
UNIVERSITY OF WYOMING

Literacy Conference
Fall 2017

Sharpening our **FOCUS** :

Comprehension Across Disciplines and Grade Levels



September 22-23,
2017

University of
Wyoming
Laramie, Wyoming

UW Union Ballroom
UW Literacy Research Center and Clinic
Education Annex and Auditorium

Sharpening our Focus

Conference Schedule at a Glance

Friday, September 22, UW Union Ballroom	
3:00 - 5:00 p.m. Rolling Mills Café - Union	Before the Conference: Wyoming Writing Project Writing Marathon
5:00 - 5:30 p.m. Union Ballroom	Registration, Hors d'oeuvres
5:30 - 6:30 p.m. Union Ballroom	Welcome by Dr. Ray Reutzell, Dean UW College of Education Keynote Address: Dr. David Pearson
6:30 - 8:00 p.m. Union Ballroom	Wyoming Writing Project certificate presentations, Amy Spiker and Tia Frahm Featured Author Introductions by Dr. Leigh Hall, UW Endowed Chair Book Signing: Books by invited authors will be available for purchase. Authors will be available to talk with conference attendees and sign copies of their books.

Saturday, September 23, UW Union Ballroom & Education Annex	
7:30 – 8:30 a.m. Union Ballroom	Registration, Continental Breakfast
8:30 - 9:30 a.m. Union Ballroom	Welcome by Dr. Laurie Nichols, University of Wyoming President Keynote Address: Dr. Taffy Raphael
9:40 - 10:30 a.m. Education Annex Room numbers next to each session	Morning Breakout Sessions <ul style="list-style-type: none"> • Early Literacy Through Rebus Writing, Rachel Bates, 207 • The Pyramid of Language, Amanda Harrenga & Kris Frey, 211 • Inquiries into Writing: Wyoming Writing Project Teacher Consultants Share, Amy Spiker & Tia Frahm, 215 • Tools for Comprehension in Secondary ELA Classrooms, Jackie O'Briant & Valeri Hudson, 308 • A Reading State of Mind: Fostering Self-Sufficient Literacy Habits Across Disciplines, Laura Hayes & Nate Huseman, 229 • Guided Reading (Small Group Reading Instruction), Rachel Nyberg-Hampton, 225 • Get Your Groove On Using National Geographic's Giant Wyoming Map, Germaine Wagner, 314 • How to Rewrite Challenging Text Without Really Rewriting It, Jim Erekson, 318

Saturday, September 23 Education Annex, Education Auditorium	
10:40 - 11:30 a.m. Education Auditorium	Panel Discussion: Trends and Issues in Fostering Comprehension Instruction Panelists: David Pearson, Taffy Raphael, Ray Reutzel Moderator: Dana Robertson
11:30 - 12:10 p.m. Education Annex	LUNCH (Pick up your lunch at the Sullivan Center--Center of the 2nd floor in the Education Annex. Take your lunch to one of the gathering rooms on the 2nd floor of the Education Annex.)
12:20 - 1:10 p.m. Education Annex Room numbers next to each session	Featured Children's Author Workshops <ul style="list-style-type: none"> • Putting Flesh on the Bones of History, Louise Jackson, 225 • Encouraging Young Writers, Eugene Gagliano, Ed. Auditorium • "I can't wait to see what happens next:" A Full Circle (A Book's Evolution), Tim Rush, 207 • Picture This: How Pictures Work, Molly Bang, 314 This workshop is capped at 25 participants
1:20 - 2:10 p.m. Education Annex Room numbers next to each session	Afternoon Breakout Sessions <ul style="list-style-type: none"> • Student Led Book Clubs for High Ability Readers, Christi Roberts, 207 • Articles of the Week: Using Informational Text to Build Comprehension, Kaitlyn Miller, 211 • The Impact of Language on Reading Achievement for ALL Children, Chad Ransom, 215 • How can Disciplinary Literacy Support Comprehension Development in Secondary Grades?, Vicky Zygouris-Coe, 225 • Comprehension Through Metacognition and Mindset Strategies for Students K-12, Lisa Johnson & Kurk Aegerter, 229 • Creative Comprehension Composing a Share Book, Leanna Morton, 304 • Engaging K-12 Learners in Meaningful, Memorable, Comprehension-Rich Research Presentations, Joanie James, 308 • Reading Mentors – How a Local Volunteer Tutoring Program Supports Students' Comprehension and Literacy Skills, Krista Hollis & Kristin Livingstone, 314 • Death and Vegetables: Creating a Classroom Library of Authentic Informational Texts, Jim Erikson, 318
2:20 - 3:20 p.m. Education Auditorium	Keynote Address: Molly Bang
3:20 – 3:40 p.m. Education Auditorium	Wrap Up, Door Prizes, Evaluations

Conference Welcome

Welcome to the 10th annual UW Fall Literacy Conference!

The conference goals are to bring together pre-K, elementary and secondary level teachers, librarians, and school administrators to examine current issues and trends in comprehension teaching, instruction, and research for preK-12 students.

The first two pages of the program lay out the conference schedule including time and location of workshops and breakout sessions. Pages 4-9 describe all of the conference sessions. Biographical information on the Featured Authors can be found on pages 11-13. Some presenters have provided online copies of their handouts at <http://www.uwyo.edu/education/lrcc/LitConference2017.aspx>
The College of Education's WiFi password is: apple12345678.

Opportunities for credit: Wyoming certified teachers may earn Professional Teaching Standards Board [PTSB] credit (.5 hours) or one hour of EDCI 5959 graduate credit. Please note that EDCI 5959 hours can't be used in a graduate program of study. See page 10 in the program for more information about EDCI 5959 credit, and please come to the conference registration table to sign up for either opportunity.

We hope you have a fun and fulfilling couple of days at the conference!

-Your 2017 LRCC Literacy Conference Planning Committee

Talks, Workshops, and Panel

Friday Evening Keynote

Reading, Writing, and Language: Legitimate Ends Unto Themselves or Tools for Learning? – David Pearson

5:30 – 6:30 pm, UW Union Ballroom

In his presentation, Professor Pearson discusses the pros and cons of different stances toward the acquisition and use of reading, writing and language tools. Is an instructional approach that regards them inherently significant and independent goals superior to one that emphasizes their practical use as tools that help you do other things, such as acquire knowledge or insight, sharpen inquiry, support argumentation, or enable critique? Pearson presents his argument for preferring the "tool use" over the "inherently good" stance toward pedagogy.

Featured Children's Authors Talks, Workshops, and Panel Continued

Saturday Morning Keynote

Empowering Teachers → Improving Practice, Taffy Raphael

8:30 - 9:30 am, UW Union Ballroom

While not new, the call for teachers to work together takes on new meanings in today's political climate. Increasingly, teachers are blamed for failures in our educational system. At the same time, teachers' voices are ignored – or worse, suppressed – when it comes to making key decisions about a vision of the successful graduate and the classroom practices (curriculum choices, pedagogical practices, assessments) that will insure this vision is achieved by all students. In this presentation, I share thoughts on how this situation has come to be and how we, as educators, can choose a different and more sustainable path to insure student's success as critical thinkers in and contributors to a democratic society.

Saturday Morning Breakout Session Descriptions

Early Literacy through Rebus Writing, Rachel Bates

Morning Session, 9:40 - 10:30 am, Education Annex 207

During this session, participants will develop a Rebus Story/Report using pictures and/or drawings in place of words or in combinations with words. Come to better understand the purpose of the Rebus Story/Report writing method as an extension of word use in early and pre-literate children.

The Pyramid of Language, Amanda Harrenga & Kris Frey

Morning Session, 9:40 - 10:30 am, Education Annex 211

In this presentation, we discuss the relationship between tiered words, Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and the use of these components for ELL students. BICS can be thought of as playground chatter while CALP represents the language used in the classroom. In ELL students, BICS develops first, followed by CALP. We define tiered words as the following: Tier 1 (basic communication words, things used in every day life, BICS), Tier 2 (more school specific words, CALP) and Tier 3 (disciplinary specific vocabulary, CALP). Without proper structuring, content knowledge will suffer.

Inquiries into Writing: Wyoming Writing Project Teacher Consultants Share, Amy Spiker & Tia Frahm

Morning Session, 9:40 - 10:30 am, Education Annex 215

In this presentation, Wyoming Writing Project (WWP) Teacher Consultants will share their inquiry projects and action research. Along with the WWP leadership team, they will also share their learning and growth as writers and teachers of writing through their involvement with WWP and PD activities held in Wheatland, Evanston, and Laramie, with K-12 teachers.

Tools for Comprehension in Secondary ELA Classrooms,

Jackie O'Briant & Valeri Hudson

Morning Session 9:40 - 10:30 am, Education Annex 308

Though we work in separate buildings with very different populations, we collaborate and use many of the same strategies to help our ELA students find success. Participants in this session will learn how Beers and Probst's Signposts can be used to aid in comprehension.

Saturday Morning Breakout Session Descriptions - Continued

A Reading State of Mind: Fostering Self-Sufficient Literacy Habits Across Disciplines, Laura Hayes & Nate Huseman

Morning Session 9:40 - 10:30 am, Education Annex 229

As literacy education has shifted from the one-size-fits-all tools of content area literacy to an approach that analyzes the unique ways of reading and writing within disciplines, many educators still feel unprepared to teach students the increasingly complex literacy tools needed to transition from high school to college. Participants in this session will learn basic principles of rhetorical reading and disciplinary literacy strategies and practice using them with unfamiliar texts.

Guided Reading (Small Group Reading Instruction), Rachel Nyberg-Hampton

Morning Session 9:40 - 10:30 am, Education Annex 225

During this session, participants will learn more about the different aspects of guided reading. Questions like: How can this fit into my schedule? What does a typical guided reading lesson look like? Will be answered. Participants will leave with a lesson plan template, a guided reading resource and an example guided reading lesson!

Get Your Groove on Using National Geographic's Giant Wyoming Map, Germaine Wagner

Morning Session 9:40 – 10:30 am, Education Annex 314

The giant state map and activities were developed based on extensive brain research in spatial thinking skills from birth to age ten. Participants will be exposed to the hands-on and feet-on approach to spatial awareness, topographic details, map concepts, math, and literacy skills by using the giant state map.

How to Rewrite Challenging Text without Really Rewriting It, Jim Erikson

Morning Session 9:40 - 10:30 am, Education Annex 318

Comprehensibility of content area text challenges readers and teachers. Come and learn how to find and use high-interest passages to stage leveled rewrites that help students comprehend otherwise frustrating disciplinary text. Participants will workshop the comprehension demands of several types of text encountered in real-world situations, and outline ideas for organizing a classroom library that supports comprehension of these kinds of text.

Saturday Panel Discussion

Trends and Issues in Fostering Comprehension Instruction

David Pearson, Taffy Raphael, & Ray Reutzel - Panel Moderator: Dana Robertson

10:40 – 11:30 am, Education Auditorium

Each of the three panelists will make introductory remarks on the topic for 8-10 minutes. Then, there will be 20 minutes of Q & A.

Saturday Afternoon Children's Author Workshops (Choose 1 Workshop)

Putting Flesh on the Bones of History, Louise Jackson

12:20 – 1:10 pm, Education Annex 225

Did you ever find the classroom study of history to be boring when you were young? I did, but now I love it! This presentation, useful in grades 1-12, will focus on using fiction and other trade books as a means of involving students more deeply in understanding history and its importance in our society. Books appropriate for every level will be shown, practical techniques will be shared by the presenter and solicited from the audience, and particular emphasis will be placed on accomplishing curriculum goals even as you enrich the standard textbook approach.

Encouraging Young Writers, Eugene Gagliano

12:20 – 1:10 pm, Education Auditorium

Interactive, educational, and entertaining sums up this workshop for ways to encourage writing in elementary and middle grades. Gene, children's author, former elementary teacher, and Wyoming's Poet Laureate, will show you how to use sensory triggers to mine story ideas, create characters using hats and wigs, and demonstrate showing and not telling in writing.

"I can't wait to see what happens next:" A Full Circle (A Book's Evolution), Tim Rush

12:20 – 1:10 pm, Education Annex 207

In the last year a little book for young adult and adult new readers developed out of a larger story that hardly anything (time, characters, plot, and place) in common with the final version. The story told itself and I wrote it down. Along the way, I read, researched, and talked with people who told me things that "changed everything" and gave life and historical reality to the tale. I want to tell you about the process; it will encourage you and your young writers.

Picture This: How Pictures Work, Molly Bang

12:20 – 1:10 pm, Education Annex 314 – This workshop is capped at 25 participants

Why do we have strong feelings when we look at certain pictures? How do such pictures 'work' on our emotions? In her book *Picture This*, Molly Bang has come up with some clear and simple principles used in visual art that evokes powerful feelings. This workshop will provide participants the opportunity to build pictures of their own from construction paper, using these principles to elicit two very different feelings.

Saturday Afternoon Breakout Session Descriptions

Student Led Book Clubs for High Ability Readers, Christi Roberts

Afternoon Session 1:20 - 2:10 pm, Education Annex 207

All readers require instruction designed to meet their needs. With the breadth of ability represented in a classroom, this is a challenging goal for teachers. This session will present student led book groups as a way to promote interdependent reading through discussion and questioning. The focus will be on navigating readers from a guided literature circle to a student led book group.

Articles of the Week: Using Informational Text to Build Comprehension, Kaitlyn Miller

Afternoon Session, 1:20 – 2:10 pm, Education Annex 211

As educators, we know that reading effectively is an essential skill that all students must have to be successful in life. In this session, teachers will learn how to teach students to annotate and close read informational texts. Teachers will learn and practice annotating, close reading, and discussing texts in a manner that can be taught to students in order to make them more effective readers.

The Impact of Language on Reading Achievement for ALL Children, Chad Ransom

Afternoon Session, 1:20 – 2:10 pm, Education Annex 215

Diagnosing student learning needs can be a very complex process—for both classroom teachers and school systems. However, we know that identifying specific needs is critical in creating the right supports for students. This session will present a framework for examining reading and language/vocabulary scores to better target interventions and other supports.

How can Disciplinary Literacy Support Comprehension Development in Secondary Grades? - Vicky Zygouris-Coe

Afternoon Session, 1:20 – 2:10 pm, Education Annex 225

Although teaching and learning in various academic subject areas happens in specific disciplinary ways, comprehension is a common goal and outcome of all content area teachers. In this session, the presenter will (a) make an argument for the benefits of using a disciplinary literacy framework to develop students' comprehension; (b) present research and practical evidence to support the above argument; and (c) raise questions related to the topic that will engage the audience in further discussion.

Comprehension through Metacognition and Mindset Strategies for Students K-12, Lisa Johnson & Kurk Aegerter

Afternoon Session, 1:20 – 2:10 pm, Education Annex 229

How many times have you heard students say: "I'm not smart enough to do this!" or "What is the point of working hard, I will just fail again!" This session will introduce comprehension strategies through metacognition and mindset. Participants will be introduced to hands-on activities to engage each student using a mindset dialogue that teaches students how to reflect on their learning.

Creative Comprehension Composing a Share Book, Leanna Morton

Afternoon Session, 1:20 – 2:10 pm, Education Annex 304

Students in primary classrooms are learning to read, write, understand their world, create art and become aware of text features of nonfiction books. What better way to comprehend these subjects than to create and publish a share nonfiction book? In this session, participants will learn how to use mentor texts, to comprehend cross curriculum subjects such as science, social studies and visual arts and using reading and writing in an authentic manner.

Engaging K-12 Learners in Meaningful Memorable, Comprehension-Rich Research Presentations, Joanie James

Afternoon Session 1:20 - 2:10 pm, Education Annex 308

Participants will learn highly-effective strategies for teaching K-12 students research, writing, and presentation skills. These engaging, meaningful, and memorable projects result in rich vocabulary acquisition and comprehension. Throughout the presentation, participants will brainstorm ways in which research project presentations can be accomplished in their classrooms.

Reading Mentors – How a Local Volunteer Tutoring Program Supports Students’ Comprehension and Literacy Skills, Krista Hollis & Kristin Livingstone

Afternoon Session 1:20 - 2:10 pm, Education Annex 314

School-age children ages five to fourteen spend up to 80% of their time out of school. Time reading outside the school day is crucial to student proficiency in literacy. Learn how Teton Literacy Center supports struggling students through a tutoring program that offers students reading mentors. Volunteers help boost students’ comprehension as well as word study, fluency, and writing. This workshop will discuss the structure, format, and lesson plans of TLC’s tutoring program, and then help you adapt the program so you can bring this model to your own school or community.

Death and Vegetables: Creating a Classroom Library of Authentic Informational Texts, Jim Erekson

Afternoon Session 1:20 - 2:10 pm, Education Annex 318

Do you have a classroom library that includes death certificates, vegetable seed packets? In an analysis of items from standardized tests, this new list of authentic formats and genres goes far beyond the inadequate descriptors of ‘expository’ and ‘persuasive’ text. Participants will workshop the comprehension demands of several types of text encountered in real-world situations, and outline ideas for organizing a classroom library that supports comprehension of these kinds of text.

Saturday Afternoon Keynote

Simply Complex: Supporting Comprehension through Images, Molly Bang

2:20 – 3:20 pm, Education Auditorium

Most people in the US have little understanding of some of the most basic concepts in biology such as photosynthesis, food chains, and the formation and combustion of fossil fuels. How can we present these complex ideas in ‘simple’ picture books? Molly Bang will show several of the illustrations from her books in the science-based Sunlight Series and discuss the solutions she eventually came up with.

UW EDCI 5959 graduate credit available!

Conference participants can sign up for EDCI 5959 to earn one graduate credit hour. The EDCI 5959 credit costs \$50 and can't be used towards a graduate degree. Learn more at the conference registration desk.

To earn 1 graduate credit hour; S/U (\$50)

1. Attend the full conference: September 22-23, 2017
2. Submit a 3-5 page response to the conference, which includes:
 - A. Contact information: first and last name, position, mailing address, telephone and fax, and email.
 - B. Lesson plans, unit plans, or other materials used as basis for implementation planning.
 - C. Reflections: Identify the one to two big ideas you took from the conference. Why are they important to you? How will you use these ideas in your professional setting? Specifically, where in the revised plans are you implementing these ideas?

Written materials, saved with your last name as the file name, due no later than October 25, 2017 to Dr. Cynthia Brock:

Cynthia.Brock@uwyo.edu

Meet the Authors & Featured Speakers



P. David Pearson is a faculty member in the programs in Language and Literacy and Human Development at the Graduate School of Education at the University of California, Berkeley, where he served as Dean from 2001-2010. Current research projects include Seeds of Science/Roots of Reading--a Research and Development effort with colleagues at Lawrence Hall of Science in which reading, writing, and language as are employed as tools to foster the development of knowledge and inquiry in science--and the Strategic Education Research Partnership--a collaboration between UC Berkeley, Stanford, and the San Francisco Unified School District designed to embed research within the portfolio of school-based issues and priorities. He also works with teachers in middle and high schools in New York City to figure out how to promote deeper learning as teachers try to navigate the

new Common Core State Standards in English Language Arts. Prior to coming to Berkeley in 2001, he served on the faculties of education at Michigan State, Illinois, and Minnesota.

Awards include the 1989 *Oscar Causey Award* (NRC) for contributions to reading research, the 1990 *William S. Gray Citation of Merit* (IRA) for contributions to reading research and practice, the 2005 *Albert J. Harris Award* (IRA) for the year's best reading disability publication, and the 2003 *Alan Purves Award* (NCTE) for a publication impacting practice. In 2006 the University of Minnesota honored him with the *Alumni Outstanding Achievement Award*, and in 2010 AERA presented him *Distinguished Contributions to Research in Education Award*. In 2012, the Literacy Research Association established the P. David Pearson Scholarly Influence Award to be given annually to honor research that exerts a long-term influence on literacy practices and/or policies.

He is the founding editor of the *Handbook of Reading Research* now in its fourth volume, he edited *Reading Research Quarterly* and the *Review of Research in Education*, and he has served on the Editorial Review Board for some 20 educational journals. Professor Pearson received his B.A. in History from the University of California, Berkeley, taught elementary school in California for several years, and went on to complete his Ph.D. in Reading Education at the University of Minnesota. He completed post-doctoral study at the University of Texas, Austin and Stanford University.

Websites: <https://gse.berkeley.edu/people/p-david-pearson>



Taffy E. Raphael is professor of Literacy Education. Raphael's research interests include strategy instruction in comprehension and writing, and frameworks for literacy curriculum and instruction (e.g., Book Club Plus). She directed Partnership READ (2002-2011), a school-university partnership to improve literacy instruction through professional development, which was recognized with the American Association of Colleges of Teacher Education's 2006 Best Practices Award for Effective Partnerships.

She has published several books, and more than 100 articles and chapters. She received International Reading Association's Outstanding Teacher Educator in Reading Award in 1997, the 2007 University of Illinois at Urbana-Champaign Distinguished Alumni Award, and the 2008 National Reading Conference Oscar Causey Award for Lifetime Contributions to Literacy Research. She has been a Fellow of the National Council of

Research in Language and Literacy since 1996, and member of the Reading Hall of Fame since 2002. She served on the Board of Directors of International Reading Association (2007-2010).



Tim Rush is a professor Emeritus at the University of Wyoming. Dr. Rush focused on the preparation of teachers of American Indian children, culturally relevant American Indian education, indigenous culture and language preservation, and occupational literacy. Rush came to UW in 1982 as an assistant professor and the coordinator of the Extended Degree Program in Elementary Education. Before the advent of distance-teaching technologies, Rush traveled Wyoming as one of UW's "flying professors" who were flown to teach classes in communities across the state. He then adopted evolving new technologies: from audio conferencing in the 1980s to video conferencing in the 1990s, and to the most recent technology of online learning. In 1987, Rush received the National University Continuing Education Association's Annual Award for New Degree Programs for

leading the university's Extended Degree Program in Elementary Education. That same year, he was awarded UW's Hollon Family Award for Excellence in Off-Campus Teaching. In 2008, Rush and UW Associate Professor Angela Jaime established the Teachers of American Indian Children graduate certificate program offered through the Outreach School. The Wind River Tribal College bestowed him an honorary degree in 2007 and, in 2009, the International Reading Association recognized him with the Jerry Johns Outstanding Teacher Educator in Reading award. These accomplishments led to his receiving the WyDEC Master Distance Educator Award in 2012.

Meet the Authors & Featured Speakers



Molly Bang, a three-time Caldecott Honor winner, has written and illustrated more than twenty books for young readers. She is well known for her interest in the natural world and her advocacy for environmental issues, which is reflected in her work. Her most recent book, *Living Sunlight: How Plants Bring the Earth to Life*, is a stunning poetic exploration of the universal energy force within us all. Other titles that explore our world include: *My Light*, which celebrates the many wonders of the sun, with radiant words and images that illuminate the myriad ways in which the sun gives us energy and power from its light, and *Common Ground*, for which Bang won the Giverny Award for Best Science Picture Book. In this book, she talks about one

of the most basic and important principles in ecology, known as the "tragedy of the commons." Her book *When Sophie Gets Angry - Really, Really Angry...*, was both a Caldecott Honor book and winner of the Charlotte Zolotow Award. It was also an ALA Notable Book and a Jane Addams Children's Honor Book "It was interesting to notice how angry I felt when I was making the angry pictures," says Bang, "and how much calmer I felt painting with blues and greens." Sophie calms herself down by running into the woods, where she finds solace and comfort, and she returns to her loving family.

Author and illustrator Molly Bang has always had an adventurous spirit, which is not only reflected in her writing, but also in her own life. After college Molly taught English in Japan. She returned to the U.S for graduate studies in East Asian Languages and Literatures, then worked in India, Bangladesh, and West Africa for Johns Hopkins, Unicef and Harvard. Her first books were translations of folktales from some of these countries, which she also illustrated. These folktales helped teach her elements of good stories, which she would later use when she wrote her own texts.

Website: www.mollybang.com



Winner of the 2008 WILLA Literary Award (Willa Cather) for the best children's/young adult novel of the women's west published in 2007, **Louise A. Jackson** is the author of five books: *Exiled!: From Tragedy to Triumph on the Missouri Frontier*; *Gone To Texas: From Virginia to Adventure*, *Grandpa Had a Windmill*; *Grandma Had a Churn*, *Over on the River*, and *H is for Hope*. During her tenure as a professor in the University of Wyoming's College of Education, she presented numerous papers at state, regional and national reading and language arts conventions and has also written articles published in *The Reading Teacher*, *Language Arts*, and *Journal of the West*.

Much in demand as a speaker, Louise is known for her spirited presentations and for her ability to inspire and encourage writers of all ages. She likes to read, write, garden and walk her Norfolk terrier, Kashi.

Website: www.louiseajackson.net

Meet the Authors & Featured Speakers



Known by many as the teacher who dances on his desk, **Eugene Gagliano** is a retired elementary teacher whose author presentations are entertaining, informative, and inspirational. He has presented at 147 schools, and at the International Reading Association, the Society of Children's Book Writers and Illustrators, and for libraries and festivals in numerous states. Gene was the recipient of the IRA's 2004 Wyoming State Celebrate Literacy Award and the 2001 Arch Coal Teacher Achievement Award. Gene's book *Dee and the Mammoth* illustrated by Zachary Pullen, won the 2010-2011 Wyoming State Historical Society Award for Best Fiction and represented the state of Wyoming at the National Book Festival in Washington, D.C in 2011.

His other books include *C is for Cowboy: a Wyoming Alphabet*, *Four Wheels West: a Wyoming Number Book* (a former Western Writer's Spur Award nominee), *V is for Venus Flytrap: a Plant Alphabet*, *My Teacher Dances on the Desk* (winner of the 2010 Delaware Diamonds Book List Children's Choice Award), *Secret of the Black Widow* (a former Wyoming Indian Paintbrush Award nominee), *The Magic Box*, *Falling Stars*, *Inside the Clown*, *Booger*, *Little Wyoming*, and *Angel's Landing*. Gene is a member of Western Writers, Society of Children's Book Writers and Illustrators, the International.

Website: www.gargene.com

Featured Speakers



Vassiliki ("Vicky") Zygouris-Coe: is currently a professor of education at the University of Central Florida (UCF), where she has taught undergraduate and graduate level reading/literacy courses for a number of years. Her interests are in reading in the content areas, disciplinary literacy, teacher education, professional development, online learning and digital literacies. She has received over \$9,000,000 in research and funded literacy projects. Her research has been published in many literacy and teacher education journals. She has served as co-editor of the *Literacy Research and Instruction* journal, associate editor of the *Florida Educational Leadership*, and former associate editor of the *Florida Association of Teacher Educators* journals.

In addition, Dr. Zygouris-Coe is the developer (Co-PI with Dr. Donna Baumbach, 2002-2004; PI: 2004-2010) of Florida's first large-scale professional development in reading (Florida Online Reading Professional Development [FOR-PD]) for K-12 teachers that serviced 44,344 educators from 2003-2010 and continues to be offered through the Florida Department of Education (FLDOE) to all certified Florida K-12 teachers. Dr. Zygouris-Coe has been a leader in Florida statewide literacy initiatives and has been collaborating with the FLDOE in consulting, reviewing, and participating in core statewide literacy initiatives for K-12 and teacher education sectors. She has helped develop intensive reading programs for grades 6-12 and has supported school districts' literacy initiatives. From 2015-present she has been providing professional development in literacy to teachers of underrepresented gifted students in elementary grades as part of the UCF EVELATE, a Jacob K. Javits USDOE collaborative grant between UCF and Seminole County Public Schools. Dr. Zygouris-Coe is also the event organizer of the [UCF Literacy Symposium](#).



James Erikson: is associate professor of Reading Education at University of Northern Colorado. Working with striving readers since 1999, Jim is currently working with communities and schools on how to use meaningful assessments to encourage lifelong literacy. He is working with colleagues at UNC to implement literacy tutoring in schools with challenging poverty demographics. He is active in professional literacy organizations at the local, state, and national levels, presenting at conferences and providing professional development for members. Jim is author and coauthor of national-level professional books and peer-reviewed articles on literacy.



A special thank you to our event sponsors:

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We thank the keynote presenters, featured authors, session breakout presenters, and everyone who helped with setting up the conference. Special thanks to Darian Thraikill, and the other LRCC literacy doctoral students for their hard work to make this event possible.

Program created by Kara Duggan

