Building Momentum
Welcome from TALE, Patricia Durham, Ph.D & Amy Cummins, Ph.D

Breakout Session 1  10:15 - 11:15

Room # 251  Regular Session 1
Innovative Approaches Using Literature to Encourage Reluctant Writers
Lisa Dryden, Ph.D., Texas Wesleyan University, ldryden@txwes.edu
In this session, elementary school teachers will have the opportunity to explore quality literature, along with practical and easy to implement strategies for using prose to promote reluctant writers.

Room # 255  Regular Session 2
Comparison of Effects of Two Computer Programs on Pre-K Literacy Achievement
Judy Trotti, University of Mary Hardin-Baylor, jtrotti@umhb.edu
Christie Bledsoe, University of Mary Hardin-Baylor, cbledsoe@umhb.edu
Early literacy teachers along with teacher educators will explore the effects of two different computer programs on the literacy learning of Pre-K students in a medium sized Texas school district.

Room # 215  Regular Session 3
2.0 MATH-terpieces: Interactive Read-Alouds in a Mathematics Classroom
Jessica Guerra-Castaneda, Texas A&M University-Corpus Christi/Corpus Christi ISD, JessLorraine11@gmail.com
The practice of an interactive read-aloud in a mathematics classroom is one example that allows teachers to integrate an innovative way of merging their classroom teaching within and amidst other content areas.

Room # 230  Regular Session 4
Utilizing Transmedia Texts in the Classroom
Jessica Keelan, Willis ISD, jkeelan@willisisd.org
Rob Davis, robusadavis@sbcglobal.net
Mindy Butler, Humble ISD, Melinda.Butler@humble.k12.tx.us
This session provides an overview of Transmedia literacy, offering examples of these texts and the benefits and advantages of using them in the classroom.

Room # 231  Regular Session 5
Critical Conversations in the Classroom: Picture Books that Help Build Critical Literacy
Donna Cox, Sam Houston State University, dcox@shsu.edu
Melinda Miller, Sam Houston State University, mmiller@shsu.edu
Helen Berg, San Houston State University, hberg@shsu.edu
Classroom teachers, teacher educators, and preservice teachers may benefit from attending this session in which picture books will be shared that focus on building students’ awareness of how systems of meaning and power affect people and the lives they lead.

Room # 235  Regular Session 6
University-Based Reading Clinics: A New Perspective on Past Practices
Daniel L. Pearce, Texas A&M University-Corpus Christi, dan.pearce@tamucc.edu
Tiana McCoy Pearce, Texas A&M University-Corpus Christi, tiana.mccoy@tamucc.edu
Jeannette Gomes, Texas A&M University, Jeannet307@aol.com
The purpose of this presentation is to discuss the development of university-based reading clinics in the United States and explore what is known about current practices.

Room # 236  Regular Session 7
Teachers’ Perspectives of Research-Based Instructional Strategies and Implementation to Promote Literacy Skills for Students with Autism Spectrum Disorders: A Collection of Case Studies
Peg (Prasopsuk) Pinto, Sam Houston State University, pypool@shsu.edu
This presentation will discuss research on teachers’ perspectives and practices about instructional practices implemented to promote literacy skills for students with autism spectrum disorders.

Room # 240  Regular Session 8
Setting Up a Reading Workshop: Promoting Motivation and Engagement for all Students
Alida Hudson, Tomball ISD, alida.hudson13@gmail.com
Joan Williams, Sam Houston State University, jwilliam@shsu.edu
This session involves participants in the steps for setting up a reading workshop at the elementary level and will be of interest to classroom teachers, administrators, and teacher educators.

Room # 241  Regular Session 9
Fingerhold Foldables Develop Linguistically Diverse Writers via Interactive Student Notebooking
Judith Youngers, PhD, Dinah Zike Academy, dzii@htc.net, Vendor Session
In this fast-paced, evidence-based session targeting intermediate, upper elementary and secondary teachers, gain first-hand experience with fresh, writing-focused interactive graphic organizers within individual student notebook frameworks and leave with a mini-notebook of engaging examples you can use with students immediately.

Room # 245  Regular Session 10
English – Spanish Cognates for Picture Book Read-Alouds
José A. Montelongo, New Mexico State University, monteriego@nms.edu
Anita C. Hernandez, New Mexico State University, achernan@nms.edu
This session provides vocabulary activities and handouts for school teachers in the primary grades featuring English-Spanish cognate words (“dentist/dentista”) to accompany the read-alouds of many award-winning picture books.


**Conversation Table Discussions 1**  
**Room # 256**

<table>
<thead>
<tr>
<th>CT</th>
<th>Session 11</th>
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| **Engaging Middle School Students through Critical Text and Multi-Genre Writing**  
Carolyn J. Stufft, Stephen F. Austin State University, stuffcj@sfasu.edu  
This session links critical literacy with multi-genre writing as a way to foster middle school students' development of critical thinking skills while promoting their creativity. | |

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<thead>
<tr>
<th>CT</th>
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| **Journeys in Implementing Writer's Workshop**  
Dr. Betty Coneway, West Texas A & M University, bconeway@wtamu.edu  
This round table discussion will highlight the basic tenets of the Writer's Workshop framework and engage participants in examining their own beliefs about writing instruction. | |

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<th>CT</th>
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| **An Examination of Struggling High School Writers' Self-Efficacy**  
Dr. Ferne Farkas, Torah Day School of Dallas, Frumi@aol.com  
This session presents a synopsis of the author's research into self-efficacy including a new, qualitative definition of self-efficacy. | |

**Table 1**  
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<th>CT</th>
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| **The Benefits of RAP on the Content Area Teacher: A Survey of Student Empathy**  
Dr. Amy Williamson, Angelo State University, amylliamson@angelo.edu  
This paper/discussion will examine student perceptions of struggling readers as a result of writing their own reading autobiography in a teacher education course. | |

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<th>CT</th>
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| **Text Complexity and Close Reading: Using Print and Digital Newspapers in the classroom**  
Dr. Sherryee Dee Garrett, Texas A&M University-Corpus Christi, sgarrett@stx.rr.com  
This session will present research and strategies related to close reading. | |

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<tr>
<th>CT</th>
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| **It's Not Just for the Radio: Inspiring and Transforming Literacy Through Music**  
Deborah Wachtel Addison, Schreiner University, daddison@schreiner.edu  
Tiana McCoy Pearce, Texas A&M University-Corpus Christi, Tiana.mccoy@tamucc.edu,  
Roberta Simmons Pate, Ph.D., Tarleton State University, rpate@tarleton.edu  
Tammy Francis Donaldson, Del Mar College, tdonaldson@delmar.edu  
This presentation will introduce and demonstrate to Teacher Educators, Classroom Literacy Practitioners, and Administrators new ways of incorporating music and technology in order to inspire thinking while transforming and interpreting disciplinary content to increase comprehension. | |

**Preparing Literacy Educators to Transform the Traditional Reading Class through the Visual and Communicative Arts**  
Dr. Neva Cramer, Schreiner University, ncramer@schreiner.edu  
Dr. Karen Backor, Schreiner University  
Learn how to prepare literacy educators to use the visual and communicative arts to create an interactive and relevant learning environment for today’s digital and visual learner which has the potential to develop critical and creative thinking dispositions, cross-cultural communication skills, and multiple literacies.

**Posters**

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<th>Session 17</th>
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| **Promoting Culturally Responsive Teaching through Collaborative Instructional Planning**  
Shirley Bleidt, Ed.D, Huston-Tillotson University, shirleybleidt@gmail.com  
This poster will describe a study investigating the use of an online collaborative assignment in an undergraduate teacher preparation course to promote understanding of culturally responsive teaching and learning of course content. | |

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<tr>
<th>PS</th>
<th>Session 18</th>
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| **Award Winning Children's Literature: A Comprehensive List of Patterned Books for the Elementary Classroom**  
Stephanie Grote-Garcia, The University of the Incarnate Word, grotegar@uiwtx.edu  
Crystal Frost, The University of the Incarnate Word, cfrost@student.uiwtx.edu  
This poster will display results of a qualitative study in which award winning picture books were examined for predictable patterns. The comprehensive list of patterned text will be of interest to classroom teachers, reading specialist, and librarians. | |

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| **Boys Will Be Boys or So We Think: Preservice Student Teachers' Knowledge and Beliefs Concerning Boys' Literacy Instruction and Its Correlation to Their Teacher Sense of Efficacy**  
Kathleen Fleming, Ph.D, Texas A & M University-Corpus Christi, kathleen.fleming@tamucc.edu  
This poster will display the results of a discussion of research findings that examined the relationship between preservice teachers’ knowledge and beliefs and teaching sense of efficacy for boy’s literacy instruction. This presentation may be of interest to classroom teachers, pre-service teachers, professors and researchers. |
Room # 230 Session 26

Ten Terrific Teacher-tested Strategies for Reading and Writing Informational Text
Margaret S. Thomson, Baylor University School of Education, Margaret.Thomson@baylor.edu
Barbara Purdum-Cassidy, Baylor University School of Education, Barbara_Purdum-Cassidy@baylor.edu

Elementary teachers, reading coaches, and university faculty are invited to join us as we share classroom-tested, research-based strategies that support and engage elementary students as they read, research, and write using informational text.

Room # 231 Session 27

Inspiring and Transforming Literacy through A.C.T.I.V.E. Reading
Robin D. Johnson, Stephen F. Austin State University, johnsonrd@sfasu.edu
Jill Culmo, Dallas ISD, jculmo@flash.net
Michael J. Kessner, Mesquite ISD, Michael_kessner@yahoo.com

Through the reading of children’s literature and engagement in metacognitive thinking, educators at all levels will be introduced to an acronym for students to learn and use to remember active comprehension strategies when reading.

Room # 235 Session 28

Transforming Struggling Students into inspired Thrivers
Laura Lee McQueeney, Rountree Elementary Allen ISD, LauraLee_McQueeney@allenisd.org
Sheri Vasinda, Oklahoma State University, sherivasinda@okstate.edu

Purposeful pairings of literacy strategies with appropriate technologies can transform challenging literacy goals into attainable processes, inspiring strugglers to soar.

Room # 236 Session 29

A Literacy Partnership: Reading and Writing in AP US History and College Composition
Dr. Beatrice Mendez Newman, The University of Texas-Pan American, bmendez@utpa.edu
Penny Rosas, Mayde Creek High School, PennyMRosas2@katyisd.org

This interactive presentation will demonstrate critical thinking and deep writing strategies that we used successfully in an AP US history and college first year writing partnership to improve students’ abilities to read challenging texts and produce analytical essays on the texts.

Room # 240 Session 30

Pretty Little V-loggers: Vlogging YA Books in the Classroom
Monika Anderson, Ed.D., bookwormwithglasses@gmail.com
Brandie Buford, Ed.D., Houston ISD, brandiejay@gmail.com

In this technologically-interactive session, the presenters will showcase student-created vlog examples, assist session participants in acquiring the tools needed to begin integrating vlogs in, and even have the opportunity to create a vlog of your own. Whether you are the resident techie on campus or still in the wading pool of digital literacies, this session will take your middle school or high school ELA classroom to new heights. Kindly BYOD (bring your own device).
Extending the Classroom Walls: Exploring the Use of Online Book Clubs
Jennifer M. Smith, Texas Women's University, jsmith30@twu.edu
Marla K. Robertson, Texas Women's University, mrobertson6@twu.edu
This interactive session explores the use of online book clubs in the classroom from idea to implementation for those interested in classroom literacy practices, digital literacies, and/or teacher education. Two teachers who have used online book clubs in their own classrooms will share their experiences.

Using New Vocabulary to Foster Phonological Awareness in the Early Childhood Classroom
Christina Goss, Houston ISD, cgoss@houstonisd.org
In this interactive workshop session, early childhood teachers will learn and practice effective practical strategies for using new vocabulary to design activities that develop students' phonological awareness.

Preparing Teacher Candidates to Teach Critical Literacy Skills with Young Adult Novels
Ann Marie Smith, Ph.D., University of Texas of the Permian Basin, Smith_a@utpb.edu
The presenter will describe the results of a case study of two teachers who use young adult literature to teach critical literacy skills in a high stakes testing environment with implications for teacher preparation.

Leading Through Literacy: Practicing Teachers Guide Preservice Teachers in a Community Based, Summer Literacy Project
Meghan Gennario, Reaves Elementary, mgennario@conroespisd.net
Javier Gonzalez, Tom Green Elementary, gonzalez@haycsisd.net
Evangeline Porto, Tobias Elementary, portoe@haycsisd.net
Dr. Katie Peterson, St. Edwards University, katieph@stedwards.edu
Terri Key, Texas State University, tc19@txstate.edu
In this session 1st and 2nd year teachers will share their experiences in assuming leadership roles in a summer literacy project. In the summer literacy setting, preservice and practicing teachers collaborated in organizing and implementing the following:
- Conducting theme-based Read Aloud at local elementary schools
- Partnering with Hays CISD to target families of elementary children
- Designing lessons/activities to engage students in literacy
- Compiling resource lists & activities to support home literacy
- Collecting data for research
- Educating parents on importance of home literacy
- Closing the summer "reading gap"

Finding their voice: The Benefits of literature circles for English Language Learners and Learning Disabled Students
Elena Marie Lopez, Baylor University, Elena_Lopez@Baylor.edu
This informative session delineates the benefits of literature circles for successfully engaging diverse learners as they are not only motivating to students but also enhance students' reading comprehension.

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Room # 251  Session 41

**Re-energizing Poetry with “AA” (Activities and Apps) to Keep it Going and Going!**
Frances L. Gonzalez-Garcia, Northside ISD, francesgonzalezgarcia@gmail.com
Jamie Larson, Northside ISD, jlarson@nisd.net

Teachers of reading in grades kindergarten through grade 5 will be encouraged to use poetry with their students using hands-on activities and apps that are appropriately aligned to the Texas Essential Knowledge and Skills enhancing overall literacy curriculum for the benefit of readers of all ages, abilities, and backgrounds.

Room # 255  Session 42

**Tools of the Trade: Word Work Ideas to Inspire Your Primary Age Learners and Transform Your Literacy Block**
Lisa Colvin, Ed.D, Tarleton State University, colvin@tarleton.edu
Angela Coplen, Temple ISD, acoplen2003@yahoo.com
Anna Fox, Ed.D, Tarleton State University, anna.fox1@gmail.com

Pre-service teachers, new teachers, and experienced teachers. Come learn how to use small group and independent word work strategies with your primary age students to reinforce Pre-K Guidelines and TEKS literacy standards that motivate and engage young learners in English speaking, bilingual and dual language classrooms.

Room # 215  Session 43

**Art and Literacy: Linking Literacy and the Visual Arts**
Barb Reinke, Education Manager, Crayola, LLC, breinke@crayola.com

Participants will explore how to employ the power of visuals to convey meaning and use illustrations to teach language arts skills.

Room # 230  Session 44

**How to Make the Most of Your Guided Reading Groups**
Jennifer Burchfiel, Irving ISD, jburchfiel@irvingisd.net

If you are always feeling like you don’t have enough time in your guided reading groups, come learn strategies to help your guided reading run smoothly and efficiently.

Room # 231  Session 45

**Balanced Literacy as a Foundation for Close Reading**
Leslie Haas, Ed.D, Dallas ISD, lehaas@dallasisd.org

This session is designed to provide greater understanding of the connection between close reading and balanced literacy while exploring the benefits of these best practices.

Room # 235  Session 46

**Disrupting Innovation: Transforming Adolescent Literacy**
Dr. Suzanne Carreker, Neuhaus Education Center, scarreker@neuhaus.org
Catherine Scott, Neuhaus Education Center, cscott@neuhaus.org

In this session, participants will learn best practice methods to help adolescents improve their decoding skills and/or increase their vocabulary knowledge using technology.

Room # 236  Session 47

**Reading in the Deep**
Lori Johnson, Richardson ISD, thecurlyclassroom@gmail.com
Suzanne Langston, Mesquite ISD, thecurlyclassroom@gmail.com

Teachers will leave with a process that strengthens skills and develops observant, deep readers across genres.

Room # 240  Session 48

**Shifting from Subject Centered to Student Centered Objectives: Literacy in the Content Areas**
Pam Vaughn, Stephen F. Austin State University, cheathampk@sfasu.edu

The purpose of this session is to share ways that K-12 teachers can encourage students to comprehend text in all content disciplines’ reading and writing by exploring text structure and challenging language.

Room # 241  Session 49

**Teaching Multiple Rhetorics/Persuasion through Graphic Novels**
Gretchen Schwarz, Baylor University, Gretchen_Schwarz@baylor.edu

The emergence of multiple literacies means that teachers need to attend to multiple rhetorics, too, the multiple ways that new media persuade as through graphic novels.

Room # 245  Session 50

**Developing Local Chapters in Texas: How We Can Make it Happen**
Lorene Reid, Texas Woman’s University, lorenereid@sbcglobal.net

This session is designed to share information about starting local chapters affiliated with TALE and IRA/ILA. Participants will learn about IRA/ILA guidelines to promote participation at the local level and will engage in a discussion of how TALE members view these guidelines and their implementation in Texas.

**Conversation Table Discussions**

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<tr>
<th>Room #</th>
<th>Session 51</th>
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<tbody>
<tr>
<td><strong>CT</strong></td>
<td>Transforming Literacy Beliefs into Instructional Practice</td>
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<td>Kimberly Welsh, Stephen F. Austin State University, <a href="mailto:welshka@sfasu.edu">welshka@sfasu.edu</a></td>
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<td>Transform beliefs about literacy into an instructional framework through a collaborative share process.</td>
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<tr>
<td><strong>CT</strong></td>
<td>How to Inspire Educators and Students and Transform the Literacy Life of an Entire School</td>
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<tr>
<td>Jill R. Culmo, Ed.D, Mesquite ISD, <a href="mailto:jculmo@flash.net">jculmo@flash.net</a></td>
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<tr>
<td>Michael J. Kessner, Ed.D, Mesquite ISD, <a href="mailto:Michael_kessner@yahoo.com">Michael_kessner@yahoo.com</a></td>
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<tr>
<td>Robin D. Johnson, Ed.D, Stephen F. Austin State University, <a href="mailto:johnsonre@sfasu.edu">johnsonre@sfasu.edu</a></td>
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<tr>
<td>Classroom teachers, librarians, and administrators are invited to join us as we discuss the practical, successful ideas that were designed to inspire educators and students to develop a passion for reading, and at the same time, transform two entire schools into literacy communities.</td>
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</table>
Inspiring Conversations and Transforming Comprehension in Content Literacies
Roberta Simnacher Pate, Ph.D., Tarleton State University, rpate@tarleton.edu
Winona Gay Hubble, Ed.D, Tarleton State University, hubble@tarleton.edu

How confident are pre-service through second year teachers with text transformations and conversational practices promoting comprehension across the content literacies?

Table 2

The voracious reader: Motivating readers through digital literacies
Dr. Jacob Hollatz, Concordia University Texas, Jacob.hollatz@concordia.edu

Digital literacies and 21st century reading strategies can help teachers of all grades motivate their students to read more and achieve more. Classroom teachers and digital literacies.

iPads and Phone Literacy Apps for the Classroom
Susan Szabo, Texas A&M University-Commerce, susan.szabo@tamuc.edu
Debra Lee, Texas A&M University-Commerce, debra.lee@tamuc.edu
Susan Williams, Texas A&M University-Commerce, susan.williams@tamuc.edu

The purpose is to share literacy classroom apps that are matched to Bloom's Taxonomy (creating, analyzing, applying, evaluating, understanding and remembering) in order to promote literacy skills and critical thinking of both k-12 students and the classroom teacher.

Thank you for attending the 2015 conference! We look forward to seeing you in February 2016.

We would like to give a big thank you to everyone who helped make this conference a success.

<table>
<thead>
<tr>
<th>Conference Reviewers</th>
<th>Vendors</th>
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<tbody>
<tr>
<td>Monika Anderson</td>
<td>All-Educate Developmental Study Center</td>
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<tr>
<td>Bill Broz</td>
<td>Aztec Software Associates</td>
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<td>Gayle Butaud</td>
<td>Dinah-Might</td>
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<tr>
<td>Amy Cummins</td>
<td>Pacific Learning and Okapi Education</td>
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<td>Patricia Durham</td>
<td>QEP Quality Educator Publishers</td>
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<td>Julie Goodson</td>
<td>Townsend Press</td>
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<td>Cathy Mergele</td>
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<td>Jodi Pilgrim</td>
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<td>Christel Sween</td>
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<td>Margaret S. Thomson</td>
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<td>Alicia Villarreal</td>
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<td>Joan Williams</td>
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<tbody>
<tr>
<td>Amy Cummins</td>
<td>Sharon O'Neal</td>
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<td>Diana Sarao</td>
<td>Jodi Pilgrim</td>
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<tr>
<td>Frances Gonzalez-Garcia</td>
<td>Sam Houston State University</td>
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<td>Roberta Raymond</td>
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<td>Sarah Jones</td>
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