summer Adventure Camp (1st-6th graders), Reading Clinic (1st-8th graders), and Writing Camp (6th-8th graders), with sessions offered between June 8-July 2. Stop by the UCF Reading Faculty table for a flyer and more information about the motivational, literacy-rich experiences available to your students this summer!

Special Thanks to Holcomb Hathaway, Publishers for the donation of the Amazon Kindle.
Notes
The 11th Annual Literacy Symposium could not have happened without the help, time, effort, and support of the following people:

**Keynote Speakers**
Douglas Hartman, Ph.D.
Johanna Riddle

**UCF College of Education Literacy Symposium Committee Members**
Dr. Vicky Zygouris-Coe, Chair
Mr. Enrique Puig, Director of FLaRE
Mr. Richard Sloane, Director, Community and College Relations
Dr. Donna Leinsing, Director of the UCF Teaching & Learning Academy
Ms. Alice Bamberger, Professional Development Specialist, Teaching & Learning Academy
Dr. Nance Wilson, Assistant Professor, Reading Education
Dr. Timothy Blair, Professor, Reading Education
Dr. Maria Cox, Assistant to the Chair, Teaching and Learning Principles
Dr. Michelle Kelley, Assistant Professor, Reading Education
Ms. Lourdes Smith, Reading Specialist, Florida Online Reading Professional Development
Ms. Devon Mattingly, Research Associate, Florida Online Reading Professional Development
Thank you

College of Education Faculty & Staff
Dr. Michael Hynes, Chair, Department of Teaching & Learning
Mr. Benie Harris, Operations Manager
Mr. Larry Jaffe, Director of Technology & Facilities
Ms. Lyndsay Worden, Technology Facilities
Ms. Ana Restrepo, UCF Teaching & Learning Academy
Ms. Sharon Dryden, Administrative Assistant, Dean’s Office
Ms. Missy Feyer, Administrative Assistant, Teaching and Learning Principles
Ms. Wendy Williams, Web Programmer, Technology Facilities
Ms. Mannong Pang, Web Designer, Technology Facilities
Ms. Yuisa Colón, Communications and Marketing Coordinator
Ms. Precious Cristwell, Doctoral Candidate, UCF College of Education
Operations Staff Members & all other College of Education Faculty and Staff

Exhibitors
Brake Educational Media, event sponsor
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Vantage Learning
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Symposium Presenters & UCF Student Volunteers
Participating Florida School Districts & preK-12 Participants
UCF Parking Services, UCF Bookstore, & the UCF Alumni Office

Extra special thanks to Devon Mattingly, B.S., Graduate Student and Event Assistant, College of Education, for her timeless efforts and work with this event.

Friday, April 3, 2009
University of Central Florida
College of Education
Orlando, FL 32816

http://forpd.ucf.edu/