



2018 Texas Association for Literacy Education's **ANNUAL CONFERENCE**

February 23-24, 2018 at West Texas A&M University
Canyon, Texas



Connections in the Community
FOSTERING PARTNERSHIPS THROUGH LITERACY

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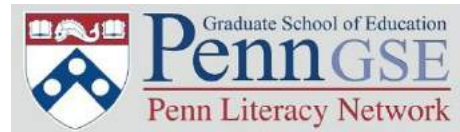
Educational Technology (Rich Rose: rrose@wtamu.edu)

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Conference Chairs



As President of TALE, it has been an absolute pleasure to serve as a conference co-chair for the 2018 TALE Conference! Thank you for being an important part of our mission, which is “to promote literacy that will enhance the lives of all Texas citizens personally, socially and economically.” As TALE engages in a wide variety of efforts to achieve this mission, we strongly value your involvement as a TALE member, conference presenter, conference attendee, and literacy professional. Thank you for all you do! The theme of our conference this year is: *Connections in the Community: Fostering Partnerships through Literacy*. We selected this theme because we, as literacy

professionals, must be literacy leaders who work collaboratively with others to meet the diverse learning needs for all learners within our classrooms, schools, and communities. As we planned this conference, we were intentional and diligent to ensure that the presentations offered addressed scientifically-based literacy instruction for all levels of learners: early childhood, elementary, middle grades, secondary, college, teacher preparation, and adult education. As you review the offerings, you are welcome to attend any of the presentation types (workshops, research posters, sessions, roundtable presentations, and facilitated interactive discussions). Thank you for valuing quality professional learning and literacy leadership! We look forward to continued engagement with each of you.

Laurie A. Sharp, Ed.D.

TALE President (2017-2018)

Dr. John G. O’Brien Distinguished Chair in Education—West Texas A&M University



As President-Elect of TALE, I would like to offer a big howdy and welcome to the Texas Panhandle. I am honored and excited to serve as co-chair for the 2018 TALE Conference, which is going to be an amazing two days of professional development and learning. This year’s conference title is *Connections in the Community: Fostering Partnerships Through Literacy*. My goal is that you will leave our area refreshed with new strategies for your educator tool belt and a renewed spirit to spread the joys of literacy among your professional networks. This conference could not be possible without our wonderful TALE members, and I would like to encourage you to help us spread the word of this great organization so that we continue to grow in number as well as strengthen our

mission to promote literacy across our state. I hope you will participate fully in all of the conference offerings while you enjoy one of the friendliest regions of Texas. Thank you for your commitment to your profession, and I look forward to mingling with you all.

Brad Womack

TALE President-Elect (2017-2018)

ESL Department Chair—Palo Duro High School, Amarillo ISD

TALE Executive Officers & Board

2017-2018



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TALE Past-Presidents

Past President 2016-2017



Robin D. Johnson, Ed.D. has been in education for over 20 years. She taught 1st grade in Dallas ISD, 2nd, 3rd, and 4th grades in Mesquite ISD, and was the Elementary Curriculum Coordinator in the areas of Literacy and Social Studies for Lovejoy ISD. After earning her Doctorate in Curriculum and Instruction from Texas A&M University – Commerce, she answered a call to work with pre-service teachers at Stephen F. Austin State University in Nacogdoches, Texas. She is currently an Assistant Professor in the Department of Teacher Education at Texas A&M University - Corpus Christi, where she teaches early childhood courses and undergraduate students in their field-based semester. At TAMUCC, she is the School-University Partnerships Coordinator, a faculty adviser for the Student Reading Council, and Program Director for Barrio Writers. She is a Diamond level Abydos literacy facilitator and the author of *Time to Write*. She also enjoys consulting in districts across the state.

Past President 2015-2016



Roberta Raymond, Ed.D. has been a Texas educator for 19 years. She is currently an Assistant Professor at the University of Houston-Clear Lake (UHCL). Prior to her move to UHCL, she worked with the Houston Independent School District for 17 years. During her tenure, she served as a classroom teacher, literacy coach, literacy specialist, teacher development specialist, and Elementary Reading/Language Arts Curriculum Manager.

Roberta completed her Bachelors in Curriculum and Instruction at Texas State University and her Masters in Reading at the University of Houston-Clear Lake. Additionally, she holds a Doctorate in Reading from Sam Houston State University. Her current research interests are reading motivation, digital literacy, adolescent literacy, effective literacy instruction, and pre-service teacher preparation.

Past President 2014-2015



Patricia Durham, Ph.D. has over 20 years of experience with developing literacy in children, youth and adult learners. Currently, Patricia is an Assistant Professor at Sam Houston State University. Previously with Texas A&M University- Corpus Christi, she was principal investigator for a two year VerizonReads Foundation grant which helped to create a symbiotic relationship among classroom teachers, their students, undergraduate reading teacher candidates, and the university environment. Prior to these experiences, Patricia served fourteen years as an elementary teacher evolving her classroom identity into a Texas Master Reading Teacher and Reading Specialist.

TALE Past-Presidents

Past President 2013-2014



Sharon O'Neal, Ph.D. attended her first IRA (now ILA) conference in Alabama in 1977 and never looked back. She continued to be an active member when she moved back to Texas, serving as president of her local council (The Capital Area Reading Council) in Austin in 1989 -1990 and as president of TALE during the 2010-2011 school year. She is an Associate Professor at Texas State University – Round Rock with a B.S. degree in Secondary Education and a Ph.D. in Curriculum and Instruction from The University of Texas at Austin. She received a Master of Arts in Reading Education from The University of Alabama at Birmingham. Her current research interests include reader response, children's literature, social justice and critical literacy. She has worked as a public school teacher at both secondary and elementary levels.

Past President 2012-2013



Carolyn Hunter Denny is retired from Northside ISD in San Antonio where she served as Elementary Language Arts and Reading Curriculum Specialist. In her career, Carolyn served on the boards of several Literacy organizations, including the Coalition of Reading and English Teachers of Texas, the Texas Council of Teachers of English Language Arts, and the Alamo Reading Council.

Past President 2011-2012



Jack Cassidy, Ph.D. is a Professor Emeritus at Millersville University in Pennsylvania and is also retired from Texas A&M University-Corpus Christi where he was Associate Dean for Graduate Studies in the College of Education and a Professor in the department of Curriculum and Instruction. He is known for his work on literacy trends and issues as exemplified by numerous articles in professional journals as well as his yearly column in Reading Today "What's Hot What's Not in Literacy." He has authored a number of text series for K-12 students, including Read-Reason-Write. He is a former President of the International Reading Association and the College Reading Association and is the recipient of the A.B. Herr Award from that group for outstanding contributions to the field of reading. In addition, he was inducted into the Reading Hall of Fame in 2010 and received the Association of Literacy Educators and Researchers Laureate Award in the same year. Other awards include the: IRA Special Service Award; Paul A Witty Meritorious Service Award; Pennsylvania Teacher Educator of the Year Award, and the LEADER IRA Special Interest Group Literacy Award. He also has many publications and much experience in the field of gifted education.

BECOME A MEMBER

Becoming a member of TALE is your **TICKET** to:

Advocacy at the State Level

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Annual Conference
Including distinguished speakers, authors, workshops, sessions, & more

Publications
Texas Journal of Literacy Education, TALE Newsletter, and TALE Yearbook



Dr. Jacqueline M. Ingram
Director



Kelly Johnson
Member



Dr. Ann Smith
Member

Committee's Mission Description: Our goal is to create and implement a plan to retain and recruit TALE members in the following membership categories: Pre-service Teachers to 3rd Year In-service Teachers, In-service Teachers with more than 3 years' experience, Other Literacy Leaders, and Teacher Educators (Higher Ed.).

Membership is \$10 annually
Register or renew at www.texasreaders.org

Advocacy Development Committee

THE **MISSION** OF TALE'S ADVOCACY COMMITTEE IS TO EDUCATE ABOUT, ADVOCATE FOR, AND SUPPORT THE IMPORTANCE OF LIFELONG LITERACY LEARNING IN AND THROUGH EDUCATION BY BUILDING ALLIANCES AND CREATING A NETWORK AMONG LITERACY EDUCATORS AND OTHER EDUCATIONAL STAKEHOLDERS.

WE RECOGNIZE THE EFFORTS OF TEXAS LEADERS WHO PROMOTE LITERACY FOR ALL STUDENTS.

Texas Leadership in Literacy Award

2016 and 2017 Texas Leadership in Literacy Award Winners



Barbara Cargill
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Judge Joe Benavide: Patricia "Pat" Hardy
Justice of the Peace Texas State Board of
Precinct One, Place Education Member,
One District 11
Nueces County, TX

Committee Members:

Connie Briggs
Angela McNulty
Sara Ranzau
Amy Sharp
Ashley Thomas
Amberly Walker

Committee Directors:

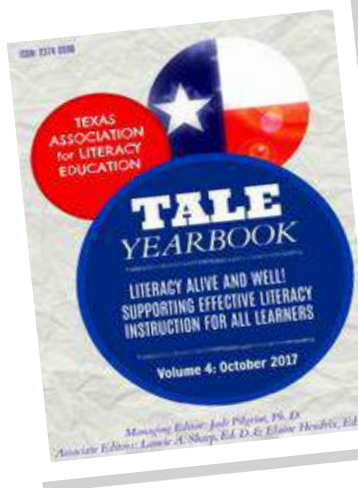
Melinda Butler
Sonja Gaddy

Speak to one of our committee members during the conference to learn more about advocacy and membership opportunities.

We look forward to seeing you!

Advocacy Development Committee

TALE COMMUNICATIONS COMMITTEE



Our goal is to promote communication among TALE membership through a variety of print, electronic, and social mediums.

Director: Alida Hudson

TALE Yearbook

The TALE Yearbook follows the annual conference and is a compilation of some of the presentations with an aim to widely share these advances in literacy research and practice with national and international audiences.

Editorial team for the 2018 Yearbook:

Laurie Sharp,
Managing Editor

Elaine Hendrix,
Associate Editor

Lucinda Juarez,
Associate Editor

The Texas Journal of Literacy Education

The Texas Journal of Literacy Education is the official peer reviewed journal of The Texas Association for Literacy Education. The journal publishes research and practice articles bi-annually.

ISSN: 2374-7404

Editorial team for the TLJE:

Chase Young
Bethanie Fletcher
Sherrye Garrett

TALE Newsletter

The TALE Newsletter includes book reviews, technology pieces, and innovative literacy teaching pieces published in the Spring, Summer, and Fall of each year.

Editor for the TALE Newsletter:

Sara Ranzau

COMMUNITY INVOLVEMENT COMMITTEE

Our mission is to organize and support projects that create and sustain partnerships with individuals, professionals, and organizations who are interested in promoting activities that support literacy advancement in Texas.



Matthew
Panozzo, M.S
Chair



Stephanie
Jenkins, Ed.D
Member



Roberta
Raymond,
Ed.D
Member



Meghan
Sankowski
Member



Brittany
Vaughn
Member



Educator Empowerment Committee

Committee Mission: *Our goal is to empower TALE members in ways that develop voice, ownership, and leadership of their professional literacy landscape focusing on the following membership categories: Preservice Teachers to 3rd Year In-service Teachers, In-service Teachers with more than 3 years' experience, Other Literacy Leaders, and Teacher Educators (Higher Ed.).*



Director: Kathy Stephens, Ed.D
drksteph@gmail.com

Members

Leslie Haas, Ed.D



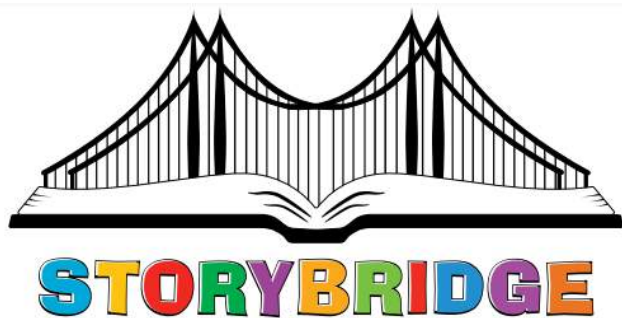
Stephanie Jenkins, M.Ed



Michelle Staples, Ed.D



If you would like to know more about serving on the Educator Empowerment Committee, contact Kathy Stephens.



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Q: How can I help?

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Contact: Chandra Perkins
806.282.9082

Call for Yearbook Submissions

***Texas Association for Literacy Education Yearbook, Volume 5:
Connections in the Community: Fostering Partnerships through Literacy
[ISSN 2374-0590]***



All presenters at the 2018 TALE Conference at West Texas A&M University are invited to submit manuscripts based on their presentation for consideration in the 2018 Yearbook. Conference presentation does not guarantee publication. To be considered, submissions must address the theme of the conference, be previously unpublished, and may not be currently under consideration with another publication. The 2018 Yearbook will be a peer-reviewed publication available online in Fall 2018 at: <http://www.texasreaders.org/yearbooks.html>

2018 TALE Yearbook Editors

Laurie Sharp (Managing Editor), Elaine Hendrix (Associate Editor), and Lucinda Juarez (Associate Editor)

Submissions

The 2018 Yearbook will include two categories of papers: (1) scholarly, or research-focused; and (2) summary, or practitioner-focused. You may submit a manuscript for consideration in either of these sections:

- **Scholarly Papers:** Scholarly papers report reviews of literature, original research that was conducted, or are theory-oriented papers. These submissions should be no more than 4,000 words.
- **Summary Papers:** Summary papers describe a pedagogical practice or technique for use among practitioners. These submissions should be no more than 2,000 words.

Requirements for All Submissions

Style:

- Must follow guidelines in the *Publication Manual of the American Psychological Association* (6th ed.)

Format:

- Blind copy (Names of authors do not appear anywhere except on the title page. Also, if you cite your own work, cite it as "author." Please do this in-text, as well as in the reference list.)
- Double-spaced throughout
- Abstract (no more than 150 words)
- Title page with manuscript title and the following information for each author in correct author order: (a) full names, (b) professional affiliations, (c) email address, and (d) phone number.
- Tables and figures should be embedded within the manuscript.
- Photographs and images require authors to secure any appropriate releases and/or permissions.

Procedures

- Send an electronic copy of one document that includes the title page and paper as a .doc or .docx file
- Email submission to: taleyearbook@gmail.com
- In the subject line of the email indicate the type of submission (scholarly paper or summary paper) with the words: TALE 2018 Yearbook
- A confirmation of receipt will be sent by email. If a confirmation receipt is not received within one week, please send an inquiry the managing editor: laurie.sharp2013@gmail.com

Deadline for consideration in the 2018 Yearbook is April 30, 2018 at 11:59 PM

Interested in serving as a reviewer for the 2018 Yearbook? Email: taleyearbook@gmail.com

Review Form for 2018 Yearbook Submissions

2018 TALE Volume 5: Connections in the Community: Fostering Partnerships through Literacy

This paper was submitted as a:

- ☐ Scholarly Paper
- ☐ Summary Paper

Please rate the relationship of the paper to the conference theme.

1 2 3

No relation at all

Clearly related

Content

Please rate the **RELEVANCE** of content.

How relevant is the content of this paper to current literacy practices?

1 2 3

*Not
relevant*

*Very
relevant*

Please rate the **QUALITY** of content.

Was the content of this paper based upon resources that are acknowledged as credible, reliable, and valid?

1 2 3

*Low
quality*

*High
quality*

Please rate the **LEVEL OF DETAIL** with content.

Was the content of this paper detailed and specific?

1 2 3

*Low
level of
detail*

*High
level of
detail*

What specific improvements can the authors make to improve the content?

Readability

Please rate the **CLARITY AND CONCISENESS** of writing.

Was the writing of this paper clear and concise?

1 2 3

*Low
clarity*

*High
clarity*

Please rate the **MECHANICS** of **STYLE**.

How did the writing of this paper attend to grammar and mechanics?

1 2 3

*Low
level of
style*

*High
level of
style*

Rate the quality for **DISPLAY OF RESULTS**.

If this paper included tables and figures, what was the quality of presentation with these visuals?

1 2 3

*Low
quality*

*High
quality*

Rate the quality of **CREDITING SOURCES**.

If this paper credited sources, what was the quality of references in-text and in the reference list?

1 2 3

*Low
quality*

*High
quality*

What specific improvements can the authors make to improve the readability?

Reviewer's Decision

Please provide feedback on the manuscript (use the Track Changes feature to include comments and suggested edits).

What is your recommendation?

- ☐ Accept
- ☐ Revise and resubmit for review
- ☐ Reject

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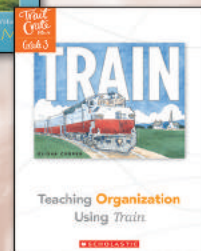


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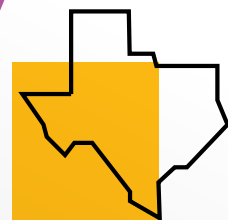
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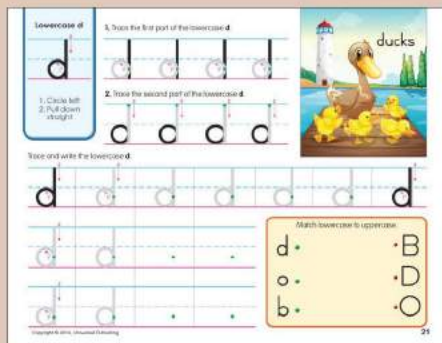
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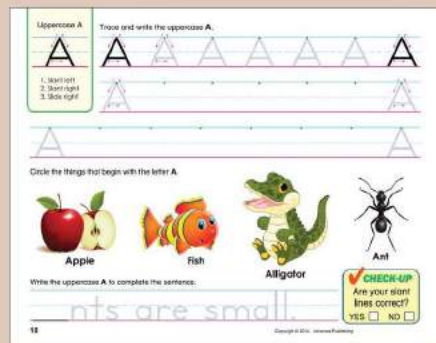
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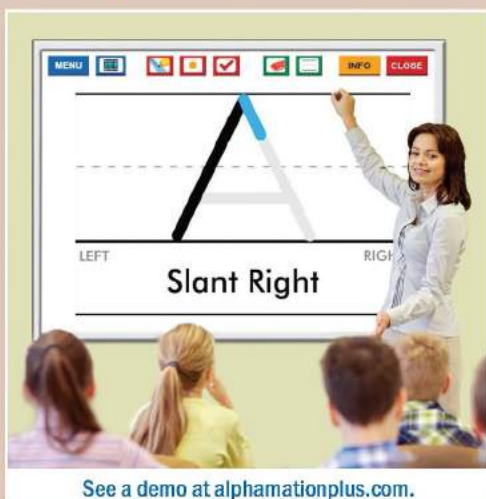


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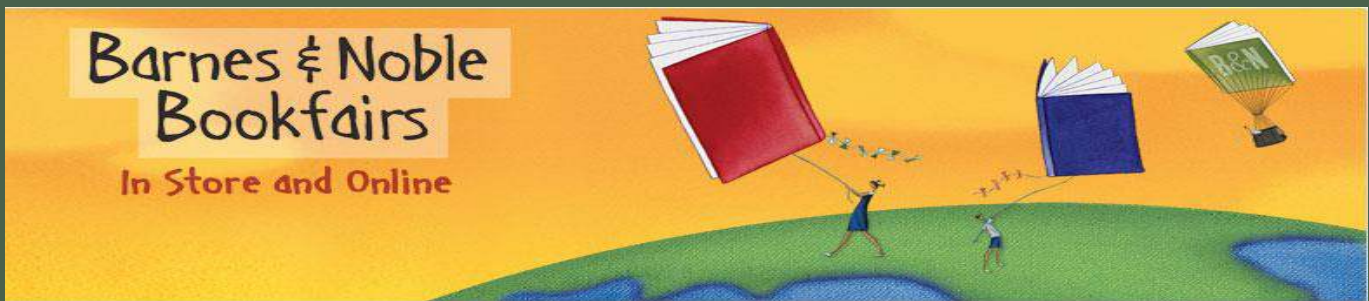
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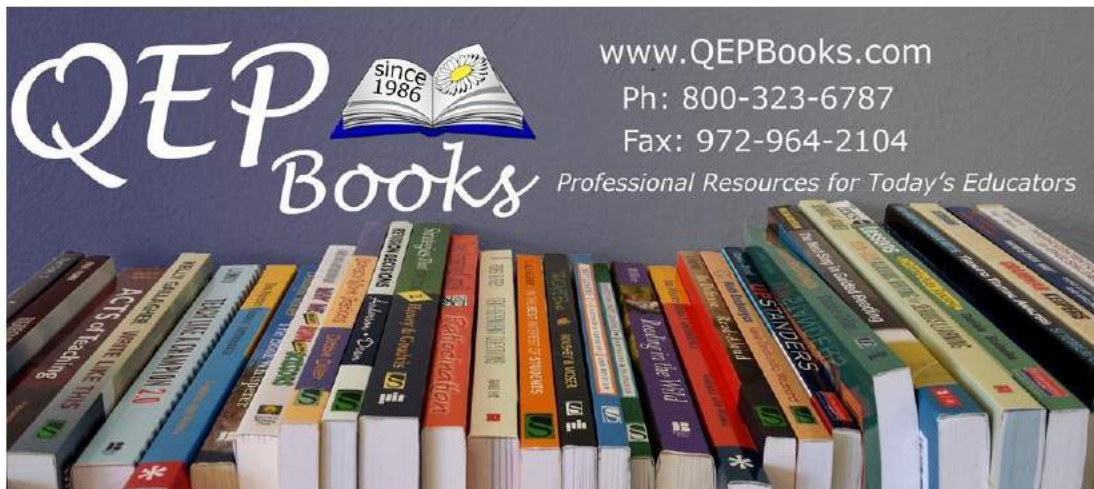
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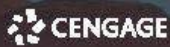
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Title: Guided Reading en Español

Where: West Texas A&M University

When: February 23rd, 2018



Texas Association for Literacy Education

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Presentation Reviewers

Laurie Sharp, Ed.D., *West Texas A&M University*

Brad Womack, *Amarillo Independent School District*

Teri Bingham, Ph.D., *West Texas A&M University*

Elsa Diego-Medrano, Ph.D., *West Texas A&M University*

Beth Garcia, Ph.D., *West Texas A&M University*

Frank Goode, Ph.D., *West Texas A&M University*

Sang Hwang, Ph.D., *West Texas A&M University*

Chanel Rodriguez, Ph.D., *West Texas A&M University*

Cheryl Landon, *West Texas A&M University*

2018 TALE Conference Overview

Friday, February 23, 2018

Conference Check-in begins at 8:00 AM

8:30 AM – 12:00 PM	Special Ticketed Event: Write & Read-a-Thon <i>Includes lunch</i>
9:30 AM – 11:30 AM	Workshops <i>Lunch on your own afterwards</i>
1:00 PM – 2:45 PM	Opening Session & Keynote Speakers <ul style="list-style-type: none">• Dr. Gwynne Ash• Dr. Frank Serafini
3:00 PM – 5:00 PM	Workshops
5:30 PM – 8:00 PM	TALE Social at Panhandle Plains Historical Museum & Research Poster Presentations <i>Light appetizers & beverages will be provided</i>

Saturday, February 24, 2018

Conference Check-in begins at 8:00 AM

8:00 AM – 9:30 AM	TALE Committee Meetings & Annual TALE Meeting <i>Light breakfast food items will be provided</i>
9:30 AM – 10:30 AM	Author Panel
10:45 AM – 11:45 AM	Breakout Session 1
11:45 AM – 12:45 PM	Boxed Lunches <i>Included in registration fee</i>
1:00 PM – 2:00 PM	Breakout Session 2
2:15 PM – 3:15 PM	Breakout Session 3
3:30 PM – 4:30 PM	Breakout Session 4
4:45 PM – 5:45 PM	Breakout Session 5

CPE Credits will be issued

JOIN US FOR A CITY WIDE WRITE & READ RIDE-A-THON

Join the Route 66 Writing Project and the Texas Association of Literacy Educators (TALE) for a co-hosted Write & Read-a-Thon across the Panhandle Plains landscape. Participants will ride, gather, look, write, and share together in a celebration of literacy professionals as readers and writers. This special ticketed event concludes with lunch where participants will discuss how to translate literacy practices to classroom activities that enhance student learning.

Special Ticketed Event Information



When: Friday, February 23, 2018

Time: 8:30 AM-12 PM

Registration Fee: \$50



2018 TALE Conference Speakers: Friday



Gwynne Ash, Ph.D.

ILA Board of Directors 2015–2018
Professor, Texas State University



Daryl Michel, Ph.D.

Director of Academic Foundations
UT-Austin's Institute for Public School
Initiatives



Nelson Coulter, Ed.D.

Rancher, Educator, Author, Musician,
Entrepreneur, Coach, Mentor, Consultant, &
Professor



Debra Hargrove, Ed.D.

Director of Professional Development,
Texas Center for the Advancement of Literacy
and Learning



Kim Beth Buchanan

DG Learning



Justin Richardson & Debbie Boyer

lead4ward



Elsa Cárdenas-Hagan, Ed.D.

Valley Speech Language and Learning Center



Puff Niegos & Conn Thomas, Ph.D.

West Texas A&M University's
Center for Learning Disabilities

2018 TALE Conference Speakers: Friday



Dr. Nelson Coulter

Literacy – It's Not Just About Reading & Writing Anymore

Participants will explore the power that literacy education brings to the success potential of learners (both young and old). The discussion will extend the concept of literacy beyond that of just reading and writing proficiency, to the liberating life-benefits of both text and non-text communications prowess.

Biography:

Nelson Coulter has held a lot of titles: rancher, educator, author, musician, entrepreneur, coach, mentor, consultant, and professor. He has coached, taught, and been published in many settings. He has served in public schools of all shapes, sizes, and contexts, and at the University of Texas at Austin and Wayland Baptist University. His most cherished titles, however, are the ones not attached to career identity: son, husband, dad, and granddad.



Dr. Debra Hargrove

Digital Behavior in a Digital World

Is how we behave online important? Being a digitally responsible citizen means we demonstrate responsible behavior with regard to using technology tools. Join Debra as she explores the Nine Elements of an effective Digital Citizenship program and leave with tools and strategies to help your team or classroom become Digital Citizens.

Biography:

Debra Hargrove is the Director of Professional Development at the Texas Center for the Advancement of Literacy and Learning: <http://www-tcall.tamu.edu/index.htm>

2018 TALE Conference Speakers: Friday



Kim Beth Buchanan

Connecting Balanced-Literacy and Prompt-Based Writing

Learn how to link the dynamic pieces of balanced literacy and writing workshop with more traditional prompt-based (STAAR-type) writing. Teachers often struggle with connecting these ideas and engaging students in what is sometimes seen as staid, prompt-based writing. Participants will learn how to develop both expository and personal narrative prompts using the same mentor text. We will explore mini-lessons for content, revising, and editing. Also, participants will see how introducing a consistent vertically-aligned framework can help students both understand the structure of prompt-based writing while giving them choice and voice.

Biography:

An experienced educator, Kim Beth Buchanan is an educational consultant with DG Learning:
dglearning@suddenlink.net



Justin Richardson & Debbie Boyer

lead4ward 101

Come ready to explore the student-centered, teacher-friendly resources developed by lead4ward. Our instructional tools were created to help teachers: increase the level of thinking in the classroom, understand the structure of the TEKS, identify important academic vocabulary, scaffold for English Language Learners, and increase engagement through a variety of instructional strategies you can take back to the classroom and use immediately.

Biography:

Bringing years of district leadership experience, Justin Richardson is passionate about engaging, challenging, and supporting educators to create something new and amazing! He believes our purpose as educators is to bring out the greatness in others. As learning leader for lead4ward, Justin provides direction on learning initiatives with a creative and innovative approach. justin@lead4ward.com

As a Google Certified Trainer and Google Certified Educator, Debbie believes technology is a powerful tool for engaging students and impacting learning. Debbie is also an induction coach for lead4ward, and she believes mentoring first year teachers and helping them be successful is one of the most important roles we have as educators. debbie@lead4ward.com

2018 TALE Conference Speakers: Friday



Dr. Elsa Cárdenas-Hagan

Differentiated Language and Literacy Instruction for English Learners

English learners are one of the fastest growing populations in our schools today. Educators must understand second language and literacy development and deliver effective instruction. This session will describe the important features of second language and literacy development. Methods for gathering language and literacy data that can be utilized to design differentiated lessons will also be discussed. Finally, cross language connections for instruction will be modeled and practiced.

Biography:

Elsa Cárdenas-Hagan is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She is the Director of Valley Speech Language and Learning Center in Brownsville, Texas which was established in 1993:

<https://www.valleyspeech.org/>



Dr. Daryl Michel

A Focus on Student Learning: Tools and Resources to Support Literacy Instructional Practices

Recent statewide initiatives allocated funding for the development of online courses, lessons, and resources to support teacher development and student learning in literacy. We will discuss recent research to highlight the significance and importance of effective literacy instruction, explore tools and resources to support student learning, and provide recommendations to support the implementation of evidence-based literacy practices.

Biography:

Daryl Michel is director of academic foundations at The University of Texas at Austin's Institute for Public School Initiatives. He provides support in schools and districts across the state of Texas in areas such as literacy education, instructional leadership, and coaching; developed multiple Train-the-Trainer sessions focused on literacy instruction and leadership; and has experience in developing online courses and facilitator guides.

2018 TALE Conference Speakers: Friday



WTAMU Center for Learning Disabilities

Experience Dyslexia

This hands-on experience is designed to increase awareness of the difficulties and frustrations that people with dyslexia encounter daily. The goal of this experience is to provide insight into working more effectively with students with dyslexia and hopefully lead to greater empathy and understanding.

Biography:

Letricia “Puff” Niegos is the founder of the WTAMU Center for Learning Disabilities. As a mom with a father and son who are both dyslexic, she wanted to establish a place where families can go for support and resources to better understand learning disabilities. Puff is a CPA and works for the family business which manufactures compressed gas cylinder trailers. Her passion, however, is trying to make sure every child has the skills to read.



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2018 TALE Conference Speakers: Saturday



Ruth Culham, Ed.D.



Kimberly Willis Holt



Van G. Garrett



John R. Erickson



Dr. René Saldaña, Jr.



A.G. Howard

2018 TALE Conference Speakers: Saturday



Dr. Ruth Culham

Ruth Culham, Ed.D., launched a writing revolution with the publication of her book *6+1 Traits of Writing: The Complete Guide, Grades 3 and Up*, followed by *6+1 Traits of Writing: The Complete Guide for the Primary Grades* and *Traits of Writing: The Complete Guide for Middle School*. Her groundbreaking work with the writing traits is the culmination of 40 years of research, practice, and passion. Most recently, Ruth has published the bestselling *The Writing Thief: Using Mentor Texts to Teach the Craft of Writing* that demonstrates how to read with a writer's eye to lift the best writing techniques from favorite authors.

Ruth has also penned *What Principals Need to Know About Teaching and Learning Writing* for all school leaders and literacy coaches. Ruth's professional books have illuminated both writing and the reading-writing connection for countless educators around the globe. As a pioneering researcher in writing assessment and instruction, Ruth creates and conducts teacher workshops to provide professional development at local, district, and state levels. At state and national conferences she's a featured speaker on using traits of writing, designing effective writing instruction, and reading to teach writing, and other related topics.

Her many professional resources include the immensely popular, grade-specific *Trait Crates* that use beautiful children's literature titles to spotlight and teach each writing trait and drive home the reading-writing connection. And, Ruth's ground-breaking, all-in-one curriculum *Traits Writing: The Complete Writing Program for Grades K-8* aligns the traits with writing process and writing workshop—and enhances teachers' professional understanding of writing as it elevates the effectiveness of student writing.

Ruth is currently a contributor and Writing Department Editor for the professional journal *The Reading Teacher*. She's president of the Culham Writing Company and former Unit Manager of the Assessment Program at Education Northwest in Portland, Oregon. She was English Teacher of the Year in Montana, one of the highlights of her 19-year teaching career. Culham holds specialty degrees in Library Science and Elementary, Middle, and Secondary English Education.

2018 TALE Conference Speakers: Saturday



Kimberly Willis Holt

More than twenty-years ago, Kimberly Willis Holt stopped talking about wanting to be a writer and started to pursue her dream. She didn't own a computer, so she wrote her first book on a yellow legal pad, sitting at a card table on her screened porch. She finished the rough draft of her first book in nine days. Then she learned that writing is rewriting, investing three and half years in the revision.

Finally after seventeen rejections, her first book, *My Louisiana Sky* was published. It won a Boston Globe Hornbook Honor and later became a movie that won several Emmy awards. Her third book, *When Zachary Beaver Came to Town* won the National Book Award for Young People's Literature. Many of her other books have won awards and honors, placing on many state lists.

Because of her family's Louisiana roots she considers herself a southerner, but her father's military career took her to places beyond the South, including Paris and Guam. She's lived most of her adult life in Texas. Her stories reflect these places in their settings.

When Kimberly isn't writing or gardening, she visits schools, speaking to students about the writing process with an emphasis on rewriting. She also enjoys conducting writing workshops and helping reluctant writers find joy in the process. Kimberly believes anyone can learn to write and credits teachers and other writers for helping her learn the craft. "I'm still learning," she says, "and I hope I always am."

2018 TALE Conference Speakers: Saturday



John Erikson

- Born in Midland, Texas, on October 20, 1942.
- An American cowboy and author.
- Has been married to his wife, Kristine, for 50 years, and they have three grown children and four grandchildren
- Has written and published 85 books and over 500 articles.
- Is best known for his *Hank the Cowdog* series, audio-books and stage plays. Has recorded all 69 *Hank the Cowdog* books as audiobooks, doing the voices and songs himself.
- Wrote the first *Hank the Cowdog* book in 1982, and has written and published two *Hank* books per year since 1983.
- Started Maverick Books in his garage in Perryton in 1982 and self-published the first *Hank the Cowdog* book in 1983,
- Later moved the series to a major New York publisher, Viking Penguin, and brought the series back to Maverick Books in 2011. (We are bringing out *Hank the Cowdog* #70 in Fall 2017.)
- From 1974 to 1981, he worked as a ranch cowboy and, later, ranch manager.
- Since 1990, he and Kris have operated their own cattle ranch near Perryton, TX.
- Received a bachelor's degree from the University of Texas (B.A. in Liberal Arts)
- Attended the Harvard Divinity School for two years, and left three hours short of a master's in theology.
- Performs *Hank the Cowdog* programs in hundreds of schools, libraries, and home school conventions in all parts of the United States.
- Has received numerous awards for his stories including: the Audie, Lamplighter Awards, Oppenheimer, and Wrangler.

The *Hank the Cowdog* Series:

- Didn't originally write the *Hank the Cowdog* books for children. The original audience consisted of adults involved in agriculture.
- Has become one of the nation's most popular series for children and families.
- Has been translated into Chinese, Danish, Farsi and Spanish.
- Has sold over 9 million copies.

Praise for *Hank the Cowdog*

"The best family entertainment in years." – *USA Today*

It's about time the Lone Star State stopped hogging Hank the Cowdog, the hilarious adventure series about a crime solving ranch dog. Ostensibly for children, the audio renditions by author John R. Erickson are sure to build a cult following among adults as well." - *Parade Magazine*

"Knee-slapping funny and gets kids reading." - *Fort Worth Star Telegram*

"Full of regional humor...vocals are suitably poignant and ridiculous. A wonderful yarn." - *Booklist*

"A mixture of true life experiences, comedy, and adventure." - *Little Rock Arkansas Gazette*

"A former regional favorite from Texas now hitting it big in the rest of the country is the Hank the Cowdog Series." - *Chicago Tribune*

"For the detectin' and protectin' exploits of the canine Mike Hammer, hang Hank's name right up there with those of other anthropomorphic greats...But there's no sentimentality in Hank: he's just plain more rip-roaring fun than the others. Hank's misadventures as head of ranch security on a spread somewhere in the Texas Panhandle are marvelous situation comedy, his dogservations are so doggone right on that they are little jewels of chuckle, chortle, and guffaw." - *School Library Journal*

2018 TALE Conference Speakers: Saturday



Dr. René Saldaña, Jr.

René Saldaña, Jr. grew up in Nuevo Peñitas in deep South Texas, a stone's throw from the Rio Grande. His experiences as a middle and high school teacher became the basis for his first book, the semi-autobiographical novel for young readers, *The Jumping Tree*.

He later left teaching and the state of Texas to begin work on his Ph.D. in English and creative writing at Georgia State University, where his second manuscript, a collection of short fiction, served as both his dissertation and his next book with Random House—*Finding Our Way: Stories*.

A longtime fan of detective stories, René developed the character Mickey Rangel, a web-licensed kid detective and protagonist in *The Case of the Pen Gone Missing: A Mickey Rangel Mystery* / *El caso de la pluma perdida* and *The Lemon Tree Caper* / *La intriga del limonero*.

René has also published *A Good Long Way*, *The Whole Sky Full of Stars*, and *Dale, Dale, Dale: Una fiesta de números* / *Hit It, Hit It, Hit It: A Fiesta of Numbers*.

René lives with his wife and three sons in Lubbock, Texas, where he teaches in the College of Education at Texas Tech University.

2018 TALE Conference Speakers: Saturday



Van Garrett

Van G. Garrett (AKA Fui Koshi) is an internationally celebrated artist and author. As a visual artist, Van's / Fui's photography, videos, and paintings have been on display or utilized by the Museum of Fine Arts Houston; the University of Rhode Island; Rice University; the International Film Channel (IFC); the Indie Black Film Festival; the Aurora Picture Show; HBO's *The Wire: Spoken Word Battle*; The Source, and Capitol Records. As a literary artist, Van has received numerous awards and fellowships, including a BID Fellowship (Italy); Dr. Kwame Nkrumah International Study Scholarship (Ghana); a Poets & Writers, Inc. Readings / Workshops Grant; an Archie D. and Bertha H. Walker Foundation Scholarship to attend a Fine Arts Work Center Fellowship; a Hurston/Wright Fellowship for poetry; two Callaloo Creative Writing Fellowships; and a Great River Arts Institute Fellowship. Additionally, he has served as a judge for the National Poetry Slam.

His poetry has been published in journals and anthologies based in the United States, Africa, Switzerland, Turkey and London. Van has served as a referee for the *International Journal of Asian Philosophical Association* (IJAPA), and his reviews and articles have appeared in *African American Review*; *Film and History: The Documentary Tradition* (CD-ROM); and the *Encyclopedia of African American History: 1896 to the Present; From the Age of Segregation to the 21st Century*, Oxford University Press. His debut collection of poetry, *Songs in Blue Negritude*, is published by Xavier Review Press.

Van earned his MAIS from the University of Houston-Victoria and his B.A. from Houston Baptist University. He is the first student to receive a graduate certificate in African American Studies from the University of Houston.

2018 TALE Conference Speakers: Saturday



A.G. Howard

A.G. Howard is the #1 New York Times & International Bestselling author of several young adult retellings and spinoff novels, including her gothic Alice in Wonderland *Splintered Series*, and *RoseBlood*, a Phantom of the Opera inspired adaptation.

When writing, A.G. is most at home weaving the melancholy, magical, and macabre into her settings and scenes. In her downtime, she enjoys rollerblading, gardening, and visiting 18th century graveyards or abandoned buildings to appease her muse's darker side.

Books (in publication order)

Splintered Books

Book Title	Year
<i>Splintered</i>	2013
<i>The Moth in the Mirror</i>	2013
<i>Unhinged</i>	2014
<i>Ensnared</i>	2015
<i>Untamed</i>	2015

Haunted Hearts Legacy Books


Book Title	Year
<i>The Architect of Song</i>	2016
<i>The Hummingbird Heart</i>	2017

Standalone Books

Book Title	Year
<i>Roseblood</i>	2017

Friday, February 23, 2018 - Schedule

Workshops 9:30 AM – 11:30 AM

Room Assignment	Presentation
Eternal Flame Room	<p><u>Title:</u> Student Panel: Voices from the World</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. Brad Womack, Teacher, Amarillo ISD <p><u>Description:</u> A panel of high school immigrant students from Palo Duro High School in Amarillo, Texas will share their educational experiences, including their acquisition of English, since moving to the United States.</p> <p><u>Conference Focus Areas:</u> Secondary Grades Learners (Grades 9-12)</p>
Classroom Center 201	 <p><u>Title:</u> Down the Rabbit Hole</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Wendy Bauerkemper, Curriculum Specialist, McGraw-Hill Education Mr. Todd Crump, Curriculum Specialist, McGraw-Hill Education <p><u>Description:</u> Join us on a journey of metaphorical recursive research framed by inquiry. Metaphorical thinking is essential to how we understand ourselves and others, how we communicate, learn, discover, and invent. In this workshop, we will create an environment for investigation and serendipitous discoveries.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
Thunder Room	<p><u>Title:</u> Ready or Not Here They Come! Overview of Revised ELAR TEKS</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Amberly Walker, Education Specialist, ESC Region 12 Ginger Rowe, District Coordinator for Elementary ELAR, Midway ISD Gini Robertson-Baker, ELA Core Curriculum Specialist, Amarillo ISD Lisa Huddleston, ELA teacher, Fossil-Ridge High School, Keller ISD Cynde Wadley, Educational Sales Consultant with Warren Instructional Network <p><u>Description:</u> Need an overview of the newly adopted English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS)? Join members of the ELAR TEKS committee to discuss and debrief. Members will discuss strands, vertical alignment, new terminology, and potential areas of concern. New English as a Second Language TEKS and courses will be reviewed as well.</p> <p><u>Conference Focus Areas:</u> K-12 ELAR and Secondary ESL focus</p>



Friday, February 23, 2018 - Schedule

Workshops 9:30 AM – 11:30 AM (cont.)

Room Assignment	Presentation
Classroom Center 219	<p><u>Title:</u> I'm Not Difficult, I'm a Learner: Understanding/Misunderstood Language and Behaviors in Early Childhood Inclusion Classrooms</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Mr. Victor James Young, Doctoral ILT Student, University of Texas at San Antonio • Ms. Jessica Gonzales, Doctoral ILT Student, University of Texas at San Antonio • Dr. Rosalind Horowitz, Professor, University of Texas at San Antonio <p><u>Description:</u> This workshop will offer teachers demonstrations and opportunities to develop instructional approaches for use in inclusion classrooms. Using a sociocultural lens, based on the work of Vygotsky, the session will draw from an instructional and classroom management model developed in a Preschool Program for Children with Disabilities environment. Presenters will share how to structure and work with the misunderstandings of language and behaviors in the classroom in order to improve behaviors and further learning.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Preservice Teachers</p>
Classroom Center 224	<p><u>Title:</u> Leading Literacy through Organized and Effective PLCs that Maximize Collaborative Documents to Target Individualized Learning</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Brandy Alexander, Instructional Specialist, Cypress Fairbanks ISD • Ms. Brianna Walrath, Assistant Principal, Klein ISD <p><u>Description:</u> In this workshop, we will explore ways to maximize the various phases of a school-based PLC meeting (agenda-setting, data review, instructional planning, and reflection) to increase the impact on student literacy and learning. By using collaborative technology to increase the effectiveness and organization of student-based, data-driven decision-making, PLCs can significantly improve.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers, Curriculum Specialists and Administrators</p>
Classroom Center 301	<div data-bbox="1150 1057 1245 1149" data-label="Image"> </div> <p><u>Title:</u> Is Your Student's Writing Wonder-Filled?</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Vicki Roberts, Curriculum Specialist, McGraw-Hill Education • Ms. Amanda Willis, Curriculum Specialist, McGraw-Hill Education <p><u>Description:</u> Let's take your student's writing from thin Oreos to double-stuffed! Join us for an interactive writing workshop designed to help your students develop engaging ideas reflecting depth of thought with specific facts, details, and examples.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>


Friday, February 23, 2018 - Schedule

Workshops 9:30 AM – 11:30 AM (cont.)

Room Assignment	Presentation
Classroom Center 331	 <p><u>Title:</u> Creating Conditions for Creativity, Inquiry, and Social Action</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. John Mark Slagle, Senior National Literacy Specialist, McGraw-Hill Education <p><u>Description:</u> This interactive strategy-driven workshop is designed to empower teachers, literacy coaches, and administrators, will answer two key questions: 1) How do we create a culture of curiosity in our literacy/ELA classrooms, schools, and communities? 2) How do we equip literacy learners for social action?</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
Classroom Center 335	 <p><u>Title:</u> The Four Lenses of Learning: Supporting Literacy & Learning in the K-12 Classroom</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Lara Paparo, Associate Director- Penn Literacy Network, University of Pennsylvania Dr. Bonnie Botel-Sheppard, Executive Director, Penn Literacy Network, University of Pennsylvania <p><u>Description:</u> This workshop focuses on The Four Lenses of Learning as a way of framing teaching and learning from a variety of perspectives, and to provide a theoretical framework that can inform student engagement, lesson planning and literacy across the curriculum. Through this workshop, teachers explore how students learn best, and participate in hands-on activities that provide insight in how these frameworks support teaching and learning Pre-K through 12.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 407	<p><u>Title:</u> Effective Reading Strategies for Students on the Autism Spectrum</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Alison Capasso, 5th Grade Teacher, Master Teacher <p><u>Description:</u> Educators will learn the common characteristics of a student on the Autism Spectrum, the increasing prevalence of the disorder, and the necessity to develop appropriate learning strategies in literacy. Finally, they will learn ways to support the students in known areas of comprehension difficulty.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5)</p>

Friday, February 23, 2018 - Schedule

Workshops 9:30 AM – 11:30 AM (cont.)

Room Assignment	Presentation
Classroom Center 408	 <p><u>Title:</u> Guided Reading en Espanol ¿Qué Hago Yo? ¿Qué Hacen los Alumnos?</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Luz Roth, Lead Bilingual Teacher, Sherman ISD • Ms. Viviana Hall, Bilingual National Consultant, VIDA Education • Ms. Monica Osorio, Founder, VIDA Education <p><u>Description:</u> This workshop is presented as a model for Guided Reading in bilingual settings and specifically centered on actual classroom practice for programs grounded in English/Spanish literacy development. The presenters conduct demonstrations of both successful strategies for the teacher and purposeful learning stations for the students.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
West Texas Room	<p><u>Title:</u> The “Why Wait to Fail” Approach: Emergent Literacy Classroom Assessments and Timely Interventions</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Bonnie J. Villarreal, First Grade Reading Specialist, University of Texas at Permian Basin, Stem Academy • Ms. Andrea Pawelek, Program Director, TAMIU-LBV Literacy Partnership • Ms. Cynthia Robledo, Clinical Supervisor, TAMIU-LBV Literacy Partnership <p><u>Description:</u> Emergent/struggling readers are in almost every early elementary classroom. Educators can use literacy screening instruments to plan timely interventions rather than using the “wait to fail” approach.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
White Room	<p><u>Title:</u> Vocabulary Across the Content Areas</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Codi Freeman, Adjunct Professor, University of Houston – Clear Lake <p><u>Description:</u> Vocabulary acquisition has proven a challenge for many classroom teachers. This session will provide over 25 vocabulary strategies for immediate implementation in the classroom.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>

Lunch On Your Own 11:30 AM – 1 PM

Friday, February 23, 2018 - Schedule

Opening Session & Keynote Speakers

1 PM – 2:45 PM

JBK Legacy Hall

Welcome



Dr. Laurie A. Sharp
TALTE President, 2017-2018

Keynote Speaker 1



Dr. Gwynne Ellen Ash
International Literacy Association Board Member

Keynote Speaker 2



Dr. Frank Serafini
Pearson's Literacy Leadership Panel


Friday, February 23, 2018 - Schedule

Workshops 3 PM – 5 PM

Room Assignment	Presentation
West Texas Room	<p><i>Dr. Nelson Coulter</i></p> <p>Literacy – It's Not Just About Reading & Writing Anymore</p> <p>Participants will explore the power that literacy education brings to the success potential of learners (both young and old). The discussion will extend the concept of literacy beyond that of just reading and writing proficiency, to the liberating life-benefits of both text and non-text communications prowess.</p>
Classroom Center 201	<p><i>Dr. Debra Hargrove</i></p> <p>Digital Behavior in a Digital World</p> <p>Is how we behave online important? Being a digitally responsible citizen means we demonstrate responsible behavior with regard to using technology tools. Join Debra as she explores the Nine Elements of an effective Digital Citizenship program and leave with tools and strategies to help your team or classroom become Digital Citizens.</p>
White Room	<p><i>Kim Beth Buchanan</i></p> <p>Connecting Balanced-Literacy and Prompt-Based Writing</p> <p>Learn how to link the dynamic pieces of balanced literacy and writing workshop with more traditional prompt-based (STAAR-type) writing. Teachers often struggle with connecting these ideas and engaging students in what is sometimes seen as staid, prompt-based writing. Participants will learn how to develop both expository and personal narrative prompts using the same mentor text. We will explore mini-lessons for content, revising, and editing. Also, participants will see how introducing a consistent vertically-aligned framework can help students both understand the structure of prompt-based writing while giving them choice and voice.</p>
Classroom Center 219	<p><i>Justin Richardson & Debbie Boyer</i></p> <p>lead4ward 101</p> <p>Come ready to explore the student-centered, teacher-friendly resources developed by lead4ward. Our instructional tools were created to help teachers: increase the level of thinking in the classroom, understand the structure of the TEKS, identify important academic vocabulary, scaffold for English Language Learners, and increase engagement through a variety of instructional strategies you can take back to the classroom and use immediately.</p>
Thunder Room	<p><i>Dr. Elsa Cárdenas-Hagan</i></p> <p>Differentiated Language and Literacy Instruction for English Learners</p> <p>English learners are one of the fastest growing populations in our schools today. Educators must understand second language and literacy development and deliver effective instruction. This session will describe the important features of second language and literacy development. Methods for gathering language and literacy data that can be utilized to design differentiated lessons will also be discussed. Finally, cross language connections for instruction will be modeled and practiced.</p>


Friday, February 23, 2018 - Schedule

Workshops 3 PM – 5 PM (cont.)

Room Assignment	Presentation
Classroom Center 224	<p style="text-align: center;"><i>Dr. Daryl Michel</i></p> <p style="text-align: center;">A Focus on Student Learning: Tools and Resources to Support Literacy Instructional Practices</p> <p>Recent statewide initiatives allocated funding for the development of online courses, lessons, and resources to support teacher development and student learning in literacy. We will discuss recent research to highlight the significance and importance of effective literacy instruction, explore tools and resources to support student learning, and provide recommendations to support the implementation of evidence-based literacy practices.</p>
Maroon Room	<p style="text-align: center;"><i>WTAMU Center for Learning Disabilities</i></p> <p style="text-align: center;">Experience Dyslexia</p> <p>This hands-on experience is designed to increase awareness of the difficulties and frustrations that people with dyslexia encounter daily. The goal of this experience is to provide insight into working more effectively with students with dyslexia and hopefully lead to greater empathy and understanding.</p>
Classroom Center 301	<div style="text-align: center;">  </div> <p><u>Title:</u> 3 Steps to Handwriting Success</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Thomas Wasylyk – Handwriting Instruction Expert and Master Penman <p><u>Description:</u> Mr. Wasylyk will discuss and demonstrate evidence-based strategies for interactive handwriting instruction. Topics include: preparing the classroom, pencil grasp, developmentally appropriate alphabets, elements of legibility, 3 steps to handwriting success, common problems and corrective techniques, manuscript and cursive letter forms, and AlphamationPlus. Teachers can immediately implement Mr. Wasylyk's strategies in their classrooms!</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 6)</p>

Friday, February 23, 2018 - Schedule

Workshops 3 PM – 5 PM (cont.)

Room Assignment	Presentation
Classroom Center 331	 <p><u>Title:</u> Research-Based Strategies for Spelling, Phonics, Vocabulary, and Word Study Proven to Increase Reading Scores</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. J. Richard Gentry, Author/Researcher/Educational Consultant <p><u>Description:</u> The spelling connection to reading and writing has been proven in 2017 to increase reading scores in elementary school. Strategies in this session build a dictionary of words in each student's brain, lead to a deeper level of phonics knowledge, save word-study time, build vocabulary, and guarantee literacy success and higher reading scores. Learn how to integrate best practices for word learning into everyday reading, writing, and content area study.</p> <p><u>Conference Focus Areas:</u> Administrators, Principals, Lead Teachers, Primary Teachers, Elementary Teachers, Special Education and Dyslexia Educators</p>
Classroom Center 335	<p><u>Title:</u> Fun With Sounds, Letters, and Words: Word Study That Is Interactive, Enjoyable, and Easy to Implement</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Jill Culmo, Coordinator, Dallas ISD • Dr. Robin D. Johnson, Assistant Professor, Texas A&M University – Corpus Christi • Dr. Micheal Kessner, Instructional Specialist, Mesquite ISD <p><u>Description:</u> A key to becoming literate is the ability to hear the sounds in words. Hearing individual sounds allows the learner to connect sounds to letters. During this workshop, we will address effective instructional methods for teaching phonological awareness and ways to monitor students' development. Learning about letters, sounds, and words is important to developing young readers and writers. This workshop will provide many practical, easy-to-implement, hands-on, and FUN ways to support children in their learning.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Preservice Teachers</p>
Classroom Center 407	<p><u>Title:</u> Ideas and Activities for Authentic Persuasive Writing</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Regina Chanel Rodriguez, Assistant Professor, West Texas A&M University • Ms. Arron Hughes, Interventionist, Canyon ISD & Route 66 Writing Project • Ms. Chassidy Woodard, High School ELA/Art, Kress ISD & Route 66 Writing Project <p><u>Description:</u> During this workshop, participants will partake in activities designed to engage middle and high school students in writing authentic persuasive texts.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>

Friday, February 23, 2018 - Schedule

Workshops 3 PM – 5 PM (cont.)

Room Assignment	Presentation
Classroom Center 408	<p><u>Title:</u> Reading Interventions for Secondary Students</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none">Ms. Emma Sobey, Interventionist, Aldine ISD <p><u>Description:</u> Balancing reading intervention and content can be tough on a secondary level. In this workshop, learn hands-on and engaging ways to use popular reading strategies and interventions to help secondary readers improve and develop reflective reading skills. It's never too late to engage struggling readers!</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
Classroom Center 314	<p><u>Title:</u> Guided Reading for English Language Learners</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none">Ms. Codi Freeman, Adjunct Professor, University of Houston – Clear Lake <p><u>Description:</u> Participants learn the lesson cycle for small group, guided reading, and tiered guided reading as well as the importance of text selection for struggling students. Additionally, strategies will be shared for word solving, vocabulary building, and prompting to build stronger readers for ELL students.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>



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Friday, February 23, 2018 - Schedule

TALE Social & Research Posters

5:30 PM – 8 PM

Panhandle Plains Historical Museum

Award Category	Presentation
Practitioner Level	<p><u>Title:</u> Teacher Candidates and Assessment: Preliminary Findings from a Flipped University Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Robin D. Johnson, Assistant Professor, Texas A&M University – Corpus Christi <p><u>Description:</u> Findings will be shared from a scholarship of teaching and learning study conducted in an undergraduate teacher education course.</p> <p><u>Conference Focus Areas:</u> Adult/College Learners; Preservice Teachers</p>
Practitioner Level	<p><u>Title:</u> University-Preschool Partnership</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Betty Coneway, Ph.D., Assistant Professor, West Texas A&M University, Canyon, TX Sang Hwang, Ed.D., Associate Professor & Reading Program Chairperson, West Texas A&M University, Canyon, TX Leigh Green, Ph.D., Assistant Professor, West Texas A&M University, Canyon, TX Jill Goodrich, MBA., Executive Director of the Opportunity School , Amarillo, TX <p><u>Description:</u> The poster presentation will share findings from a longitudinal, collaborative research project conducted by researchers from West Texas A&M University and administrators from the Opportunity School, a non-profit preschool located in Amarillo, TX. This study examines the long-term influences of early childhood educational interventions among at-risk students.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners; Preservice Teachers; Preschool Teachers and Administrators</p>
Practitioner Level	<p><u>Title:</u> Cultivating Cultural Heritage through Strategic Literacy Instruction</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University Dr. Debra J. Coffey, Associate Professor, Kennesaw State University <p><u>Description:</u> This presentation illustrates the impact of strategic literacy instruction in a Navajo school. Literature circles were used to connect literacy instruction with Navajo oral tradition and the work of Indigenous American authors. During this project, instruction moved from a skills-based paradigm to a more constructivist perspective as literature circles promoted collaborative exploration.</p> <p><u>Conference Focus Areas:</u> Adult/College Learners, Preservice Teachers</p>
Doctoral Level	<p><u>Title:</u> Multimodal Writing in the Elementary Science Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Catherine Lammert, Doctoral Student, University of Texas at Austin <p><u>Description:</u> Inquiry-based science teaching and the Question Formulation Technique (QFT) will be explored in relation to writing process pedagogy.</p> <p><u>Conference Focus Area:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Friday, February 23, 2018 - Schedule

Research Posters (cont.)

Award Category	Presentation
<p>Doctoral Level</p>	<p><u>Title:</u> Fun with Fluency! An Engaging Fluency Intervention for Struggling Readers at the Secondary Level</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Shelly Landreth, Doctoral Student & Adjunct Professor, Sam Houston State University <p><u>Description:</u> Fluency instruction is often associated with students in the elementary grades; however, many secondary students struggle with fluency as well. This poster will describe a reading fluency intervention the presenter used with struggling high school readers. The goals were to help students improve their oral reading fluency and to boost students' confidence. The presenter will share relevant research as well as information about the intervention and its outcomes.</p> <p><u>Conference Focus Areas:</u> Secondary Learners (Grades 9-12)</p>
<p>Doctoral Level</p>	<p><u>Title:</u> The Perfect Book for the Low SES Reader: Can Help be Found in the Accelerated Reader Program?</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Melinda Lucko, Teacher, Academy ISD & Doctoral Student, Texas Tech University <p><u>Description:</u> This presentation features the findings from a content analysis study focused on books available from the Accelerated Reader database in possibly meeting the reading interests of the low SES student population. The Accelerated Reader program is widely used in classrooms across the country. The presenter will share the results, possible effects, and remedies of increasing book inventories.</p> <p><u>Conference Focus Area:</u> Elementary Learners (Kindergarten - Grade 5)</p>
<p>Doctoral Level</p>	<p><u>Title:</u> Graphic Options</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Lori McLaughlin, Librarian, Belton ISD Dr. Jodi Pilgrim, Associate Professor, University of Mary Hardin-Baylor <p><u>Description:</u> Literacy experts herald the educational benefits of using graphic novels across curriculum and with different types of students. This research involves an analysis of the graphic novel format compared to the traditional text format for a variety of stories. Elements of focus include plot, theme, setting, character development, and conflict found in the two formats.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
<p>Doctoral Level</p>	<p><u>Title:</u> Missing in Our History Lessons: African Americans as Heroes in the American Revolution</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Judy Rose, Doctoral Student, Texas Tech University <p><u>Description:</u> An examination of 5th grade Social Studies Texas Essential Knowledge and Skills reveal the marginalization of African Americans in the birth of our Nation.</p> <p><u>Conference Focus Area:</u> Preservice Teachers, Curriculum Writers</p>

Friday, February 23, 2018 - Schedule

Research Posters (cont.)

Award Category	Presentation
Master's Level	<p><u>Title:</u> Reading Aloud: Increasing Comprehension and Motivation to Learn in the Content Areas through Supplementing Efferent Texts with Aesthetic Read-Aloud Books</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Lindsay Alexander, Teacher, Los Alamos Middle School Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University <p><u>Description:</u> This presentation will demonstrate the results of a classroom-based study exploring the benefits of reading aesthetic picture books aloud as a means of supplementing efferent texts.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Preservice Teachers</p>
Master's Level	<p><u>Title:</u> The Reading Strategy Song</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. Carlos Almaraz, Teacher, Flour Bluff ISD & Graduate Student, Texas A&M University – Corpus Christi <p><u>Description:</u> Essential meta-cognitive reading strategies can be taught through music, singing, and hand movement.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5)</p>
Master's Level	<p><u>Title:</u> Teacher Knowledge and Early Literacy: The Impact on Student Achievement</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Elizabeth White, Graduate Student, Texas A&M University - San Antonio Ms. Susan Castro, Graduate Student, Texas A&M University - San Antonio Dr. Rebekah E. Piper, Assistant Professor, Texas A&M University - San Antonio <p><u>Description:</u> This session discusses the relationship between teacher's knowledge of early literacy concepts and the effects on student achievement. Findings from two action research projects will be presented as this topic is explored further.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Preservice Teachers, In-Service Teachers</p>
Undergraduate Level	<p><u>Title:</u> Literacy Intervention: Making Connections in Our Community and Abroad</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Dr. Karen Taylor Backor, Associate Professor, Schreiner University Ms. Abri Arredondo, Undergraduate Student, Schreiner University Ms. Alex Echeverria, Undergraduate Student, Schreiner University <p><u>Description:</u> Since 2006, pre-service teachers at the Schreiner University Reading and Writing Academy have developed community partnerships in the Kerr County area. These partnerships use scientifically-based reading research and intervention strategies to improve reading skills of struggling readers. During June 2017, pre-service teachers broadened their partnerships while working in Belize at Punta Gorda Methodist School to use the same intervention strategies and gain a broader understanding of the specific needs of the ESL learner.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Adult/College Learners, Preservice Teachers, Literacy Instructors</p>

Friday, February 23, 2018 - Schedule

Research Posters (cont.)

Award Category	Presentation
Undergraduate Level	<p><u>Title:</u> Improving Reading for Students with learning Disabilities: An Autobiographical Research Report</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Morgan Rawson, Preservice Teacher • Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University <p><u>Description:</u> The purpose of this presentation is to review the current thinking and theory of reading instruction for students diagnosed with learning disabilities.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Undergraduate Level	<p><u>Title:</u> Enhancing Literacy Skills through Technology in a Multicultural Word</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Erika Benavides, Undergraduate Student, Texas A&M International University • Ms. Jessica Martinez, Undergraduate Student, Texas A&M International University • Ms. Yesenia Padilla, Undergraduate Student, Texas A&M International University • Ms. Ashley Nichole Davila, Undergraduate Student, Texas A&M International University • Ms. Sylvia Alexa Covarrubias, Undergraduate Student, Texas A&M International University • Dr. Bonnie J. Villarreal, First Grade Reading Specialist, University of Texas at Permian Basin, Stem Academy <p><u>Description:</u> A summer community program was held in a border city to enhance literacy skills using Skoolbo, a computer-based educational program. This program demonstrated promising results in developing literacy skills and involved pre-service teachers as volunteers and children in local public libraries and recreational centers.</p> <p><u>Conference Focus Area:</u> Elementary Learners (Kindergarten - Grade 5)</p>
Undergraduate Level	<p><u>Title:</u> Using Wordless Picture Books and Digital Publishing Mashups to Support EB/ELL</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Sheri Vasinda, Associate Professor, Oklahoma State University • Jessica Fisher, Undergraduate Student, Oklahoma State University • Alex Akers, Undergraduate Student, Oklahoma State University <p><u>Description:</u> Combining wordless picture books, the Language Experience Approach and Interactive Writing to create meaningful digital texts supported two Emergent Bilingual students in a university reading clinic. Students were able to compose and read texts at higher levels than their DRA assessment level indicated. These students made remarkable gains with their preservice teacher tutors in an 11-week intervention.</p> <p><u>Conference Focus Area:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

TALE Committee Meetings & TALE Annual Meeting

8:00-9:30 AM

JBK Legacy Hall

TALE Committee Meetings:

- Advocacy Development
- Community Involvement
- Educator Empowerment
- Membership Development
- Communication Committee
- Strategic Planning

TALE Annual Meeting:

- TALE committee updates
- TALE updates
- ILA updates
- Awards
 - Research Poster Awards
 - Literacy in Leadership Award
 - Jack Cassidy Award

Current and prospective TALE members are welcome!

Join us and learn how to be an engaged TALE member who promotes literacy that will enhance the lives of all Texas citizens personally, socially and economically.

*Light breakfast food items will be provided.
Beverages will be available for purchase at Starbucks.*

Saturday, February 24, 2018 - Schedule

Author Panel
9:30-10:30 AM
JBK Legacy Hall



Dr. Ruth Culham



Kimberly Willis Holt



Van Garrett



John Erikson



Dr. René Saldaña, Jr.



A.G. Howard

Saturday, February 24, 2018 - Schedule

Breakout Session 1

10:45 – 11:45 AM

Room Assignment	Presentation
Thunder Room	<p style="text-align: center;"><i>Ruth Culham</i></p> <p style="text-align: center;">The Writing Thief: Mentor Texts To Teach the Craft of Writing</p> <p>Published works in fiction and nonfiction allow students the opportunity to learn how writing works, trait by trait (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation). Using picture books as mentor texts, we'll explore how to read for craft as well as comprehension. We'll take a look at ways to mine them for ideas of how to write and what to write. Become a writing thief—one of the most rewarding and successful strategies for teaching writing of all time.</p>
JBK Legacy Hall Table 1	<p><u>Title:</u> Reading Habits of Undergraduate Students Enrolled in a Children's Literature Course</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Mr. Tomas Espinosa, Doctoral Student, Texas A&M University - Corpus Christi • Dr. Bethanie Pletcher, Assistant Professor, Texas A&M University - Corpus Christi <p><u>Description:</u> In this presentation, we share our study of the reading habits of pre-service teachers enrolled in a children's literature course. Participants were surveyed and provided information about the time they spend reading each week, what books they like to read, their favorite books, how they share books with others, and how they plan for future reading. Our findings may help course instructors begin to get to know their students as readers.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Preservice Teachers</p>
JBK Legacy Hall Table 1	<p><u>Title:</u> The Culturally Responsive Classroom Supports Students' Literacy Skills and Cultural Understanding</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Suhua Huang, Associate Professor, Midwestern State University <p><u>Description:</u> The purpose of this study was to encourage creation of a culturally responsive classroom by providing multicultural children's books and teaching strategies to meet diverse learners' needs. Three major teaching approaches are presented in this presentation: structure-analysis conversation, character study journals, and literature discussion and presentation.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
JBK Legacy Hall Table 1	<p><u>Title:</u> Becoming a Guided Reading Guru</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Liza LaRue, Teacher, Dallas ISD <p><u>Description:</u> The presentation will address the research that supports the importance of guided reading in the classroom. The presenter will discuss the different levels of reading development, as well as show sample Jan Richardson guided reading lesson plans and resources.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
JBK Legacy Hall Table 2	<p><u>Title:</u> Teacher's Self Efficacy of Vocabulary Instruction through the use of Istation</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Patricia Leffew, Graduate Student, Texas A&M University-San Antonio Dr. Rebekah Piper, Assistant Professor, Texas A&M University-San Antonio <p><u>Description:</u> This roundtable session will discuss the findings from an action research project exploring the use of Istation to increase vocabulary development of children in grades 3 - 5.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
JBK Legacy Hall Table 2	<p><u>Title:</u> Dueling the Divide: Teaching Developmentally Inappropriate Standards</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Katherine McGaha, Graduate Student, University of Houston <p><u>Description:</u> This presentation discusses the age old issue... how do teachers teach standards they know are not appropriate for their students? How can they navigate the difficult situation of doing what is best for students while simultaneously doing their job?</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
JBK Legacy Hall Table 2	<p><u>Title:</u> Book Introductions and Teacher Candidates: An Examination of Best Practices in Guided Reading</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Dr. Robin D. Johnson, Assistant Professor, Texas A&M University - Corpus Christi Dr. Bethanie Pletcher, Assistant Professor, Texas A&M University - Corpus Christi Dr. Rosalynn Christensen, Visiting Assistant Professor, Texas A&M University - Corpus Christi <p><u>Description:</u> The purpose of this qualitative study was to explore teacher candidates' book introductions delivered during guided reading lessons as a part of their field-based studies in primary classrooms. The data we will share includes the patterns we found describing teacher candidates' descriptions of book introductions, as well as their values, attitudes, and beliefs related to guided reading.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Preservice Teachers</p>
JBK Legacy Hall Table 3	<p><u>Title:</u> STARS @ Night---Family Involvement Literacy Program</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Peggy S. Lisenbee, Assistant Professor, Texas Woman's University <p><u>Description:</u> This presentation shares data collected from a family involvement program created in collaboration with an after-school program for students struggling to read at grade level. Parents and students were invited to participate in a shared-reading then each student was given a book to take home each week. Parents were given a headphone splitter to listen to the computer literacy program instruction as their child practiced reading skills.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Preservice Teachers, After-school programs</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
JBK Legacy Hall Table 3	<p><u>Title:</u> Making Connections with Teacher Inquiry</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Frieda Golden, Assistant Professor, Texas A&M University - Commerce • Dr. Sarah Guthery, Assistant Professor, Texas A&M University - Commerce • Dr. Evelyn Lawson, Clinical Instructor, Texas A&M University - Commerce <p><u>Description:</u> Teaching your classroom using inquiry methods is not enough. Classroom teachers learn how to be more effective by using teacher inquiry. We will discuss our use of writing and teacher inquiry with preservice teachers.</p> <p><u>Conference Focus Areas:</u> Preservice Teachers</p>
JBK Legacy Hall Table 3	<p><u>Title:</u> Texas Storytime in Midland: Tales from A Family Reading Pilot Program</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Elizabeth Frye, Foundation Relations Coordinator, Humanities Texas (state affiliate of the National Endowment for the Humanities) • Ms. Mary Powers, Youth Services Department Head, Midland County Public Libraries • Ms. Sylvia Bernal, Director of Reading, Midland ISD <p><u>Description:</u> This session will share the results and describe the program structure and impact of a six-week family reading program pilot funded by Humanities Texas and held at the Downtown Branch of the Midland County Public Library in February of 2017. Focusing on early childhood literacy and support of parents and caregivers, the program was developed in partnership with Humanities Texas, state affiliate of the National Endowment for the Humanities (NEH), and the Midland Independent School District according to community needs and facility resources.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Adult/College Learners</p>
JBK Legacy Hall Table 4	<p><u>Title:</u> STEM Literacy: Incorporating Children's Literature into STEM and Practicing It</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Suhua Huang, Associate Professor, Midwestern State University • Dr. Tommye Hutson, Assistant Professor, Western Governors University <p><u>Description:</u> This presentation will present recommended literacy strategies that foster STEM-based learning opportunities in elementary school classrooms. The presenters will provide hands-on and minds-on STEM lessons.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
<p>JBK Legacy Hall</p> <p>Table 4</p>	<p><u>Title:</u> A Structured Approach to Teaching the Writing Process: The Right Tool for the Right Job</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Mr. Jon Nagel, Social Studies Teacher, Clovis High School, Freshman Academy Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University <p><u>Description:</u> This roundtable session will present the results of a study which combined technologically appropriate publishing and peer reviewing processes with a structured approach to the writing process.</p> <p>Following this presentation the attendees will be aware of an innovative approach to teaching historical writing in a ninth grade classroom. This approach will combine technology with the writing process to produce well- structured and academically cited historical writing.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners</p>
<p>JBK Legacy Hall</p> <p>Table 4</p>	<p><u>Title:</u> Where Swords and Pens Meet: Using Disciplinary Literacy Research to Develop Fencing Skills</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Dr. Stephanie Grote-Garcia, Associate Professor, University of the Incarnate Word Dr. Randall J. Griffiths, Associate Professor, University of the Incarnate Word <p><u>Description:</u> This roundtable discussion will provide an overview of the Pens and Swords Program, an alternative sports program that teaches fencing skills through literacy tasks. Research defining disciplinary literacy will be discussed, activities from the program will be shared, and replication of the program using other recreational activities will be explored.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8)</p>
<p>JBK Legacy Hall</p> <p>Table 5</p>	<p><u>Title:</u> Time to Teach- A Classroom Management System</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Lisa Farrow, Time To Teach (CTE) National Trainer <p><u>Description:</u> Attention teachers: Are you tired of the "tude" or of kids being rude? Then this presentation is for you. This system will transform your life as an educator, improve discipline referrals, and increase academic success at your campus or district.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
<p>JBK Legacy Hall</p> <p>Table 5</p>	<p><u>Title:</u> Effective Teaching Strategies for Teaching in a Diverse Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Cassandra Furr, Undergraduate Student, West Texas A&M University <p><u>Description:</u> This presentation will provide information about teaching strategies for English Language Learners. The presenter will highlight research data and describe the top three strategies from her current research project.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
<p>JBK Legacy Hall</p> <p>Table 5</p>	<p><u>Title:</u> Advocacy in Church and Community: LGBTQ YA Literature Moving Beyond Anti-Fundamentalism to Communities of Spiritual Support</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Ann Marie Smith, Assistant Professor, University of Texas of the Permian Basin <p><u>Description:</u> Adolescents who are LGBTQ and pious often find their religion's view and treatment of homosexuality as negative, leading to crises of faith and identity. In this presentation, LGBTQ-themed young adult literature is analyzed for its portrayal of LGBT characters search for religion and spirituality appropriate to their identities.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
<p>JBK Legacy Hall</p> <p>Table 6</p>	<p><u>Title:</u> A Journey to Understand Filipino Roots through a Literature Circle</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Charity Gamboa Embley, Research Assistant - College of Education, Texas Tech University <p><u>Description:</u> The influx of Filipino-American literature in the United States is an on-going effort to unify the "Asian-American," as Filipino writers try to re-cultivate the Filipino-American identity. This presentation will demonstrate how to select culturally-relevant Filipino-American literature for use among all students. Using J. Torres' graphic novel entitled "Lola: A Ghost Story," a sample literature circle activity will be presented, including sample literature circle role cards with corresponding worksheets, pre- and post-literature circle questions to foster comprehension and connections to the text.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Education Researchers on Minority Studies</p>
<p>JBK Legacy Hall</p> <p>Table 6</p>	<p><u>Title:</u> Inquiries into Literacy Learning and Intercultural Competence in a World of Borders</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Phil Roberson, Associate Clinical Professor, Texas A&M International University <p><u>Description:</u> This presentation provides an overview of the book, <i>Inquiries into Literacy Learning and Intercultural Competence in a World of Borders</i>, co-edited by Tonya Huber and Philip S Roberson (Information Age Press, 2017). The book includes a preface and twelve chapters exploring aspects of border literacy, border crossing, border living, and global citizenship, as well as the interrelated issues of intercultural competence and culturally responsible pedagogy.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Secondary Learners (Grades 9-12), Adult/College Learners, Teacher Education Faculty Members and P-12 Literacy Educators</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
JBK Legacy Hall Table 6	<p><u>Title:</u> Developing a Reading Institute: A District Collaboration</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Lisa Dryden, Director of the Master's of Education Program, Texas Wesleyan University <p><u>Description:</u> This presentation describes a district-wide collaboration between Texas Wesleyan University and a large Texas urban school to design and implement a district-wide reading program for Grades K-5. Based on the philosophy of "balanced literacy" and "best practices," approximately 200 teachers participated in the collaboration, along with professors from the University.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
JBK Legacy Hall Table 6	<p><u>Title:</u> Cultivating Cultural Heritage through Situated Literacy: An Interim Report on a Longitudinal Study</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University <p><u>Description:</u> This presentation is an interim report on a longitudinal study being conducted in a Bureau of Indian Education (BIE) school in the Four Corners area. Literacy instruction in this BIE School was formerly skills based, but through professional development, and utilizing literature circles which employ works of Indigenous American authors, it is becoming more constructivist. This report is after one and a half years of a potentially three-year project.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Multicultural Literacy Instruction</p>
Classroom Center 201	<p><u>Title:</u> Why Literacy Still Matters</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. John Trischitti III, Library Director, Midland County Public Libraries <p><u>Description:</u> A well-rounded education is the key to upward mobility, and literacy is the foundation on which it is built. In this presentation, TED speaker and Texas Librarian of the Year, John 'Mr.T' Trischitti, will show the societal and personal impacts that literacy still has in today's world.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)



10:45 – 11:45 AM

Room Assignment	Presentation
Classroom Center 219	<p><u>Title:</u> How to Teach Interdisciplinary-Based Lessons Designed for Upper-Elementary English Language Learners using Informational Texts</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Kathy E. Stephens, Professor, LeTourneau University • Dr. Julie K. Teel-Borders, Professor, LeTourneau University <p><u>Description:</u> Participants will discuss the critical components of reading comprehension and vocabulary within the context of literacy lessons linked to informational texts. The lessons will be designed to emphasize the academic needs of ELL students. This session will provide participants with a lesson template along with multiple examples of informational text-based lessons and resources for upper-elementary students.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Preservice Teachers</p>
Classroom Center 221	<p><u>Title:</u> Partnering with the Science Community: Effective Reading and Writing Skills that Connect Science to the Learner</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Lucinda Sohn, Adjunct Faculty, Texas A&M University - Corpus Christi • Dr. Regina Chanel Rodriguez, Assistant Professor, West Texas A&M University • Dr. Lucinda M. Juarez, Visiting Professor, University of Texas - San Antonio <p><u>Description:</u> This conversation will explore how science teachers can use write-to-learn and reading strategies such as think-alouds, collaborative creativity, and reflective writing to deepen content understanding in the science classroom. In addition, we will be looking at the role science organizations play in creating authentic literacy activities that connect science to the learner.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
Classroom Center 224	<div data-bbox="1150 1057 1245 1149" data-label="Image"> </div> <p><u>Title:</u> Simple Strategies! Amazing Results!</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Melissa Floyd, Content Specialist, Houghton Mifflin Harcourt • Mr. Wally Day, Director of Content, Houghton Mifflin Harcourt <p><u>Description:</u> Please join us for a simple collaborative hour of literacy strategy conversation that will generate amazing results with your new and most difficult TEKS. Put children first and build better readers and writers every day!</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
Classroom Center 301	 <p><u>Title:</u> A TEKS Toolbox: Practical Ways to Incorporate the New TEKS</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Stephanie Bridges, Pearson Curriculum Specialist <p><u>Description:</u> New areas of focus for teaching the new TEKS are collaboration, metacognition, and comprehension of complex texts. This session will provide you with suggestions you can use in your classrooms tomorrow, as well as support for long term planning of instruction to meet the new ELA/R TEKS.</p> <p><u>Conference Focus Areas:</u> Elementary, Middle, and Secondary Learners (Kindergarten - Grade 12), Preservice Teachers</p>
Classroom Center 306	 <p><u>Title:</u> Strategies for 6-8 Students Who Can't Read</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Lilia G. Nanez, Account Executive, HMH School Publishers & Diamond Level Abydos Trainer <p><u>Description:</u> Lilia G. Nanez, former Assistant Superintendent and Campus Principal, will provide middle school teachers strategies to use for children who are reluctant readers and for students who just do not participate in the reading/writing process.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8)</p>
Classroom Center 307	<p><u>Title:</u> Direct Vocabulary Instruction: Using Cinquain Poetry in the Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. Adam Whitaker, Student, Texas A&M University - College Station <p><u>Description:</u> The purpose of this presentation is to discuss best practices for facilitating vocabulary instruction and to provide participants with a practical example of using Cinquain poetry as a tool for facilitating vocabulary instruction in classroom discourse.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
Classroom Center 308	<p><u>Title:</u> Collaborative Literacy: Students Constructing Knowledge and Engaging in Action</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Marisa Ramirez Stukey, Director, Center for the Collaborative Classroom • Ms. Dawn Castilleja, Educational Consultant, Center for the Collaborative Classroom <p><u>Description:</u> Collaborative literacy classrooms are active, engaging places where instruction centers on student thinking and the students are the ones doing the work! This session discusses the student action taking place, the literacy learning that unfolds and the teacher professional learning that surrounds a significant shift in literacy instruction.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
Classroom Center 309	<p><u>Title:</u> Pictograph Mnemonics Ensure Alphabetic K-Readiness for All Students</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Mr. Robert Meyer, Publisher, Ventris Learning <p><u>Description:</u> Understand causes of letter-sound/letter formation problems involving the nature of the alphabet, brain development, and prevalent instructional methodologies including letter recognition policy that contribute to ongoing reading and writing difficulties for students under-served in literacy.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2)</p>
Classroom Center 310	<p><u>Title:</u> Comparing the Needs of ELL Students and Students with Dyslexia</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Mary Kay Sherman, Doctoral Candidate, Houston Baptist University • Ms. Rosemary Anthony, Doctoral Candidate, Houston Baptist University <p><u>Description:</u> With audience participation and hands-on activities, attendees will learn about similarities and differences of teaching English Language Learners and students with dyslexia.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 1 (cont.)

10:45 – 11:45 AM

Room Assignment	Presentation
Classroom Center 311	<p><u>Title:</u> Outside the Box: Using Community-Based Organizations for Literacy Field Placements in Rural Settings</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none">• Dr. Mary Kallus, Associate Professor, Eastern New Mexico University <p><u>Description:</u> Finding appropriate field placements for pre-service teacher candidates in a rural area can be challenging. Utilizing non-traditional, outside-of-school settings, however, can provide students with rich, quality experiences. Finding and partnering with such organizations, when done well, can be a win-win situation for both pre-service teachers and the K-12 students these various community organizations serve.</p> <p><u>Conference Focus Areas:</u> Adult/College Learners, Preservice Teachers</p>
Classroom Center 312	<p><u>Title:</u> Cultivating Compelling Writing in the Context of Cuisine</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none">• Ms. Carla Michelle Brown, Coach, aspirExcel Enterprises <p><u>Description:</u> Beyond consumption, cuisine is the only medium that links to major life milestones in a fully sensory experience irrespective of culture, race, socio-economic status, religion, or background. It binds us in life, death, happiness, sadness, relationships and survival. Discover how you can use food in the classroom to unearth phenomenal writing from both the savvy and the struggling student.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers, Administrators</p>

Boxed Lunches (Provided with Conference Registration)

JBK Legacy Hall

11:45AM – 12:45 PM

Saturday, February 24, 2018 - Schedule

Breakout Session 2

1 – 2 PM

Room Assignment	Presentation
Thunder Room	<p><i>Kimberly Willis Holt</i> Care About What You Write About</p> <p>Kimberly's first start at writing wasn't going well until she remembered some advice from her eighth grade language arts teacher--care about what you write about. It has steered her craft for over twenty years. Kimberly will share her journey from the inspirations behind her books and her process of writing with paper and pen. She'll include a glimpse into whittle, whittle, whittle, her revision process, too.</p>
Classroom Center 201	<div data-bbox="976 552 1417 625" data-label="Image"> </div> <p><i>TALTE President 2015-2016</i></p> <p><u>Title:</u> Inferring: Concrete to Abstract <u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Roberta D. Raymond, Assistant Professor, University of Houston – Clear Lake <p><u>Description:</u> Using Tanny McGregor's launching sequence as an anchor, we will explore hands-on, ready to use activities to teach and reinforce inferring. <u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Preservice Teachers</p>
Classroom Center 219	<div data-bbox="1155 868 1239 933" data-label="Image"> </div> <p><u>Title:</u> Supporting Rigorous and Relevant Instruction for English Learners <u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Jamie Downey, Director, Houghton Mifflin Harcourt <p><u>Description:</u> Participants will discuss common challenges for English language learners and develop strategies to provide instructional supports for close reading of complex texts. With the tools presented, participants will create a plan for building teacher capacity that realizes the learning potential for all students, with a focus on ELLs. <u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
Classroom Center 221	<p><u>Title:</u> Literacy – Something to Chat About! <u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Alison Capasso, 5th Grade Teacher, Master Reading Teacher <p><u>Description:</u> Educators will discuss the ways in which they can engage their students in discussion of a text in order to deepen their reading comprehension and improve their listening and speaking skills. This presentation will also address how to engage parents in similar discussions with their students. <u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 2 (cont.) 1 – 2 PM

Room Assignment	Presentation
Classroom Center 224	<p><u>Title:</u> Changing the Language <u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Kamshia Childs, Visiting Assistant Professor, Texas Southern University <p><u>Description:</u> This presentation is for educators (particularly serving in middle grades through higher education) that seek to explore and use best practices and teaching strategies that give relevance to learning by incorporating students' social culture, social media, and technology to learn "traditional" literacy skills. <u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners</p>
Classroom Center 301	<p><u>Title:</u> Mild to Moderate Disabilities in Early Childhood Settings: Letting Language and Learning Happen <u>Presenters:</u></p> <ul style="list-style-type: none"> Mr. Victor James Young, Doctoral ILT Student, University of Texas at San Antonio Ms. Jessica Gonzales, Doctoral ILT Student, University of Texas at San Antonio Dr. Rosalind Horowitz, Professor, University of Texas at San Antonio <p><u>Description:</u> During this Facilitated Interactive Discussion, we will share and collaborate through discussions, in order to help the active teacher in the inclusive classroom. We will provide tools and ideas to use when you return back to the classroom. This session will provide methods for teachers to try-- by teachers. <u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Preservice Teachers</p>
Classroom Center 306	<p><u>Title:</u> Book Talks in the Middle Grades <u>Presenters:</u></p> <ul style="list-style-type: none"> Dr. Jacqueline M. Ingram, Instructor, Sam Houston State University Dr. Stacey Bumstead, Assistant Professor, Lamar University Dr. Gayle L. Butaud, Director of Field Experience, Lamar University Ms. Paula Hussey, Instructor, Lamar University <p><u>Description:</u> The presenters will share what's new in Middle Grade books through book talks. Learn how to incorporate teacher and student book talks into your routine to motivate middle grade students to read, share reading, and keep reading! <u>Conference Focus Areas:</u> Middle Grades 4-8</p>
Classroom Center 307	<p><u>Title:</u> Circulo Literario and Other Strategies <u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Romelia Hurtado de Vivas, Associate Professor, Eastern New Mexico University <p><u>Description:</u> Circulo literario es el intercambio de percepciones y preguntas que permiten enriquecer un texto leído por el grupo. Otras estrategias de vocabulario. <u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>


Saturday, February 24, 2018 - Schedule

Breakout Session 2 (cont.) 1 – 2 PM

Room Assignment	Presentation
Classroom Center 308	<p><u>Title:</u> Good Books: How to Evaluate Them & How to Find Them</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Teri Lesesne, Professor, Sam Houston State University • Dr. Karin Perry, Assistant Professor, Sam Houston State University <p><u>Description:</u> What are some of the best new books? Where can teachers find them? How are they evaluated? This presentation uses booktalks to highlight new books and criteria for evaluating them. Resources for locating the best books will also be shared</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
Classroom Center 309	<p><u>Title:</u> Reading Aloud: Increasing Comprehension and Motivation to Learn in the Content Areas through Supplementing Efferent Texts with Aesthetic Read-Aloud Books</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Lindsay Alexander, Teacher, Los Alamos Middle School • Dr. Wally D. Thompson, Assistant Professor, Eastern New Mexico University <p><u>Description:</u> This presentation will demonstrate the results of a classroom based study exploring the benefits of reading aesthetic picture books aloud as a means of supplementing efferent texts.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Preservice Teachers</p>
Classroom Center 310	<p><u>Title:</u> Home Literacy Environment and the Impact on Oral Language Development</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Cindie Cantu, Graduate Student, Texas A&M University - San Antonio • Ms. Mara Rubio, Graduate Student, Texas A&M University - San Antonio • Dr. Rebekah Piper, Assistant Professor, Texas A&M University - San Antonio <p><u>Description:</u> This session explores impact of parental involvement in early literacy development. The value of parent engagement with bilingual parents is emphasized as an area to increase early literacy development.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2)</p>
Classroom Center 311	<p><u>Title:</u> Vocabulary Instruction and the Read-Aloud: How Do I Connect Them?</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Pearl Garden, K-2 Instructional Specialist, Dallas ISD <p><u>Description:</u> Reading aloud to children provides a powerful context for word learning. During this session, participants will learn research-based best practices for vocabulary instruction through the use of the read-aloud. This session will focus on planning, practicing, and presenting a read-aloud that has an increased potential for quality vocabulary instruction.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 2 (cont.) 1 – 2 PM

Room Assignment	Presentation
Classroom Center 312	 <u>Title:</u> Fountas & Pinnell Classroom and the New ELAR TEKS <u>Presenter:</u> <ul style="list-style-type: none">Cynde Wadley, Director of English Language Arts & Bilingual/ESL, Warren Instructional Network <u>Description:</u> This session focuses on Fountas and Pinnell Classroom and the new ELAR TEKS. Are you looking for a cohesive, responsive, vertically aligned literacy solution? We will learn about the instructional contexts of Fountas and Pinnell Classroom and how they align with the new ELAR TEKS. <u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)






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Saturday, February 24, 2018 - Schedule

Breakout Session 3


2:15 – 3:15 PM

Room Assignment	Presentation
Thunder Room	<p>Van Garrett Lit That Kicks!</p> <p><i>Lit That Kicks</i> is an interdisciplinary curriculum (and approach to literature), influenced by Asian and Asian American literature and culture; inspired by letters on confidence by martial arts legend Bruce Lee. Eclectic, this <i>high-kicking</i> new cannon was designed to engage and challenge powerful readers and writers. Van G. Garrett will unpack how reading literature with 'kick' can motivate reluctant and comfortable readers to take risks in reading and learning.</p>
Classroom Center 201	<div data-bbox="976 609 1417 690">   </div> <p>TALC President 2016-2017</p> <p><u>Title:</u> The Assessment of ALL Learners: One Professor's Journey in a Flipped University Classroom <u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Robin D. Johnson, Assistant Professor, Texas A&M University – Corpus Christi <p><u>Description:</u> This session will describe the flipped instructional approach in a teacher education course. <u>Conference Focus Areas:</u> Adult/College, Preservice Teachers</p>
Classroom Center 219	<div data-bbox="1155 885 1239 966">  </div> <p><u>Title:</u> Get Social! Blended Learning and Social Media in the Elementary Classroom <u>Presenter:</u></p> <ul style="list-style-type: none"> • Mr. Brandon Harvey, Literacy Consultant, McGraw-Hill Education <p><u>Description:</u> What is Blended Learning? How can I utilize technology in my classroom? This session allows participants to explore a blended lesson and to see a practical way to use social media in the classroom. <u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
Classroom Center 221	<p><u>Title:</u> The Effectiveness of a Text-Centered Literacy Curriculum for Struggling Readers <u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Carlin Conner, M.Ed., Southern Methodist University <p><u>Description:</u> Using the IES practice guide for Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, this presentation will show educators how to effectively teach foundational skills to struggling readers. These recommendations will be modeled using a curriculum which includes specially-designed books, with brief lessons practice games. <u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Struggling Readers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 3 (cont.)

2:15 – 3:15 PM

Room Assignment	Presentation
Classroom Center 224	 <p><u>Title:</u> How Reading Can Change the World: Engaging All Ages to Read to Feed</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Kendra Penry, Community Engagement Coordinator, Heifer International <p><u>Description:</u> Students can positively impact the world; they only need the right tools and training. This presentation explores all the free programs Heifer International offers to create global citizens willing and able to help end hunger and poverty, including our long-running Read to Feed Program for elementary ages and our brand new lesson plans for middle/high school. This is a highly interactive program where we will engage with the lessons as written.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
Classroom Center 301	<p><u>Title:</u> Helping Anxious English Language Learners</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Elaine K. Horwitz, Professor, University of Texas at Austin <p><u>Description:</u> This interactive discussion will focus on how anxiety is manifested in English language learning with a goal towards finding ways to lessen students' anxious feelings. Although anxiety has been found to be associated with all aspects of second language use, Language Anxiety would seem to be a particular impediment in academic writing, a genre that is often uncomfortable even for first language writers. The discussion will encourage teachers to talk about the types of anxiety they have observed in their students and the ways they have used to help students manage their anxiety.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 306	<p><u>Title:</u> Change the Game – Change the Culture: An Approach to Alternative Education</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Victoria M. Trela, ELAR Teacher, Midway Alternative High School, Canyon ISD <p><u>Description:</u> This presentation focuses upon how to foster literacy among students enrolled in alternative education. Differentiated and individualized instructional tactics will be described, along with how use of these practices impacts real-life external factors of students. This presentation will also highlight how an alternative school's goal project breeds success among its students.</p> <p><u>Conference Focus Areas:</u> Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 3 (cont.)

2:15 – 3:15 PM

Room Assignment	Presentation
Classroom Center 307	<p><u>Title:</u> Using Technology as a Source to Improve Literacy Knowledge and Performance</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Grace Cisneros, Graduate Student, Texas A&M University - San Antonio • Ms. Vanessa Zamora, Graduate Student, Texas A&M University - San Antonio • Dr. Rebekah E. Piper, Assistant Professor, Texas A&M University - San Antonio • Dr. Ramona T. Pittman, Associate Professor, Texas A&M University - San Antonio <p><u>Description:</u> The purpose of this presentation is to provide participants with knowledge of computer-based literacy instruction. The presenters will discuss data collected from parents and students on effective educational technology. All computer-based technology will be shown to the audience as a resource to improve literacy instruction.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 308	<p><u>Title:</u> Generating Good Text Dependent Questions</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Jessica Brockman, Product Manager, College Board • Mr. John Murray, Pre-AP English Teacher, Garland ISD <p><u>Description:</u> The drive to ensure students derive deep understanding of challenging texts has made it increasingly important for teachers to understand the need for carefully sequenced, text-dependent questions. This session will model various ways to develop and scaffold effective text-dependent questioning leading to deep engagement and understanding of the text.</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
Classroom Center 309	<p><u>Title:</u> Writing Outside the Lines</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Chanelle Maynard, Instructional Coach, Humble ISD <p><u>Description:</u> The focus of this session is on involving students in authentic writing experiences using their interests and engaging instructional activities.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>
Classroom Center 310	<p><u>Title:</u> Super Heroes, Captain Underpants, and Amulet: Integrating Popular Culture into Reading Workshop</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Ms. Melinda S. Butler, Doctoral Candidate, Sam Houston State University & Instructional Reading Coach, Jack Fields Elementary <p><u>Description:</u> Popular culture texts are engaging, but why use them only for independent reading? Find out ways to integrate popular culture into a balanced literacy framework: interactive read-alouds, guided reading sessions, mini-lessons, and more!</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 3 (cont.)

2:15 – 3:15 PM

Room Assignment	Presentation
Classroom Center 311	<p><u>Title:</u> Web Literacy: Examining the SEARCH Component of Research</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Jodi Pilgrim, Associate Professor, University of Mary Hardin-Baylor <p><u>Description:</u> This session presents the SEARCH technique. The SEARCH technique is a research-based strategy for K-12 Web literacy instruction which reflects the skills required to locate, evaluate, synthesize, organize and communicate online information.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
West Texas Room	<p><u>Title:</u> It Really Does Take a Village: The TAMIU-LBV Literacy Partnership</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Phil Roberson, Associate Clinical Professor, Texas A&M International University • Ms. Andrea Pawelek, Program Director, TAMIU-LBV Literacy Partnership • Ms. Heather Blagg, Program Manager, TAMIU-LBV Literacy Partnership • Ms. Bonnie J. Villarreal, First Grade Reading Specialist, University of Texas at Permian Basin, Stem Academy • Ms. Cindy Robledo, Clinical Supervisor, TAMIU-LBV Literacy Partnership <p><u>Description:</u> In its seventh year, the TAMIU-LBV Literacy Partnership has grown to include eleven elementary schools in two South Texas school districts, providing school-based, one-on-one tutoring annually to over 1,000 young emergent/struggling ELL readers. Tutors are minimally trained but supervised and mentored by clinical university faculty and staff. The partnership also provides direct professional development support to classroom teachers.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Adult/College Learners, Literacy Faculty Members, School District Literacy Leaders</p>
Classroom Center 312	<p><u>Title:</u> Mirrors, Windows, and Doors: Choosing and Using Culturally Relevant Texts to Support Diverse Students' Literacy Learning</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Margaret S. Thomson, Senior Lecturer, Baylor University • Dr. Barbara Purdum-Cassidy, Clinical Assistant Professor, Baylor University <p><u>Description:</u> Mirrors, windows and doors are familiar metaphors for the roles that well-chosen texts play in literacy development. This presentation provides a framework for the varied factors that effective teachers consider when they select culturally relevant texts to support their students' reading and writing. Examples of how and why culturally relevant texts are used to scaffold reading and writing in a variety of genres will be shared.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 4


3:30 – 4:30 PM

Room Assignment	Presentation
Thunder Room	<p data-bbox="1087 354 1310 386"><i>John Erikson</i></p> <p data-bbox="894 394 1499 427">Meet the author of the <i>Hank the Cow Dog</i> series!</p> <p data-bbox="380 430 1976 526">John Erikson didn't originally write the <i>Hank the Cowdog</i> books for children. The original audience consisted of adults involved in agriculture. <i>Hank the Cowdog</i> has become one of the nation's most popular series for children and families and has been translated into Chinese, Danish, Farsi and Spanish. Over 9 million copies of <i>Hank the Cowdog</i> has been sold.</p>
Classroom Center 201	<div data-bbox="1150 553 1245 646"></div> <p data-bbox="380 651 856 683"><u>Title:</u> Seeds of Success: Digging Deeper</p> <p data-bbox="380 686 510 719"><u>Presenters:</u></p> <ul data-bbox="430 722 1310 820" style="list-style-type: none"> • Ms. Tina Patterson, Curriculum Specialist, McGraw-Hill Education • Mr. Mark Erck, Curriculum Specialist, McGraw-Hill Education • Mr. Aaron Wentworth, Curriculum Specialist, McGraw-Hill Education <p data-bbox="380 823 2011 920"><u>Description:</u> Thoughts are the seeds that grow into actions, habits, and character. By cultivating metacognitive skills, students will develop and deepen their comprehension of increasingly complex texts. Join us for an engaging journey in digging deeper in the garden of expectation where we will “till and tend” our future learners.</p> <p data-bbox="380 924 1682 956"><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
Classroom Center 219	<div data-bbox="1150 984 1245 1076"></div> <p data-bbox="380 1081 825 1114"><u>Title:</u> 3 Steps to Handwriting Success</p> <p data-bbox="380 1117 499 1149"><u>Presenter:</u></p> <ul data-bbox="430 1153 1352 1185" style="list-style-type: none"> • Mr. Thomas Wasylyk, Handwriting Instruction Expert and Master Penman <p data-bbox="380 1188 1986 1318"><u>Description:</u> Mr. Wasylyk will discuss and demonstrate evidence-based strategies for interactive handwriting instruction. Topics include: preparing the classroom, pencil grasp, developmentally appropriate alphabets, elements of legibility, 3 steps to handwriting success, common problems and corrective techniques, manuscript and cursive letter forms, and AlphamationPlus. Teachers can immediately implement Mr. Wasylyk's strategies in their classrooms!</p> <p data-bbox="380 1321 1228 1354"><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 4 (cont.)

3:30 – 4:30 PM

Room Assignment	Presentation
Classroom Center 221	 <p><u>Title:</u> A Comprehensive Literacy Approach to Support School Improvement</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Connie Briggs, Professor, Texas Woman's University <p><u>Description:</u> This session will share how engagement in a comprehensive literacy approach will support instructional improvement for ALL students. A cycle of assessment, analysis, planning, and implementation, will be discussed, as well as the importance of working as a professional learning community.</p> <p><u>Conference Focus Areas:</u> Intervention Specialists, Administrators, School Leaders, Curriculum Coordinators</p>
Classroom Center 224	<p><u>Title:</u> Using a School/Community Framework to Collaborate on Making Literacy and Learning Relevant and Engaging for Today's High Poverty Student Populations</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Neva Cramer, Associate Professor, Schreiner University <p><u>Description:</u> This session provides the foundational information for understanding the learning environment needs of low SES students and the changing role of the teacher in today's education system. Based on the research of current educational leaders and the presenter, strategies with potential to make literacy and learning relevant for high poverty students will be demonstrated with an emphasis on how to involve the school and community in preparing these students for success.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers, Teacher Educators</p>
Classroom Center 301	<p><u>Title:</u> Fostering a Partnership Between Real Reading and STAAR</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Alida Hudson, Reading Specialist, Tomball ISD • Ms. Cheryl Kelley, English Language Arts Content Specialist, Tomball ISD <p><u>Description:</u> In this session, teachers will learn about a method design used by classroom teachers and reading specialists to incorporate best practice for reading instruction with standardized test preparation. Classroom teachers will discover how to examine data to select strategies that target specific TEKS and then plan for instruction using authentic text. Presenters will then demonstrate how to apply the use of the targeted strategy to prepare for STAAR.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 4 (cont.)

3:30 – 4:30 PM

Room Assignment	Presentation
Classroom Center 306	<p><u>Title:</u> Teachers' Knowledge of Early Literacy Skills and Dyslexia</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Adriana M. Mayces, Graduate Student, Texas A&M University-San Antonio Ms. Monica Puga-Aburto, Graduate Student, Texas A&M University-San Antonio Ms. Myrna Y. Chavarria, Graduate Student, Texas A&M University-San Antonio Dr. Ramona T. Pittman, Associate Professor, Texas A&M University-San Antonio <p><u>Description:</u> While many students have difficulty learning to read, a growing amount of evidence has suggested that teachers are not adequately prepared to teach children to read. Participants who attend this session will learn about the skills needed to effectively teach children to read. Data from a large urban school district will be presented with hands-on multisensory activities to improve teachers' knowledge on early literacy and dyslexia.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 307	<p><u>Title:</u> No More Sticky Notes! Text Coding with Read2Grasp App as Part of Reader's Workshop for 1:1 Devices</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Nivvi Tareen, National Board Certified Teacher <p><u>Description:</u> Bring your iPads and laptops to learn how students can use Read2Grasp app in all areas of reader's workshop. See how teachers can monitor student thinking during independent reading, collect data, and provide feedback directly to student iPads via the web!</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers, Administrators</p>
Classroom Center 308	<p><u>Title:</u> The Impact of Oral Language Development in Emerging Literacy Learners</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Jolene Reed, Assistant Professor, Sam Houston State University <p><u>Description:</u> An important part of the background information that emerging literacy learners bring to the task of learning to read is that of their oral language development. A child entering elementary school and embarking on the challenge of early literacy acquisition already possesses an amazing wealth of knowledge about how language is utilized for communicative processes in the personal command of oral language patterns. It is important for teachers to understand the essential role that oral language development plays in the emerging literacy acquisition process.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Preservice Teachers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 4 (cont.)


3:30 – 4:30 PM

Room Assignment	Presentation
Classroom Center 309	<p><u>Title:</u> Opening the Closet of Your Classroom Library: Integrating YA Novels with LGBT Themes and Characters to Create a More Inclusive Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Mr. Matthew Panozzo, Doctorate Student, Sam Houston State University <p><u>Description:</u> During this session, participants take part in a hands-on book previewing activity where they will explore a variety of young adult novels that feature LGBT themes and characters. In addition to discussing how to incorporate these novels into their classroom libraries, participants will also learn about the teacher's role in creating a safe space for students and how they can become an advocate.</p> <p><u>Conference Focus Areas:</u> Secondary Learners (Grades 9-12)</p>
Classroom Center 310	<p><u>Title:</u> I Have a Voice: Using STEM Activities to Actively Engage Your ELL's</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Karen Davis, ESL Campus Coordinator/Reading Interventionist/STEM Teacher, Commerce Elementary School Ms. Joyce Sample, Adjunct Professor & Dual Credit Instructor, Texas A&M University - Commerce <p><u>Description:</u> We will look at ways to make <u>all</u> students feel confident and successful through STEM lessons mixed with reading strategies. We will also plan and develop lessons using the ELPS and TELPAS domains. Every student deserves to have a voice in the classroom!</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
Classroom Center 311	<p><u>Title:</u> Just When You Thought the Common Reader Was Just for College . . .</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> Ms. Lynne McLaughlin, Library Media Specialist, Amarillo ISD Ms. Mindy Montano, Learning, Design, and Technology Coach, Amarillo ISD <p><u>Description:</u> Are you tired of searching for the right passage to engage your students? This session will help bring back the enthusiasm and the love of reading, while still teaching those very important skills like research and vocabulary. See how we have developed a whole school approach to the common reader for our campus.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12)</p>
Classroom Center 312	<p><u>Title:</u> Writer's Gonna Write...Write...Write</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Brandi Arbuthnot, 1st Grade Teacher, Canyon ISD <p><u>Description:</u> Fretting writer's workshop time? Do you need to know how to simplify and organize Writer's Workshop? Let me show you how to use explicit strategies to help ensure that your kids will be BEGGING for Writer's Workshop.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 5

4:45 – 5:45 PM

Room Assignment	Presentation
Thunder Room	<p style="text-align: center;"><i>Dr. René Saldaña, Jr.</i></p> <p style="text-align: center;">Meet the author of several books for children and young adults!</p> <p>Dr. René Saldaña, Jr., is an associate professor who teaches in the Language, Diversity, and Literacy Studies at Texas Tech University. He has authored several books, including <i>The Jumping Tree</i>, <i>The Whole Sky Full of Stars</i>, the bilingual Mickey Rangel mystery series, and the bilingual picture book <i>Dale, Dale, Dale: Una fiesta de números/Hit It, Hit It, Hit It: A Fiesta of Numbers</i>.</p>
West Texas Room	<p style="text-align: center;"><i>A. G. Howard</i></p> <p style="text-align: center;">Meet the award-winning author of the melancholy, magical, and macabre!</p> <p>A.G. Howard is the #1 New York Times & International Bestselling author of several young adult retellings and spinoff novels, including her gothic Alice in Wonderland <i>Splintered Series</i>, and <i>RoseBlood</i>, a Phantom of the Opera inspired adaptation.</p>
Classroom Center 201	<div style="text-align: center;">  </div> <p><u>Title:</u> Spinning a Web of Wonderful Words</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Wendy DeCrow, Curriculum Specialist, McGraw-Hill Education • Ms. Amanda Perez, Curriculum Specialist, McGraw-Hill Education <p><u>Description:</u> Join us as we curate vocabulary artifacts to support listening, speaking, reading, writing, and thinking in the classroom. In this session, participants will “catch” engaging and practical learning strategies for vocabulary and oral language using research-based best practices in their “web” of knowledge.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5) , Middle Grades Learners (Grades 6-8)</p>
Classroom Center 219	<p><u>Title:</u> Las Clavellinas Collaborative: Benefits of Immersing Pre-Service Teachers in Global Communities</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Regina Chanel Rodriguez, Assistant Professor, West Texas A&M University • Dr. Elsa-Diego Medrano, Assistant Professor, West Texas A&M University • Dr. Sandy Labby, Assistant Professor, Texas A&M University – Texarkana • Dr. Abbie Strunc, Assistant Professor, Texas A&M University – Texarkana <p><u>Description:</u> Professors from two Texas A&M University system schools will share their unique experience of immersing pre-service teachers in a flipped ESL classroom in a rural school in Mexico. Challenges and benefits of partnering across global communities will be shared, along with how pre-service teachers' experiences shaped their understanding of ESL methodology and built self-efficacy in their teaching abilities.</p> <p><u>Conference Focus Areas:</u> Adult/College Learners, Preservice Teachers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 5 (cont.)

4:45 – 5:45 PM

Room Assignment	Presentation
Classroom Center 221	<p><u>Title:</u> Promoting Reading Fluency by Applying the Six Syllable Types to Tackle Unknown Words</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Mary Kay Sherman, Doctoral Candidate, Houston Baptist University <p><u>Description:</u> Through audience participation, attendees will become familiar with the six syllable types and how to teach them. Take-aways will include charts, chants, hand-gestures, and phrases to help students retain the information. Attendees will also be given tips and hints for working six syllable types into an existing curriculum.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Preservice Teachers</p>
Classroom Center 224	<p><u>Title:</u> Cultural Diversity in Literature for Today's Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Melissa Saphos, Instructional Coach, Conroe ISD <p><u>Description:</u> In today's diverse classrooms, it is more important than ever to expose students to authentic representations of cultural diversity. Research provides indisputable support of text that exposes ALL students to a variety of backgrounds. Come see some of the best authors and titles to accomplish this!</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
Classroom Center 301	<p><u>Title:</u> The Forgotten Component of Comprehension: Fluency</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Ms. Shona Rose, ELAR Learning Leader, ESC Region 16 <p><u>Description:</u> Reading fluency is the bridge between decoding and comprehension that enables automaticity and cognitive resources to understand text. Assessment, monitoring and management, and instructional activities will give teachers the bridge needed to implement this forgotten component back into the reading block.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten – Grade 5), Middle Grades Learners (Grades 6 – 8)</p>
Classroom Center 306	<p><u>Title:</u> These Are a Few of my Favorite Things</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> Dr. Vicki Mueller, Holy Cross Catholic Academy <p><u>Description:</u> How can we keep our ELA classes fresh and engaging for kids? In this session, participants will experience various teacher-tested, kid-approved strategies that not only enhance the writing process, but incorporate many higher level thinking skills. (And they won't even know it!)</p> <p><u>Conference Focus Areas:</u> Middle Grades Learners (Grades 6-8)</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 5 (cont.)

4:45 – 5:45 PM

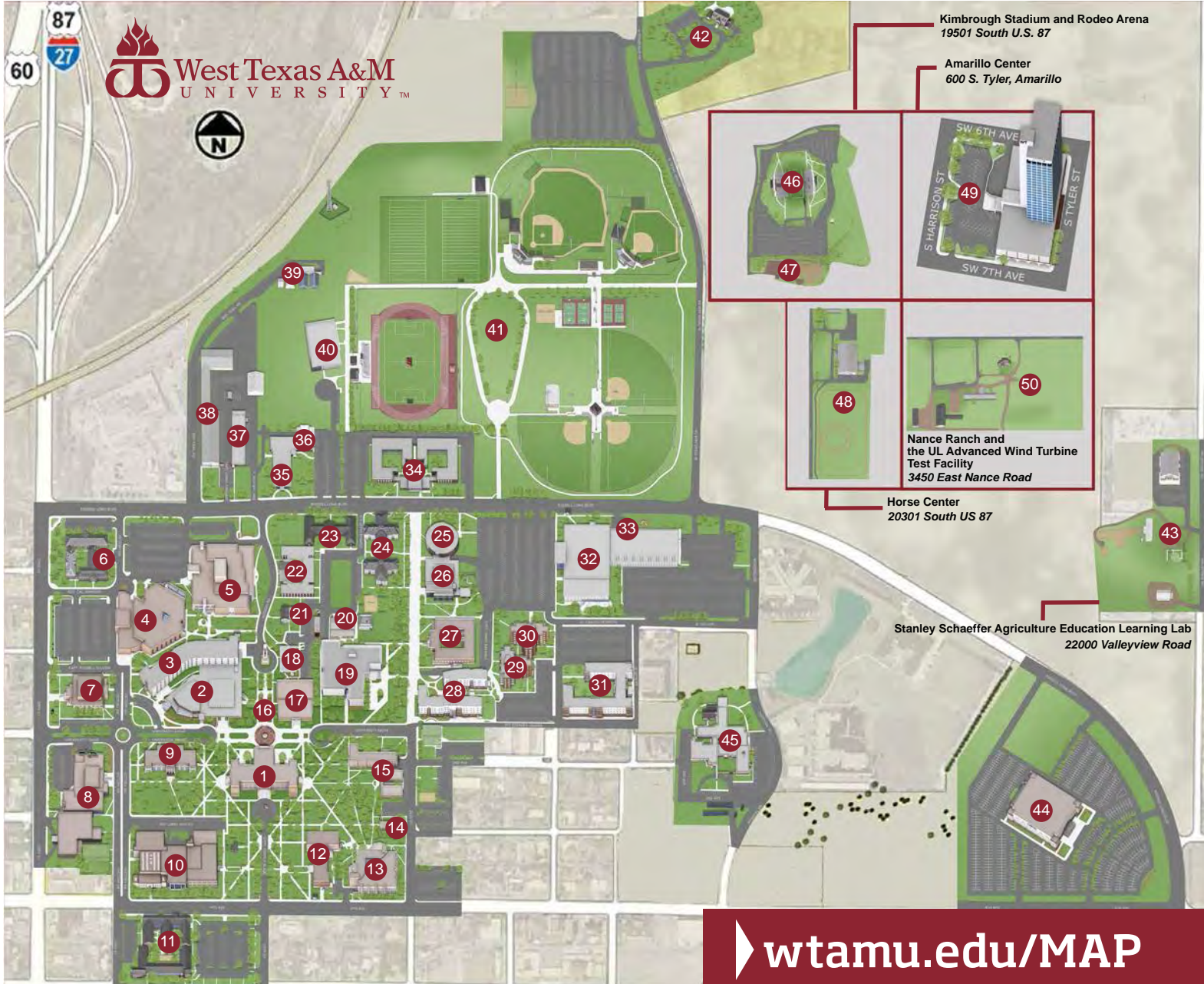
Room Assignment	Presentation
Classroom Center 307	<p><u>Title:</u> Graphic Novels: Keys to Internet Literacy</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Barbara McClanahan, Associate Professor, Southeastern Oklahoma State University • Dr. Maribeth Nottingham, Assistant Professor, Southeastern Oklahoma State University <p><u>Description:</u> 21st Century students must learn to navigate media literacy with accuracy and confidence. A starting point for the kind of thinking required for media literacy is learning to read and write graphic novels. This hands-on presentation will help teachers of all grade levels and beyond learn how to link graphic novels with media literacy.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 308	<p><u>Title:</u> Confident Conferring</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Ileana Jennings, English Teacher- Caprock High, Amarillo ISD • Ms. Rachael Collins, English Department Chair, Hereford ISD <p><u>Description:</u> Let's get "techy!" Learn how to create custom videos and sound recordings, while offering individual instruction to students. During this session, you will also practice the utility of creating videos or sound recordings to offer supplemental instruction. These recordings can be linked to Google Classroom, student papers, and even through Remind.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 309	<p><u>Title:</u> Parental Involvement Matters: Increasing Parents' Self-Efficacy To Increase Their Child's Literacy Outcomes</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Veronica Lopez Guerrero, Graduate Student, Texas A&M University - San Antonio • Ms. Priscilla Gallardo, Graduate Student, Texas A&M University - San Antonio • Ms. Angela Votion, Graduate Student, Texas A&M University - San Antonio • Dr. Ramona T. Pittman, Associate Professor, Texas A&M University - San Antonio <p><u>Description:</u> This presentation is designed for those participants who are interested in parents' self-efficacy (confidence) to assist their child(ren) in understanding literacy skills. Using data collected in a large urban school district, participants will learn innovative ways to assist parents in increasing their self-efficacy.</p> <p><u>Conference Focus Areas:</u> Early Childhood Learners (Birth – Grade 2), Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>

Saturday, February 24, 2018 - Schedule

Breakout Session 5 (cont.)

4:45 – 5:45 PM

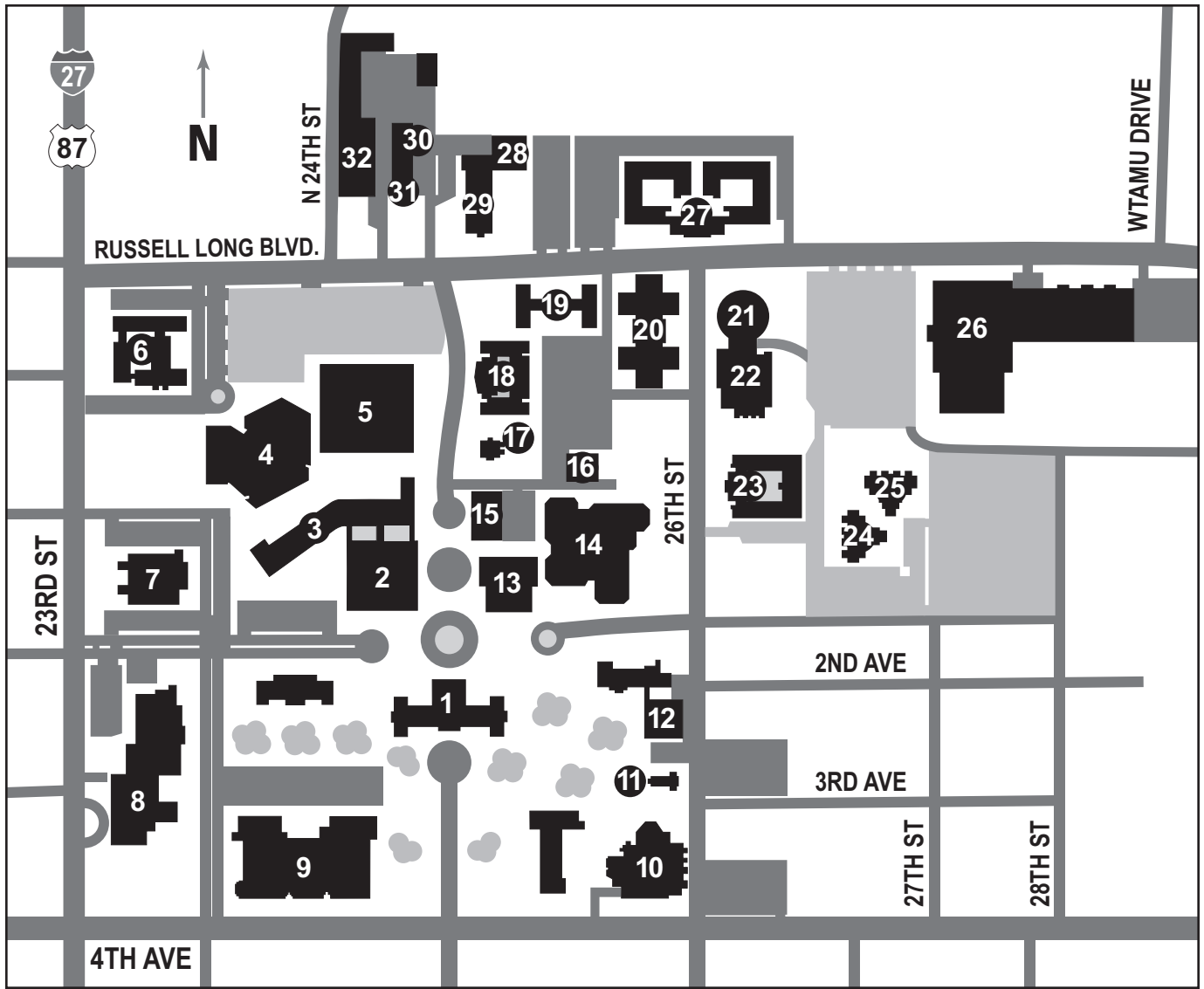
Room Assignment	Presentation
Classroom Center 310	<p><u>Title:</u> Fundamentals of Literature Circles</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Destini Hendershott, 6th Grade ELAR Teacher/Reading Interventionist/ELAR Department Head, Amarillo ISD • Ms. Dede Munkres, Curriculum Assessment Specialist, Amarillo ISD <p><u>Description:</u> This session will provide fresh ways of establishing group norms, redefining roles in literature circles, offering ideas on how to implement effective group talk and other management ideas, and highlighting effective ways of conferring with students during reading/writing workshop.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8)</p>
Classroom Center 311	<p><u>Title:</u> Language Arts and Social Studies: A Natural Partnership in the EC-6 Classroom</p> <p><u>Presenter:</u></p> <ul style="list-style-type: none"> • Dr. Elaine Hendrix, Clinical Assistant Professor, University of Houston - Clear Lake <p><u>Description:</u> This presentation will share the basics of an instructional design that focuses on the integration of two Elementary level methods courses: Reading and Writing for EC-6 and EC-6 Social Studies Methods. The overall goal is to powerfully prepare teacher candidates to cultivate meaningful content connections and create relevant, student-centered learning experiences for EC-6 students.</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Preservice Teachers</p>
Classroom Center 312	<p><u>Title:</u> Apps + Books + Creativity = Engaged Learners</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Dr. Vickey M. Giles, Assistant Professor, Houston Baptist University • Dr. Joan Bowman, Assistant Professor, Schreiner University <p><u>Description:</u> Reading, writing, listening, and speaking are all important parts of a literate environment. How can we use technology to enhance these skills? Join us to learn how digital tools and methods to help you energize your literacy classroom!</p> <p><u>Conference Focus Areas:</u> Elementary Learners (Kindergarten - Grade 5), Middle Grades Learners (Grades 6-8), Secondary Learners (Grades 9-12), Adult/College Learners, Preservice Teachers</p>
Classroom Center 314	<p><u>Title:</u> Building Literacy Communities through School-based Social Media</p> <p><u>Presenters:</u></p> <ul style="list-style-type: none"> • Ms. Brandy Alexander, Instructional Specialist, Cypress Fairbanks ISD • Ms. Laura Garcia, Literacy Specialist, Klein ISD <p><u>Description:</u> Teachers must integrate technology into lesson plans and throughout the school to foster a culture of innovative, global, and engaged learners. Join us as we highlight ways to build literacy initiatives as school-wide practices through the use of social media tools.</p> <p><u>Conference Focus Areas:</u> Early Childhood, Elementary, Middle, and Secondary Learners (Birth – Grade 12), Adult/College Learners</p>



- 1 Old Main
- 2 Jack B. Kelley Student Center
- 3 Classroom Center
- 4 Mary Moody Northern Hall
- 5 Sybil B. Harrington Fine Arts Complex
- 6 Stafford Hall
- 7 Fieldhouse ("The Box")
- 8 Old Student Union Building ("Old SUB") and University Police Department
- 9 Old Education Building
- 10 Panhandle-Plains Historical Museum
- 11 McCaslin Hall
- 12 Engineering and Computer Science
- 13 Agriculture and Science
- 14 Joseph A. Hill Memorial Chapel
- 15 Cousins Hall
- 16 Hayward Spirit Tower and the Charles K. and Barbara Kerr Vaughan Pedestrian Mall
- 17 Killgore Research Center
- 18 Computer Center
- 19 Cornette Library and Hastings Electronic Learning Center (HELCE)
- 20 Boiler Plant
- 21 Buffalo Courts Alumni Center
- 22 Guenther Hall
- 23 Conner Hall
- 24 Buff Hall
- 25 East Dining Hall ("The Caf")

- 26 Alumni Banquet Facility
- 27 Shirley Hall
- 28 Centennial Hall
- 29 Cross Hall
- 30 Jones Hall
- 31 Founders Hall
- 32 Virgil Henson Activities Center
- 33 Kids Kollege
- 34 Jarret Hall
- 35 Bivins Nursing Learning Center
- 36 WTAMU Meat Lab
- 37 Central Supply, Print Shop, and Purchasing and Inventories
- 38 Physical Plant Complex
- 39 Greenhouse
- 40 Bain Athletic Center
- 41 Buffalo Sports Park
- 42 President's Home
- 43 Stanley Schaeffer Agriculture Education Learning Lab
- 44 First United Bank Center
- 45 Palo Duro Research Facility
- 46 Kimbrough Memorial Stadium
- 47 Rodeo Arena
- 48 WTAMU Horse Center
- 49 Amarillo Center
- 50 Nance Ranch and the UL Advanced Wind Turbine Test Facility

West Texas A&M University Campus Map




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- | | | |
|---|--|-------------------------------------|
| 1. Old Main | 13. Killgore Research Center | 25. Jones Hall |
| 2. Jack B. Kelley Student Center | 14. Cornette Library and Hastings Electronic Learning Center | 26. Virgil Henson Activities Center |
| 3. Classroom Center | 15. Computer Center | 27. Jarrett Hall |
| 4. Mary Moody Northern Hall | 16. Power Plant | 28. Bivins Nursing Learning Center |
| 5. Sybil B. Harrington Fine Arts Complex | 17. Buffalo Courts Alumni Center | 29. Engineering Building |
| 6. Stafford Hall | 18. Guenther Hall | 30. Purchasing and Inventories |
| 7. Fieldhouse—"The Box" | 19. Conner Hall | 31. Print Shop |
| 8. Old Student Union Building | 20. Buff Hall | 32. Physical Plant |
| 9. Panhandle-Plains Historical Museum | 21. Dining Hall | |
| 10. Agriculture and Natural Sciences Building | 22. Alumni Banquet Facility | |
| 11. Joseph A. Hill Memorial Chapel | 23. Shirley Hall | |
| 12. Cousins Hall | 24. Cross Hall | |

Guests to campus may obtain a free visitor's parking permit at the University Police Department, located in the Old Student Union Building (#8).

Main Level

- | | |
|--|--|
| Bookstore -  | Information Desk -  |
| Buff Tech Store -  | Legacy Hall -  |
| CORE / Student Organizations -  | Legends -  |
| Counseling Services -  | Post Office -  |
| First Year Experience -  | Student Affairs -  |
| Food Court / C-Store -  | Student Government -  |
| Gold Card Office -  | |
| Hazel K. Wilson Room -  | |



Lower Level



Buff Branding Room -

Eternal Flame Room -

Lead WT Suite -

Maroon Room -

Senate Chamber -

Thunder Room -

West Texas Room -

White Room -

Restrooms

Elevator

Stairs





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