2016 Literacy Summit

Literacy Research and Practice

Celebrating 20 Years of What's Hot

February 12 & 13, 2016

San Antonio, TX

University of the Incarnate Word® Campus

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By

Specialized Literacy Professionals

Texas Association for Literacy Education

University of the Incarnate Word

#Summit2016

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February 13: *UIW Music Building*
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Saturday, February 13th

7:00am-4:00pm

2016 Literacy Summit

Literacy Research and Practice

February 12 & 13, 2016

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Request for Event Accommodations

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MESSAGE FROM THE CHAIR
SPECIALIZED LITERACY PROFESSIONALS (SLP)

Dear Friends and Colleagues,

As the Chair of the Specialized Literacy Professionals, I am thrilled to welcome you to the **2016 Literacy Summit**, co-sponsored by the Specialized Literacy Professionals, the Texas Association for Literacy Education (TALE), and the University of the Incarnate Word. The program is rich with wonderful sessions highlighting the most current thinking on ***What's Hot*** and ***What Should Be Hot in Literacy Instruction and Research***.

The Summit provides exceptional professional learning opportunities and a wide range of sessions, including featured speaker and topical sessions, author sessions, and roundtables; all offer diverse perspectives on literacy instruction and research. Do not miss the keynote speakers and the book authors, including featured children's author Guadalupe Garcia McCall. They will be fabulous.

I hope that you will establish some new routines by attending sessions that are different from the ones you may typically choose, seeking opportunities to share your teaching stories and learn from the experiences of others, and connecting with new colleagues. We will all benefit from your active involvement.

Please join me for the wine and cheese reception Friday evening and the sampling of the food choices offered by San Antonio food trucks on Saturday (can't wait to get in line for these). Help me celebrate the appearance of the book authors and greet the authors at the book signings.

Consider joining our Specialized Literacy Professionals, a Special Interest Group of the International Literacy Association. We are a dynamic group of classroom and content teachers, literacy specialists, literacy coaches, instructional leaders, university professors, and researchers. Our goal is to support literacy professionals and their efforts to provide high quality literacy instruction and we meet that goal through publications, newsletters, webinars, sessions at the annual meeting of ILA, and our own sponsored conferences, such as the Summit. We will also hold a business meeting at the Summit! Please plan to attend and become a member of our group.

Enjoy great experiences at the Summit! I look forward to meeting each of you.

Dr. Victoria J. Risko
Chair, Specialized Literacy Professionals SIG

MESSAGE FROM THE PRESIDENT
TEXAS ASSOCIATION FOR LITERACY EDUCATION (TALE)

Welcome Colleagues,

On behalf of the TALE board, it is my pleasure to welcome you to the 2016 Literacy Summit. It is an exciting time in TALE history. We are celebrating our 4th year of inception and we have returned to the beautiful city of San Antonio, where we officially became an organization. We are honored to collaborate with the University of the Incarnate Word and the Specialized Literacy Professionals to host this year's Summit.

In our four years as an organization, we have grown to over 275 members, created opportunities for our members to participate in committees, and become an organization that informs our members about literacy. We are excited about the future of TALE. During these two days, we will have the opportunity to celebrate, discuss, and learn from each other. This is a rewarding opportunity for us to be able to gather as literacy professionals and share our mutual knowledge and experience. Please enjoy the 2016 Literacy Summit!

Thank you,
Dr. Roberta D. Raymond
TALE President, 2015-2016

Texas Association for Literacy Education

INTERNATIONAL LITERACY ASSOCIATION

2016 SERVICE PROJECT

Visit the registration table to drop off your new or used books. Together, we will make a donation to Catholic Charities.

SCHEDULE AT-A-GLANCE

Friday, February 12

University of the Incarnate Word (UIW)
847 E. Hildebrand

McCombs Center Rosenberg Sky Room

Time	Event
1:00 pm	Registration Opens
2:00 pm-2:10 pm	Welcome Announcements of the Specialized Literacy Professionals
2:10 pm-2:45 pm	***Literacy Research and Practice — Celebrating 20 Years of What's Hot*** Keynote Speakers: Jack Cassidy, Stephanie Grote-Garcia, Evan Ortlieb
2:45 pm-3:45 pm	***What Should be Hot and WHY*** Keynote Speakers: Victoria Risko, Jill Lewis-Spector, Estanislado S. Barrera IV, Linda Gambrell
4:00 pm-5:30 pm	Poster Sessions Wine and Cheese Reception and Book Signing with Linda Gambrell *An event sponsored by Zaner-Bloser*
7:00 pm	TALE Meet and Greet – Wyndham Garden San Antonio Riverwalk/Museum Reach

Saturday, February 13

University of the Incarnate Word (UIW)
4301 Broadway

UIW Music Building

Time	Event				
7:00 am	Registration Opens				Visit the Vendor Hall (7:00 am-4:00 pm)
8:00 am-8:50 am	***Teaching Our Way to Success: Integrating New Literacies*** Keynote Speaker: Donald J. Leu				
9:00 am-9:30 am	Featured Speaker: Jill Lewis-Spector	Breakout Sessions1			
9:40 am-10:10 am	Featured Speaker: Linda Gambrell	Breakout Sessions 2		Roundtables Music 113 & 120	
10:20 am-10:50 am	Featured Author: Johnathan Rand*	Breakout Sessions 3			
11:00 am-11:30 am	Featured Speaker: Rona Flippo & Book Signing	Breakout Sessions 4		San Antonio Food Trucks Location: *Parking lot in front of Music Building* **Tables are set up in Music 113 &120**	
11:40 pm-12:10 pm	Featured Author: Sonia Gensler*	Breakout Sessions 5	SLP Meeting		
12:20 pm-1:00 pm	Presentation of TALE Awards and Announcements				
1:00 pm-1:45 pm	***What's Hot: 2017 and Beyond*** Keynote Speaker: Marcie Craig Post				
1:55 pm-2:25 pm	Featured Author: John Micklos Jr.*	Breakout Sessions 6			
2:35 pm-3:20 pm	***Under the Mesquite and Summer of the Mariposas*** Keynote Speaker: Children's Author, Guadalupe Garcia McCall*				
3:20 pm-3:30 pm	Closing Comments, Door Prizes, and Announcements				
3:30 pm-4:00 pm	Book Signings *Authors will be present at Book Signings				

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Pilot Point ISD, TX
State ILA Coordinator

Are you interested in becoming more involved?
Email talemembership@gmail.com

Friday, February 12
2:00 pm-2:45 pm
McCombs Center Rosenberg Sky Room

Keynote Session

Welcome	**Introduction of Keynote Speakers**
Dr. Denise Staudt	Dr. Victoria Risko
Associate Provost and Dean	*Chair*
UIW Dreeben School of Education	*Specialized Literacy Professionals*

Literacy Research and Practice — Celebrating 20 Years of What's Hot

Jack Cassidy, Stephanie Grote-Garcia, and Evan Ortlieb

The International Literacy Association's *What's Hot in Literacy* survey began 20 years ago as a means to gauge the attention various topics were receiving in the field of reading education. Since then, the survey has been completed annually with 25 literacy leaders throughout North America and the world. Respondents of the survey are asked which topics are currently receiving attention (i.e., "hot") and which ones are not (i.e., "not hot"). In this keynote session, Jack Cassidy, Stephanie Grote-Garcia, and Evan Ortlieb share the 2016 survey results and discuss the "HOTTEST TOPICS" in literacy education.

Dr. Jack Cassidy, Professor Emeritus at Millersville University in Pennsylvania, 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 *Literacy Today*, "What's Hot, What's Not in Literacy." Dr. Cassidy 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 (recently renamed the International Literacy Association/ILA) and the College Reading Association (recently renamed the Association of Literacy Educators and Researchers/ALER) 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 ALER Laureate Award in the same year. Other awards include the ILA Special Service Award, Paul A Witty Meritorious Service Award, Pennsylvania Teacher Educator of the Year Award, and the LEADER ILA Special Interest Group Literacy Award. Dr. Cassidy also has many publications and much experience in the field of gifted education.

2016 Survey Respondents

Richard Allington
Donna Alvermann
Diane Barone
Estanislado Barrera IV
Julie Coiro
Nell K. Duke
Patricia Edwards
Douglas Fisher
Rona F. Fippo
Linda Gambrell
Katy Landrum
Donald J. Leu
Jill Lewis-Spector
Barbara A. Marinak
Susan B. Neuman
P. David Pearson
Shelley Stagg Peterson
Marcie Craig Post
Timothy Rasinski
D. Ray Reutzel
Julianne Scullen
William Teale
Chase Young

Dr. Stephanie Grote-Garcia, Associate Professor and Sister Theophane Power Endowed Chair in Education at the University of the Incarnate Word, has been recognized for exemplary faculty practices by the Center for Research, Evaluation, and Advancement for Teacher Education and has received the UIW Provost's Legacy Teaching Award. Most recently, she received the Jack Cassidy Distinguished Service Award for contributions to literacy education from the Texas Association for Literacy Education (TALE). Stephanie has three books published with Kendall Hunt Publishing Company, including *Diagnosis and Correction of Reading Habits*, *Teaching the Individual Reader*, and *Literacy Trends and Issues: What's Hot*. She has also co-authored the "What's Hot, What's Not in Literacy" survey with Jack Cassidy and currently serves on the Board of Directors for the Specialized Literacy Professionals, a Special Interest Group of the International Literacy Association (ILA).

Dr. Evan Ortlieb, Professor and Coordinator of the Literacy Program in the Department of Education Specialties at St. John's University in New York City, is an internationally recognized leader in the field of literacy education with previous work experience in Singapore and Australia and whose expertise centers on struggling readers. He has published over 100 manuscripts that substantiate some of his contributions to the field, including a book series entitled, *Literacy, Research, Practice and Evaluation*, as well as new instruments and evidence of refined instructional practices now being used in reading interventions and teacher education programs worldwide. Evan currently serves as the President-Elect of the Specialized Literacy Professionals, on the Board of Directors of the International Innovative Community Group of the Literacy Research Association, and on the Editorial Board of *Journal of Adolescent & Adult Literacy*.

Join in on the fun!

#Summit2016

Friday, February 12
2:45 pm-3:45 pm
McCombs Center Rosenberg Sky Room

Keynote Session

What Should be Hot and WHY

Victoria J. Risko, Jill Lewis-Spector, Estanislado S. Barrera IV, and Linda B. Gambrell

What topics should be the focus of current research? In this keynote session, Victoria Risko, Jill Lewis-Spector, Estanislado S. Barrera IV, and Linda Gambrell discuss topics that SHOULD BE HOT and WHY. Research concerning literacy coaches/reading specialists, teacher preparation, English Language Learners, and reading motivation will be examined. Best practices will also be shared.

Dr. Victoria J. Risko, Professor Emerita at Vanderbilt University, has taught in the language, literacy, and culture area of the Department of Teaching and Learning. She is a former classroom teacher and reading specialist. Her research focuses on teacher education and professional development, teacher reflection, reading comprehension, and uses of cases and multimedia environments to enhance learning — especially the learning of English learners and readers who are experiencing difficulties. Dr. Risko is Chair of the Specialized Literacy Professionals Special Interest Group of the International Literacy Association (ILA). She was the 2011–2012 President of the International Reading Association and she is a former President of the Association of Literacy Educators and Researchers (ALER). Her most recent book, co-authored with Doris Walker-Dalhouse, is *Be That Teacher: Breaking the Cycle for Struggling Readers*. She has published in numerous journals and research handbooks, and she is past co-editor of the *Research in the Classroom* column in *The Reading Teacher*. Dr. Risko received the New York Chancellor's Award for Outstanding Teaching, a Distinguished Research in Education Award from the Association of Teacher Educators, the A. B. Herr Award and Laureate Award for distinguished contributions to reading education and research from Association for Literacy Educators and Researchers, and the Literary Award for distinguished leadership and contributions to global literacy from the International Literacy Association. She is also a member of the Reading Hall of Fame.

Dr. Jill Lewis-Spector, ,immediate Past President of the International Literacy Association, earned her doctorate from Rutgers University and was a Faculty Fellow at Princeton University. Previously a high school English teacher, Dr. Lewis-Spector is now Professor Emerita at New Jersey City University where she taught graduate education courses in reading, as well as reading basic skills courses for underprepared freshmen. She has been designated a "Distinguished Faculty" member by the New Jersey Office of Higher Education and the New Jersey Association of College for Teacher Education. She was a recipient of Special Service Awards from the International Reading Association, the American Reading Forum, and the New Jersey Reading Association and is this year's recipient of the Leader Literacy Award from the ILA LEADER Special Interest Group. Dr. Lewis-Spector was lead volunteer in Macedonia for ILA's Secondary Education Project, as well as for ILA's Reading and Writing for Critical Thinking Project, and internationally has provided professional development in more than 25 countries. Throughout her career, Dr. Lewis-Spector has worked extensively with various governmental agencies, advocating for better schools and more resources for teachers. She has authored numerous articles on such topics as professional development, advocacy, and adolescent literacy, as well as six textbooks, including *Academic Literacy: Readings and Strategies*, now in its fourth edition. Her interests include adolescent literacy, preparing teachers to meet high standards, and education policies that promote high literacy achievement.

Dr. Estanislado S. Barrera IV is an assistant professor of literacy studies at Louisiana State University (LSU). Barrera's teaching and research focus on the role of reading, writing, and discourse as related to comprehension; meeting the needs of emerging bilingual students; and developing preservice teachers' instructional expertise through service learning field experiences in urban settings. In addition to his scholarship, Barrera serves as a co-director for the LSU Writing Project and is editor of the *e-Journal of Balanced Reading Instruction*. He also serves as an ELL consultant for Scholastic. Prior to accepting the position at LSU, he accrued eleven years of experience in South Texas public schools as an elementary teacher, a Title-I Specialist, and administrator.

Dr. Linda B. Gambrell, Distinguished Professor of Education in the Eugene T. Moore School of Education at Clemson University, teaches graduate and undergraduate literacy courses. Prior to joining Clemson University in 1999, she was Associate Dean for Research in the College of Education at University of Maryland at College Park. She began her career as an elementary classroom teacher and reading specialist in Prince George's County, Maryland. From 1992-97, she was Principal Investigator at the National Reading Research Center, University of Maryland, where she directed the Literacy Motivation Project. She served as an elected member of the Board of Directors of the International Literacy Association, National Reading Conference, and College Reading Association, and also served as President of all three organizations. Her major research areas are literacy motivation, the role of discussion in teaching and learning, and comprehension strategy instruction. She authored/co-authored 10 books and over 100 chapters and journal articles on literacy. Her research has been published in major scholarly journals, including *Reading Research Quarterly*, *Educational Psychologist*, and *Journal of Educational Research*. She served on the editorial review boards of the most prestigious peer-reviewed journals in the field of literacy. She served as co-editor of *The Journal of Reading Behavior*, a publication of the National Reading Conference, and *Literacy Teaching and Learning: An International Journal of Reading and Writing*. Linda received professional honors and awards, including the College Reading Association A.B. Herr Award for Outstanding Contributions to the Field of Reading, 1994; International Reading Association Outstanding Teacher Educator in Reading Award, 1998; National Reading Conference Albert J. Kingston Award, 2001; College Reading Association Laureate Award, 2002; Outstanding Faculty Member in Research, Eugene T. Moore School of Education, 2008; and in 2004, she was inducted into the Reading Hall of Fame. In 2014, Linda received the Clemson University Alumni Award for Outstanding Research Achievement.

The 2016 Literacy Summit is co-sponsored by

The Specialized Literacy Professionals
http://www.literacyprofessional.org/

The Texas Association for Literacy Education
http://www.texasreaders.org/

University of the Incarnate Word
http://www.uiw.edu/

Friday, February 12
4:00 pm-5:30 pm
McCombs Center Rosenberg Sky Room

Poster Sessions & Evening Reception

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Book signing with

Dr. Linda B. Gambrell

Poster	Description	Strand
A	**Technology Activities that Engage Students and Extend Early Literacy Learning** *Dr. Amie Sarker, University of Dallas, TX* *Dr. Rebekah McPherson, Walden University, TX* This poster session will explore technology activities that support Pre-K to second grade learners in developing oral language and early literacy skills.	New Literacies/ Digital Literacies
B	**English Literacy Development Through a Tutoring Approach** *Dr. Esther Garza, Texas A&M University-San Antonio, TX* *Dr. Hsiao Ping Wu, Texas A&M University-San Antonio, TX* This poster session will explore strategic ways that tutors who partnered with a local community agency assisted with the development of literacy skills in English while utilizing sheltered approaches to increase literacy engagement and development for English language learners.	English Language Learners
C	**Top Ten Tips for Effective Literacy Coaches** *Heather Augustine, Austin ISD, TX* *Jessi Murdter-Atkinson, Round Rock ISD, TX* This poster session will offer practical ideas for coaching in ways that support teachers and students, as well as support for dealing with the challenges of coaching.	Literacy Coaches/ Reading Specialists
D	**(TOLD): Total Oral Language Development** *Kimberly Munoz, Texas A&M University-Commerce, TX* *Laura Fox, Texas A&M University-Commerce, TX* *Dr. Susan Szabo, Texas A&M University-Commerce, TX* This poster session will introduce research-based activities that support oral language development in upper elementary English language learners.	English Language Learners

Poster	Description	Strand
E	**Strategy Transfer: Empowering Students to Build a Repertoire of Strategies for Comprehension of Text** *Valinda Kimmel, Hurst Euless Bedford ISD, TX* *Aubrey Steinbrink, Hurst Euless Bedford ISD, TX* Join us to investigate classroom practices that support students' understanding of when, why, and how to use knowledge of strategies to solve problems when comprehension breaks down. We will explore how to empower students to build and independently employ a flexible repertoire of strategies for making meaning out of complex texts.	Comprehension
F	**Using Drama in the Secondary ELA Classroom to Increase Engagement and Learning** *Sara Ranzau, Sam Houston State University & Tivy High School, Kerrville, TX* This poster session will share drama pedagogy lessons that are used with high school students to connect lessons to texts.	Motivation
G	**Emerging Writing Practices for Spanish Heritage Learners** *Juanita Campos, University of the Incarnate Word, TX* This poster session will share writing practices that can be modeled by teachers to help Spanish Heritage Learners acquire writing skills.	English Language Learners
H	**Anywhere, Anytime** *Kristi Morale, Houston ISD, TX* This poster session will provide ways to integrate vocabulary routines into all subject areas, as well as ways to make vocabulary instruction engaging and exciting for students.	Vocabulary
I	**Putting the Learning Back in PLCs** *Dr. Christy Drekaj, Harmony Science Academy-Garland, TX* This poster session will explore best practices for implementing objective-based PLCs on your campus.	Teacher Preparation
J	**Video Games and Writing in Academia: What Students Could Take from Home to Class** *Slimane Aboulkacem, Sam Houston State University, TX* *Marcela Montenegro, Sam Houston State University, TX* This presentation explores principles and benefits of considering video gaming in classrooms with youth gamers.	New Literacies/ Digital Literacies
K	**Blogging in the Classroom: From Idea to Implementation** *Barbie Stanford, Sam Houston State University, TX* This poster session examines the rationale for incorporating blogging into the classroom and provides practical guidance in how to take this concept from idea to implementation.	New Literacies/ Digital Literacies
L	**Parental Involvement in a Family Literacy After-School Program for Latino English Language Learners** *Geraldine M. Marquez Santiago, Sam Houston State University, TX* This poster session explores parental involvement in an after-school program designed to promote second language leaning and bi-literacy development in Latino English Language Learners.	English Language Learners

Poster	Description	Strand
M	**Inviting the Digital Age into the Reading Classroom** *Robert S. "Rob" Davis, Sam Houston State University, TX* New digital technologies provide an exciting venue for enhancing reading and encouraging greater student involvement in the reading experience. This poster session will explore "how".	New Literacies/ Digital Literacies
N	**Content analysis examining multimodal literacy components of a rural university's teacher education program in Southeast Texas** *Jacqueline Rust, Sam Houston State University, TX* As educators it is imperative that we design and execute courses in education programs to effectively prepare preservice teachers in their future careers. Preservice teachers need to have a deep pedagogical understanding of how to teach content using multimodal literacies to better prepare their students to be successful in the school and the evolving workplace. Conducting more research pertaining to this subject will allow for the adaptations and changes required for preservice teachers and students to compete in this global economy.	Teacher Preparation
O	**Content Analysis of the Schneider Family Book Awards: Children's Division from 2004 to 2015** *Corinne Valadez, Texas A&M University Corpus Christi, TX* *Lynette Lambert, Texas A&M University Corpus Christi, TX* This presentation will present the findings of a content analysis of the Schneider Family Book Awards, Children Division from 2004 to 2015 .	Motivation
P	**Meeting the Needs of English Language Learners: The SIOP Model** *Sekineh Nasiri, Doctoral Student, Sam Houston State University, TX* *Ana Marcela Montenegro Sánchez* This presentation addresses how to apply the SIOP Model to meet the needs of English Language Learners effectively.	English Language Learners
Q	**Closing the Gaps: Using Benchmarks and Progress Monitoring to Improve Literacy Skills** *Dr. Karen Taylor-Backor, Schreiner University, TX* *Elizabeth Arias, Paola Compeon, Sara Cotton, Brianna Detwiler, Katie Dorsey, Jessica Mejia, Caitlin Otten, Dawn Ploetz, Hannah Schlyer, Karyn Swink & Elizabeth Wallace* Schreiner University Reading and Writing Academy clinical teachers use benchmarks and progress monitoring to assess reading skills of struggling readers. Schreiner University clinical teachers use Scientific Based Reading Research and intervention strategies to improve reading skills of struggling readers, and determine effective teaching with on-going data from the Academy that demonstrates student improvement.	Teacher Preparation

Thank you

Zaner-Bloser

for sponsoring our Friday evening event!

Attention all current and prospective TALE members: Join us at the TALE Meet and Greet!

Come and celebrate another successful year of efforts with literacy education in Texas!

When: 7:00 pm

Where: Wyndham Garden San Antonio Riverwalk
Museum Reach
103 9th Street, San Antonio, TX 78215

We hope to see you there!

Saturday, February 13
8:00 am-8:50 am
UIW Music Building

Keynote Session

Registration Opens at 7:00 am

Keynote Speaker	**Welcome and Introduction**
Concert Hall, Music Building	Dr. Roberta Raymond, *TALE President*

Teaching Our Way to Success: Integrating New Literacies for New Times into Our Reading Classrooms

Donald J. Leu

Three important changes to reading education are taking place today: 1) more reading of informational text; 2) an increase in higher-level thinking skills; and 3) the appearance of digital literacies. Reading on the Internet is the perfect way to accomplish all three in your classroom. Join us for an exciting session that explores new ideas about reading in these new times. You will come away with engaging instructional ideas to use in your classroom tomorrow, including how to connect your students with other classrooms around the world to complete collaborative inquiry projects. We will also explore a set of newly developed, formative assessments of students' abilities to conduct online research, comprehend, and learn in science. These were developed in a large federal research grant at the New Literacies Research Lab and are now free online.

Dr. Donald J. Leu is the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut and a former fourth grade teacher and reading specialist. He holds a joint appointment in Curriculum and Instruction and Educational Psychology in the Neag School of Education. A graduate of Michigan State, Harvard, and Berkeley, he is an international authority on literacy education, especially the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. Don directs the New Literacies Research Lab in the Neag School of Education. He is a member of the Reading Hall of Fame, Past President of the Literacy Research Association, and a former member of the Board of Directors of the International Reading Association. Don was recently featured in the documentary *Out of Print*, directed by Vivienne Roumani and narrated by Meryl Streep. He edited the *Handbook of Research on New Literacies* and has more than 100 research publications and seventeen books on topics that range from the new literacies of online research and comprehension to teacher education and phonemic awareness. He is a frequent speaker at major conferences and has given keynote addresses in Europe, Australia, Asia, South America, and North America. His work has been funded by the U.S. Department of Education, the National Science Foundation, the Department of Defense, the North Central Educational Research Lab, the Carnegie Corporation, the Institute for Educational Sciences, PBS, the Annenberg Foundation, the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, the Australian Council of Educational Research, and the Organization for Economic Co-operation and Development (OECD).

Saturday, February 13
9:00 am-9:30 am
UIW Music Building & Bonilla Science Hall

Featured Speaker & Breakout Sessions 1

Featured Speaker
Dr. Jill Lewis-Spector
Concert Hall, Music Building

30 minute Breakout Sessions 1
(see program for locations)

Introduction
Dr. Bethanie Pletcher
Texas A&M University-Corpus Christi

State-Level Policies on Alternative Pathways to Teacher Certification in the United States: Are Candidates Prepared to Teach Literacy?

Jill Lewis-Spector
Immediate Past President of ILA

During the past 15 years, nearly 50 percent of novice teachers in the United States have entered the classroom through an alternate route preparation program. Do these programs prepare candidates to address students' literacy needs? This session reports findings of a national study and suggests policy actions that respond to program shortcomings.

Breakout Sessions 1 (9:00-9:30 am)

Location	Description	Strand
Music 201	**Crossing Biliteracy Boundaries Through Bilingual Poetry and Projects with Envelope Graphic Organizers** *Dr. Judith Youngers, Dinah Zike Academy, TX* Help linguistically diverse students find effective avenues to integrate and use multiple languages for conveying authentic messages collaboratively through constructing examples onsite that involve classroom-tested bilingual poetry formats and envelope-graphic-organizer project ideas. Develop greater student empathy and understanding of different cultures, voices, and perspectives by exploring border-crossing issues dividing society and lives.	English Language Learners

Location	Description	Strand
Music 222	**Accelerating Emergent Literacy Development Through Mini-Shared Reading and Writing** *Dr. Teddi Eberly-Martin, University of North Texas, TX* In this interactive workshop, participants will learn how to "teach to the potential" rather than students' current literacy levels through Mini-Shared Reading and Writing small group instruction.	Struggling Readers
Music 218	**Rapping, Rocking, and Reading: Using Song Lyrics for Close Reading to Increase Student Engagement** *Dr. Christina Goss, Houston ISD, TX* In this session, secondary teachers will experience the close reading process from a student's perspective. In addition, they will be provided with resources and a rationale for using song lyrics for text analysis.	Close Reading and Text Complexity
Music 321	**Using Children's Literature Text Sets to Foster Critical Literacy** *Dr. Amie Sarker, University of Dallas, TX* *Dr. Carmen Newstreet, University of Dallas, TX* Presenters will share children's literature text sets and literature response activities while discussing how participants can utilize the text sets to develop critical literacy and content area literacy skills in social studies.	Comprehension
Music 120	**The Talk/Text Connection: Conferring with Readers to Increase Comprehension** *Dr. Katie Atkins, Klein ISD, TX* As literacy educators, we often find ourselves in the role of a coach. As students practice their reading skills, we must be able to help our students read deeper, think critically, and self-monitor the quality of their reading comprehension. This session explores ways in which teachers can confer with readers and coach them in developing effective reading habits.	Comprehension
Bonilla 120	**Transforming Literacy and Learning for Struggling Readers Through the Arts** *Dr. Neva Cramer, Schreiner University, TX* Based on the research from Harvard's Project Zero and the Guggenheim Museum -Teaching Literacy through Art program, the arts infused strategies presented in this session are designed to enhance critical and creative thinking skills and develop literacy skills. Through an interactive workshop format, participants will explore the arts as pedagogy for effective literacy instruction and learn how to make their classroom relevant and engaging for today's diverse students who struggle to read due to language barriers, cultural diversity, or environment.	Struggling Readers
Music 113	**Interactive Sight Word Walls K-2** *Alma Fernandez-Villanueva, Northside ISD, TX* *Ariscela Saenz, Northside ISD, TX* In this session, teachers K-2 will learn how sight words can be embedded in their word walls to help students build their sight word vocabulary. Sight word strategies and activities will be shared. Teachers will make and take word wall activities to promote sight word development.	Vocabulary

Location	Description	Strand
Bonilla 122	**Digital Minds: Writing Instruction for Students Who HATE Writing** *Dr. Kamshia Childs, San Jacinto College, TX* This session will use social media, reflective writing, and journal tasks designed to improve students' writing skills in a manner that is engaging and builds confidence in writing. Numerous writing prompts that can be integrated across various subject areas and a list of digital resources that can easily be implemented during instruction will be shared with attendees.	Academic Writing
Bonilla 219	**What's Hot?....Tailored Instruction** *Lisa Ann Miller, Independent North Texas Community Educator, TX* Motivate student engagement with relevant and interactive curriculum and strategies directed towards each student, not just the middle.	Struggling Readers
Bonilla 123	**Gamification of Literacy: A Dual Language, Dual Generation Approach to Motivating Youth** *Gabriel Garcia, Parents Alliance, TX* *Jose Pablo Fernandez, Sr., Parents Alliance, TX* *Dr. Karen Weiller Abels, Kinetikidz, TX* This presentation highlights the dual language, dual generation approach to literacy combined with gamification of books, activities, and online resources. It creates a unique environment that motivates youth to engage in STEM learning, team building, and cooperative learning. This presentation includes a demonstration by Gabriel Garcia, award winning Program Director and iPad game developer.	Motivation
Bonilla 221	**What's Different About Differentiation?** *Dr. Ferne Beth Farkas, Texas A&M University-Commerce, TX* Differentiation does not mean changing schedules and lesson plans. This session will introduce attendees to active strategies that provide the means for all learners to fully engage with and fully respond to instruction.	Struggling Readers
Bonilla 223	**Critical Media Literacy for Social Media Users** *Dr. Gwynne Ellen Ash, Texas State University, TX* *Dr. Jane Saunders, Texas State University, TX* Adults often have difficulty discerning which sites and social media posts share reliable information, and children and adolescents are challenged even further. In this session, you will learn to identify features that warn which sites and posts might be unreliable, the types of misinformation that is most often shared, and how you can critique and confront misinformation when it appears on your homepages or in your internet searches.	New Literacies/ Digital Literacies
Bonilla 220	**Vocabulary App Smashing** *Jessica Rogers, Literacy Fusions* *Sherry McElhannon, Literacy Fusions* This session will help participants understand the vocabulary standards, the basics of combining two or more apps to create a more meaningful product, and provide practical ideas to help teachers app smash their way to a stronger vocabulary for their students.	Vocabulary

Saturday, February 13
9:40 am-10:10 am
UIW Music Building & Bonilla Science Hall

Featured Speaker Breakout Sessions 2 & Roundtables

Featured Speaker		
Dr. Linda Gambrell Concert Hall, Music Building	30 minute Breakout Sessions 2 (see program for locations)	15 minute Roundtables Music Building 113 & 120 9:40 am-10:50 am

Introduction
Dr. Patricia Durham, *TALE Past President*

Getting Students Hooked on the Reading Habit

Linda Gambrell

Past President of ILA & 2004 Reading Hall of Fame Inductee

There is a robust body of research that supports independent, sustained silent reading in the classroom. Evidence indicates that the more students engage in reading, the better readers they become. This session will focus on research that provides guidelines for creating classroom climates that foster the development of proficient, persistent and passionate readers. Motivational strategies and practical instructional techniques to help students get hooked on the reading habit will be highlighted.

Breakout Sessions 2 (9:40-10:10 am)

Location	Description	Strand
Music 201	**Close Encounters of the Reading Kind via Foldable and Interactive Notebooking** *Dr. Judith S. Youngers, Dinah Zike Academy, TX* Immerse yourself in fresh, classroom-tested ways to engage diverse learners in close reading via connections to authentic contexts before, during, and after reading. Demonstrated interactive notebook strategies link 3-D graphic organizers with best practices, enabling you to depart with mini-comp books of 5-6 immediately usable examples constructed onsite.	Close Reading
Music 222	**Breaking New Ground with Digital Book Clubs** *Lori McLaughlin, Sparta Elementary School, TX* *Dr. Jodi Pilgrim, University of Mary Hardin-Baylor, TX* Book clubs take a new twist using audio books, electronic text, and electronic response activities to motivate young readers.	New Literacies/ Digital Literacies

Location	Description	Strand
Bonilla 122	**Take a Bow: Motivating Readers Through Performing Text** *Dr. Joyce McCauley, Sam Houston State University, TX* *Lourdes Lopez, Sam Houston State University, TX* *Elizabeth Miller, Sam Houston State University, TX* Performing text is a sure way to motivate children to read. Although it looks like fun, powerful results occur including increased fluency, expanded vocabulary, and improved comprehension. Come to this session to see how text comes alive!	Motivation
Music 218	**Vocabulary Instruction Across Content Areas: Vocabulary Enhancement Strategies** *Dr. Karen Fries, Francis Marion University, SC* *Dr. Kathryn Haselden, Francis Marion University, SC* *Dr. Katie Hoffman, Pennsylvania State University, PA* This session will cover vocabulary strategies to improve comprehension of content-area text, including reading, mathematics, science, and social studies. Examples of strategies for use in classrooms across content areas and grade levels will be provided.	Vocabulary
Music 321	**Promising Practices for Secondary English Language Learners** *Dr. Frank Lucido, Texas A&M University- Corpus Christi, TX* *Dr. Carmen Boatright, Texas A&M University-Corpus Christi, TX* This presentation will present research-based strategies found to be effective in teaching secondary English language learners across the curriculum. Each participant will receive a copy of the promising practices document.	English Language Learners
Bonilla 120	**Effective RtI Using TEKS — Every Classroom, Every Day** *Dr. Kimberly Blake, American Reading Company, PA* This session will describe an RtI full-accountability model that is grounded in current research and educational trends. Participants will discuss the following: a) the role of TEKS in RtI, b) best practices aligned to a successful RtI framework, and c) expert grade-level instruction and differentiated support across a wide range of reading levels.	Implementing Texas State Standards
Music 120	**Outing Picture Books: Children's Literature that Address LGBTQ Themes** *Dr. Sandra Murillo-Sutterby, Texas A&M University San Antonio, TX* *Dr. John A. Sutterby, University of Texas San Antonio, TX* The presenters will showcase a selection of children's books they consider to be high quality that address the LGBTQ themes for educators in early childhood through age eight.	Motivation
Bonilla 123	**The Effects of Pre-Kindergarten Reading Skills on First Grade Reading** *Christy Gammon, Putnam City Public Schools, OK* *Dr. Julie Collins, University of Central Oklahoma, OK* Which early literacy skills have the greatest effect on first grade reading proficiency? Learn about a recent study conducted in an urban setting examining the relationships between literacy skills mastered in pre-kindergarten and first grade reading.	Struggling Readers

Location	Description	Strand
Bonilla 219	**Reading About the Real World: Using Informational and Non-Fiction Texts in the Classroom** *Dr. Susan Hall, University of the Incarnate Word, TX* *Dr. Mary Ruth Moore, University of the Incarnate Word, TX* This session explores ways to incorporate outstanding nonfiction and informational texts into teaching. Drawing on a unit saluting the centennial of the U.S. National Park System, it features engaging activities and research-based teaching strategies.	Informational Texts
Bonilla 221	**Applying the ARCS Model of Motivational Design in Instruction** *Dr. Stephen R. Rodriguez, Texas A&M University-Corpus Christi, TX* This presentation addresses the structure and use of the highly practical ARCS Model of motivational design. The presenter offers concrete advice and examples on applying the model in teaching and instructional materials in all subject areas.	Motivation
Bonilla 223	**Literacy Coaching and School-Level Contextual Factors in Advancing Literacy Education** *Gabriel Pietrzak, New York City Department of Education, NY* *Pilar Ramos, New York City Department of Education, NY* *Jenna Schumsky, New York City Department of Education, NY* The Middle School Quality Initiative (MSQI) provides a literacy coach to participating New York City schools to support them in achieving core activities for full integration of literacy education. According to an annual program evaluation, low performing schools and schools with a low proportion of effective teachers tend to also have low implementation fidelity; however, coaches seem to mitigate this difficulty, bolstering schools to achieve fidelity in spite of low capacity. Join us in exploring this data.	Literacy Coaches/ Reading Specialists
Bonilla 220	**Up Close and Personal: Laying the Foundation for Close Reading with Early Readers** *Dr. Lillian Benavente-McEnery, University of Houston-Clear Lake, TX* Participants will explore various activities and strategies for use with early readers geared at laying the foundation for close reading of narrative as well as expository texts.	Close Reading and Text Complexity

Roundtables (9:40-10:50 am)

Roundtable sessions are grouped by common themes and guided by a discussant. Each presentation is 15 minutes, and an additional 10 minutes will be provided at the end of the hour for additional questions and discussion. The roundtable sessions will meet in Music Building 113 and 120. Please note the session location next to each table description.

Table One (Music 113)

Table Discussant: Dr. Kouider Mokhtari

Lessons Learned from Designing, Implementing, and Evaluating an After-School Program for Middle Grade Struggling Readers
Justin Velten, The University of Texas at Tyler, TX
Dr. Kouider Mokhtari, The University of Texas at Tyler, TX

Designed for practitioners who want to improve middle grade student academic success through an afterschool program, this session provides practical tips on how to create a result-focused program. Come listen to seasoned researchers in the fields of Education and Communication discuss their experiences in implementing afterschool literacy programs for struggling readers.

Improving 6th Grade Students' Reading Comprehension Using the "Word Generation" Curriculum in an Afterschool Instructional Setting
Dr. Kouider Mokhtari, The University of Texas at Tyler, TX
Justin Velten, The University of Texas at Tyler, TX
Tambellyn Wallace, The University of Texas at Tyler, TX
Shamisid-Deen Masud, The University of Texas at Tyler, TX
Misti Turbeville, Tyler ISD, TX

This session will share the results of a promising academic vocabulary intervention that significantly advanced the reading achievement outcomes of a group of struggling 6th grade readers.

Summer Literacy: A Public School/University Partnership that Benefits Young Learners and Beginning Teachers
Dr. Barbara Davis, Texas State University, TX
Dr. Katie Peterson, St. Edwards University, TX
Terri Key, Texas State University, TX
Jordan Prado, Hays CISD, TX
Katarina Molina, Hays CISD, TX

This session will describe the effects of a Summer Literacy Project on the reading performance of young learners at a Title 1 campus. Presenters will also share results of the project on beginning teachers' literacy practices and leadership skills.

A Pathway to Literacy Coaching Through the Reading Practicum: Reflections and Perceptions of Graduate students Exiting a Master of Science Reading Program
Dr. Jennie Ricketts-Duncan, Barry University, FL

This presentation highlights findings from an exit survey of 25 graduate students about their perceptions and experiences in a reading program and how the reading practicum prepared them for literacy coaching responsibilities.

Table Two (Music 113)

Table Discussant: Charity Embley

Teacher Preparation in Singapore: Building a Tradition of Excellence in Education
Dr. Vivien Geneser, Texas A&M University-San Antonio, TX
Dr. Hsiao-Ping Wu, Texas A&M University-San Antonio, TX

This session will share a study that examined the myriad of components that have contributed to the phenomenal accomplishments of the educated populace in Singapore.

Teaching YAL and Feminist Literary Theory Through *The Road of Lost Innocence — The True Story of a Cambodian Heroine*
Charity Embley, Texas Tech University, TX

The life story of Somaly Mam is an ideal portrayal of the feminist literary theory. The literary theory behind this text will be explained and used to teach feminism. Instructional samples will be shared.

Adult Literacy in Saudi Arabia Society
Ohud Alqarni, University of the Incarnate Word, TX

This session will explore women's educational issues in Saudi society.

Characterizing the Development of Adolescent Literacies: Global Accounts that Influence Policy and Practice
Dr. Rosalind Horowitz, University of Texas at San Antonio, TX
Dr. Lisa Griffith, University of Texas at San Antonio, TX

This session will review accounts of international performance on several measures including the Programme for International Student Achievement (PISA) in reading, mathematics, and science.

Table Three (Music 113)

Table Discussant: Dr. Wolfram Verlaan

Enhancing Expository Writing with Technology
Dr. Carol W. Fetters, Innovations with Solutions, TX

This roundtable discussion will focus on opportunities for educators to discuss how to make connections with writing and nonlinguistic representations (e.g., graphic organizers) with the use of free technology applications. Examples will be provided.

A Picture is Worth a Thousand Words: Using Visual Thinking Strategies to Develop Critical Engagement with Reluctant Writers
Danielle Butcher, Louisiana State University, LA

This session on Visual Thinking Strategies (VTS) presents findings from an action research study that focused on engaging reluctant writers in a 9th grade English course. Findings, which included developing critical thinking, increasing enthusiasm, and promoting collaborative engagement can be applied to several grade levels.

Using Digital Writing Portfolios and Student-led Conferences to Increase Student Motivation and Parental Engagement
Dr. Wolfram Verlaan, University of Alabama in Huntsville, AL
Meredith Mims, Huntsville City Schools, AL
Melissa Shull, Huntsville City Schools, AL

In this session, a kindergarten teacher and a 5th Grade teacher share their experiences with how using digital portfolios as a focus of student-led parent conferences can increase: (a) student engagement in assignments, and (b) parental involvement in the students' schoolwork.

Table Four (Music 113)

Table Discussant: Dr. Kimberly Welsh

Keeping the Flames of Comprehension Burning
Dr. Kimberly Welsh, Stephen F. Austin State University, TX
Jeri Meredith, San Augustine ISD, TX

Are you burned out with feeling that Figure 19 is like 'another add-on' to your already overflowing list of ELA TEKS to teach? Let us share resources on how to keep your comprehension instruction flame burning by making it a part of your daily instructional routine through teacher modeling and student practice. Join us in this discussion.

English Vocabulary for English Language Learners: Perspectives From Bilingual and Foreign Language Classrooms
Jimena Guerra, University of Texas at San Antonio, TX
Dr. Hsiao-Ping Wu, University of Texas at San Antonio, TX

This dynamic presentation will focus on empirical studies for learning English vocabulary and information about interactive activities will be shared. In addition, perspectives from bilingual and EFL classrooms will be discussed.

The Importance of Practicing Oral Language Strategies Daily in Your Classroom to Enhance Reading Comprehension
Joel Blaylock, Texas A&M-Commerce, TX
Rene Sawatsky, Texas A&M-Commerce, TX

This roundtable discussion explores how research and practical strategies can increase oral language skills leading to increased comprehension and higher test scores.

Coaching for Growth: Empowering Teachers Through Dialogue
Heather Wall, Hall County Schools, GA
Michelle Palmer, Hall County Schools, GA

As teachers work with administrators, coaches, and colleagues, we must be intentional about how we communicate in order to sustain healthy relationships and promote our own growth as teachers. In this session, we use Paulo Freire's conditions for dialogue as a helpful structure for examining our language and envisioning teacher empowerment.

Table Five (Music 113)

Table Discussant: Dr. Robin D. Johnson

Understand How the Brain Works for Comprehension through Modeling
Liza LaRue, Forney ISD, TX

This discussion explores how modeling the thought process during read-alouds can guide students in understanding how the mind works when reading.

Updated Children's Literature Title Recognition Test
Dr. Tiana McCoy Pearce, Kansas State University, KS

This session will discuss an adapted instrument used to measure knowledge of children's literature through an updated list of titles identified by elementary students and parents, professors of literacy, librarians, and inservice educators.

Using a Qualitative Scale to Evaluate the Complexity of Informational Texts and Trade Books
Dr. Sherrye Dee Garrett, Texas A&M University-Corpus Christi, TX
Jeannette Gomez, Texas A&M University-Corpus Christi, TX
Rosalynn Rowan Christensen, Texas A&M University-Corpus Christi, TX

This session introduces a 13-element, 3-level scale to evaluate qualitative complexity of nonfiction texts; complexity elements include density and complexity, voice, register, and text features. Research will be presented; participants will apply the scale to representative books.

Using Text Complexity to Choose Read Alouds for K-2
Dr. Jill R. Culmo, Dallas ISD, TX
Dr. Margie Garcia, Dallas ISD, TX
Dr. Robin D. Johnson, Texas A&M University-Corpus Christi, TX
Dr. Micheal J. Kessner, Mesquite ISD, TX

To better prepare students for life and work outside of school, educators should increase the complexity of the text being used in classrooms and keep instruction challenging. We will discuss how K-2 educators can evaluate text complexity to choose appropriate and engaging texts for classroom read alouds.

Table Six (Music 120)

Table Discussant: Dr. Heather Haynes Smith

Meeting the Whole Student's Need to Achieve Literacy
Dr. Nissa Ingraham, Northwest Missouri State University, MO
Dr. Susanne Nuttall, Northwest Missouri State University, MO

Evaluation of elementary student literacy development and of preservice teacher readiness to meet the whole student's needs was the focus of a collaborative study in Florida. Results from the study and how they can impact the elementary classroom and the teacher preparation of elementary teacher will be reviewed.

Preservice Teacher Engagement in Critical Reading and Critical Writing
Dr. Bernice Sanchez, Texas A&M International University, TX

This presentation is based on findings from a pilot study on preservice teachers' enrolled in teacher preparation courses that examined their engagement in reading and writing activities using specific critical prompts that required higher levels of critical engagement.

Perceptions of School-Wide SIM Implementation to Address Written Expression for K-12 Students with Learning Differences
Dr. Heather Haynes Smith, Trinity University, TX
Dr. Courtney Lambert Crim, Trinity University, TX

This study investigated teacher perceptions of a four-year, school-wide implementation of Strategic Instruction Model (SIM) Learning Strategies addressing written expression. This presentation will share educator perceptions of the strengths, barriers, student successes, and areas for future growth.

Guilty of Assigning Writing Rather Than Teaching It: Three Secondary Language Arts Teachers Take a Unit of Study Approach to Teach Writing
Dr. Benita R. Brooks, Sam Houston State University, TX
Dr. Nancy K. Votteler, Sam Houston State University, TX

This presentation will describe how three secondary English/language arts teachers, enrolled in an online summer writing institute, employed the unit of study framework to move beyond using writing as a way to measure what students learned to using it as a tool to teach students new ways of thinking.

Table Seven (Music 120)

Table Discussant: Dr. Kathryn Pole

Preservice Secondary Teachers' Text Sets: Constructing Pathways into Disciplinary Literacy for Adolescents
Dr. Annamary L. Consalvo, The University of Texas at Tyler, TX

This presentation will address what counts as "text" when inviting preservice secondary teachers of physical education, math, and music to create disciplinary text sets in a required "content literacy" teacher education course. Participants will be invited to consider ways in which multimodal texts in the data may serve as examples of disciplinary literacy texts that are engaging for students.

Physical Education and Literacy: How to Make the Team Work
Marcus Johnson , St. Philips School/Dallas Baptist University, TX

This presentation will help to bring about an understanding on why literacy in physical education is important, as well as presenting an actualization of how to combine literacy and physical education.

What's In It For Me? Understanding PE Preservice Teachers' Beliefs About Disciplinary Literacy
Dr. Ann D. David, University of the Incarnate Word, TX

This roundtable presents findings from a study of preservice physical education teachers and their understandings of, beliefs about, and practices around literacy with physical education contexts.

Tweeting in Class Because Our Professor Told Us To: Using Twitter to Build PLNs in a Preservice Teacher Disciplinary Literacy Course
Dr. Kathryn Pole, University of Texas at Arlington, TX

Preservice content-area teachers used Twitter to create Personal Learning Networks (PLNs) as a way to deeply connect their teaching areas to disciplinary literacy. As students built their networks, they were able to see how literacy was used in their content-areas and built foundations for future self-determined professional development.

Table Eight (Music 120)

Table Discussant: Dr. Laurie A. Sharp

Finding a Place for Fluency: Instructional Approaches in the Classroom
Mary Shelton, Texas A&M University-Commerce, TX
Dr. Susan Szabo, Texas A&M University-Commerce, TX

Fluency has struggled to find its place in the instructional design of balanced literacy. We will explore the various intervention models for increasing fluency and determine the most effective for classroom use.

Independent Reading: Are They Really Reading?
Tara Wilson, Sam Houston State University, TX
Renee O'Neal, Sam Houston State University, TX

An instructional coach and an elementary principal discuss independent reading. This will include ways to tell if students are really reading and how to make the most of that time for both teacher and student.

Let's Get Back to Basics to Increase Career and College-Level Reading Readiness: Secondary Students Interacting with Traditional Print Matter
Dr. Cheryl A. Slattery, Shippensburg University of Pennsylvania, PA

This roundtable presentation will assert that traditional print matter – textbooks, short stories, newspapers, novels – still holds sway in helping with sustained reading of complex texts, which is a contributing factor in career and college-level reading readiness.

Handwriting — A Skill of the Past or Here to Stay?
Dr. Laurie A. Sharp, West Texas A&M University, TX
Sarah Titus, Tarleton State University, TX

Digital tools and technological advances within the 21st century have challenged the relevance of handwriting and have many concerned about the current state of handwriting instruction. Join this roundtable presentation to learn more about and discuss the findings and implications from two recent studies related to current classroom practices and perspectives of practicing teachers regarding handwriting.

Table Nine (Music 120)

Table Discussant: Dr. Jake Hollatz

Educational Technology and Problem-Based Learning in Teacher Preparation: A New Paradigm for Preparing Teacher Candidates to Understand Technology in Language Arts Classrooms
Dr. Jake Hollatz, Concordia University, TX

Understanding how problem-based learning (PBL) and educational technology intersect with language arts is essential for teacher candidates entering the 21st century classroom. Experiences of undergraduate teacher candidates with technology and PBL will frame this presentation.

Augmenting the Reading of Informational Text with Augmented Reality
Kaye A. Robinson, University of the Incarnate Word, TX

Augmented reality can be used to scaffold independent reading of informational texts. Find out how augmented reality addresses the needs of readers.

Preservice Teachers' Perceptions of Augmented Reality
Dr. C.L. McNair, Texas A&M Kingsville, TX

This session will present findings from a systematic, analytical evaluation of potential augmented reality books by preservice teachers.

Digital Literacy's Impact on Academic English
Dr. Hsiao-Ping Wu, University of Texas at San Antonio, TX

This presentation will present an empirical study that examined the relationship between online literacy practice and its impact on academic literacy. Pedagogical implications will also be discussed.

#Summit2016

Share Your Pictures

Saturday, February 13
10:20 am-10:50 am
UIW Music Building & Bonilla Science Hall

Featured Author Breakout Sessions 3 & Roundtables

Featured Author	30 minute Breakout Sessions 3	15 minute Roundtables
Johnathan Rand Concert Hall, Music Building	(see program for locations)	Music Building 113 & 120 9:40 am-10:50 am

Introduction
Dr. Chase Young, *Editor of TJLE*

The Thrill of the Chill

Johnathan Rand

Author

He's one of the most successful self-published authors in the world, but you may have never heard of him. That's because Johnathan Rand likes to do things a little different, including blazing his own trail to create several hit series of books *(American Chillers, Freddie Fernortner, Fearless First Grader, The Adventure Club)* with over 5 million copies in print! Since 2000, Rand has visited and lectured at over 1,600 schools and libraries across the US and Canada. In 2006, he opened 'Chillermania,' a retail store in Michigan that sells only his books, now welcoming 25,000+ visitors each year. Two years later, he and his wife hosted 'Author Quest,' a unique, one-of-a-kind 4-day/3 night writing camp for kids age 10-13. Now in its 8th year, Author Quest is held three times each year and draws young authors from all across the country. Find out how literacy changed Johnathan Rand's life, and how he's using his skills to help change the lives of countless young readers and writers!

Breakout Sessions 3 (10:20-10:50 am)

Location	Description	Strand
Music 222	**Motivating Middle Grade Readers: From Research to Practice** *Dr. Jennifer M. Smith, Austin College, TX* This session will explore the topic of motivation, from research to practice. The presenter will share insights and research regarding the intrinsic and extrinsic factors that motivate middle grade readers and present specific ideas for teachers who are looking to motivate their readers.	Motivation
Music 201	**Far, Far Away in the Galaxy of Innovative Reading! Pairing Apps with Genres That Will Make Reading Seem Like It's Out of This World!** *Dr. Frances Gonzalez-Garcia, Boerne ISD, TX* *Kellie Williams, Boerne ISD, TX* This presentation highlights ways to use multiple apps across multiple genres to elevate instruction, motivate students, and increase comprehension that is out of this world!	Comprehension

Location	Description	Strand
Music 218	**Teaching with Guadalupe McCall's *Under the Mesquite* and *Summer of the Mariposas*** *Dr. Joseph Rodriguez, The University of Texas at El Paso* *Dr. Sandra Murillo-Sutterby, Texas A&M University-San Antonio, TX* *Dr. Amy Cummins, University of Texas Rio Grande Valley* Learn teaching strategies and writing prompts for Guadalupe García McCall's acclaimed novels *Under the Mesquite* and *Summer of the Mariposas*.	Motivation
Music 321	**Raising Strategic Readers of Digital Texts: Matching e-Books, Tools, and Strategies** *Dr. Lotta Larson, Kansas State University, KS* *Dr. Elizabeth Dobler, Emporia State University, KS* Today's students encounter a wide variety of digital reading experiences and electronic texts. This session explores how to teach and use digital reading strategies best suited for various e-texts including websites, e-books, e-textbooks, and audiobooks.	New Literacies/ Digital Literacies
Bonilla 219	**Building Vocabulary Effectively** *Dawn Rogers, Center for the Collaborative Classroom, CA* How can teachers help students develop and expand their vocabulary while sharpening their skills for independent word learning? Experience and view a lesson grounded in research that leads to more active and engaging vocabulary instruction.	Vocabulary
Bonilla 220	**Close Reading in Picture Books: A Consideration of the Interdependency of Visual and Written Text for Deep Comprehension** *Dr. Lori Ann Falcon, University of the Incarnate Word, TX* This session presents a qualitative case study of one first grade class that explored the importance of written and visual literacy focusing on peritextual features or deliberate signs/symbols used by authors/illustrators to convey important story information in high quality picture books as a means for deep comprehension. The session will provide hands-on strategies for complex picture books.	Close Reading and Complex Text
Bonilla 120	**Including ALL Students: Eight Strategies for Making Language and Literacy Instruction Accessible for Children with Hearing Loss** *Tamby Allman, Texas Woman's University, TX* Eight overarching strategies for creating an optimal literacy learning environment for learners with hearing loss and making learning accessible for all learners will be the focus of this interactive presentation. Participants will leave with a clear picture of the challenges students with hearing loss face, modifications to enhance their instruction and a plethora of ideas and resources for differentiating instruction.	Struggling Readers
Bonilla 122	**"We've Done the Dance": Exploring Coaching Conversations with Teachers** *Dr. Bethanie Pletcher, Texas A&M University-Corpus Christi, TX* In this session, we will examine how literacy coaches can hone their dialogue skills so that they are talking with teachers in ways that help them feel empowered to move to the next stages of reflection and planning. This session is based on recently completed research with an elementary school-based literacy coach.	Literacy Coaches/ Reading Specialists

Location	Description	Strand
Bonilla 123	**Close Reading, Figure 19, and STAAR…Oh My!** *Samantha Morgan, Clifton ISD, TX* *Denean Sturgeon, Clifton ISD, TX* Reading teachers will explore how to engage students in close reading strategies while preparing for the STAAR test. The focus of this make-and-take session will be on emphasizing the Figure 19 TEKS through close reading for all students.	Implementing State Standards
Bonilla 223	**Close Reading of Complex Text in Guided Reading Groups: Employing Complex Content-Area Poetry** *Jasmine Shivers, New Mexico Highlands University, NM* *Dr. Wally D. Thompson, New Mexico Highlands University, NM* The results of a mixed methods research designed to ascertain the impact of using differentiated instruction by way of expository poetry to enhance the engagement of students at all levels of text complexity will be presented.	Close Reading and Text Complexity
Bonilla 221	**"Hey, Can You Find Me a Book?" Providing Access to Popular Culture Texts for Economically Disadvantaged Students** *Melinda S. Butler, Sam Houston State University and Humble ISD, TX* Popular culture texts are in high demand, but access to these texts is hindered in schools where students in poverty are served. This presentation will explore ways to provide access to popular culture texts for economically disadvantaged students.	Comprehension

Visit the vendor hall

7:00 am - 4:00 pm

Saturday, February 13
11:00 am-11:30 am
UIW Music Building & Bonilla Science Hall

Featured Speaker & Breakout Sessions 4

Featured Speaker
Dr. Rona Flippo
Room 201, Music Building

30 minute Breakout Sessions 4
(see program for locations)

San Antonio Food Trucks are located in front of the Music Building
Seating is available in Music Building 113 & 120

Book Signing to Follow Presentation

Introduction
Dr. Wolfram Verlaan, *SLP Treasurer*

20 Years Ago: When "What's Hot, What's Not" and the Original Expert Study Were First Shared

Rona Flippo

Come listen to Dr. Rona Flippo as she describes her original research.

"Remembering back to when I first presented the results of my Expert Study for a Keynote Address at the College Reading Association (CRA), Jack Cassidy had just published "What's Hot" for the first time and I had just published the Expert Study results in the Kappan. It was fascinating to see and report to the audience that some of the very things that the Experts agreed would help develop readers were the things that Jack's Leaders felt were not hot at all, and what was hot were some of the practices that the Experts agreed would make learning to read difficult for students! Talk about validation of results--the audience loved it--and so did Jack, who was in the audience!"

-Dr. Rona Flippo

Rona Flippo is Professor of Education at the University of Massachusetts Boston. She's authored 18 books, most recently *Studying and Learning in a High Stakes World: Making Tests Work for Teachers* (2015); *Assessing Readers* 2nd ed. (2014); *Reading Researchers in Search of Common Ground: The Expert Study Revisited* 2nd ed. (2012); *Handbook of College Reading and Study Strategy Research* 2nd ed. (2009); other titles, with Heinemann include *Personal Reading* (2005), *Texts and Tests* (2004), and *What Do the Experts Say?* (1999). Rona is currently working on a four-volume set of books for Routledge, titled *Great Works: Reading*. She's also published over 100 articles/chapters in publications including *Journal of Adolescent & Adult Literacy*, *The Reading Teacher*, *Reading Psychology*, *Journal of Reading*, *Reading & Writing Quarterly*, *Phi Delta Kappan*, *Educational Leadership*, *Journal of Teacher Education*; served on various professional organization committees, as well as editorial and director boards, in organizations that include Literacy Research Association (formerly, National Reading Conference), Association of Literacy Educators and Researchers (formerly, College Reading Association), American Educational Research Association, and the Massachusetts Association of College and University Reading Educators, as well as the International Reading Association (now, International Literacy Association). Most recently, Dr. Flippo was elected Vice-President of ALER (2015-2016) and served on the IRA/ILA Board of Directors (2012- 2015).

Breakout Sessions 4 (11:00-11:30 am)

Location	Description	Strand
Bonilla, 220	**Using Close Read Alouds to Teach the TEKS in K-2 Classroom** *Dr. Jill R. Culmo, Dallas ISD, Tx* *Dr. Margie Garcia, Dallas ISD, TX* *Dr. Micheal J. Kessner, Mesquite ISD, TX* *Dr. Robin J. Johnson, Texas A&M University-Corpus Christi, TX* Teachers, are you looking for ways to make your read alouds more engaging and more effective? Learn how to write and conduct close read aloud modules that both excite your students and cover many ELAR TEKS.	Close Reading and Text Complexity
Music, 222	**Using Progress-Monitoring to Support Struggling Readers in a Tiered Reading Classroom** *Dr. Jacqueline P. Valadez, University of Notre Dame, IN* *Kelley Gregg, University of Notre Dame, IN* *Cathryn Jenkins, University of Notre Dame, IN* This presentation combines theory and classroom practice to outline and discuss effective implementation of a tiered reading classroom that supports struggling readers in developing fluency and comprehension. This model uses frequent progress monitoring to inform small group instruction that serves the needs of diverse students within the classroom.	Struggling Readers
Music, 218	**Read-Alouds that Rock Across the Curriculum** *Diana Z. Shore, Children's Author, GA* Rhyming read-alouds are great for introducing new concepts, theme units, and chapters in ALL subjects, including language arts AND math. Learn how to use rhyming read-alouds to increase students' vocabulary, stimulate imaginations, develop attention, listening, communication/writing, and cognitive skills, and build background knowledge, all of which leads to independent learning. Handouts are included.	Comprehension
Music, 321	**SEARCH: Web Literacy Tips and Tools** *Dr. Jodi Pilgrim, University of Mary Hardin-Baylor, TX* *Dr. Elda Martinez, University of the Incarnate Word, TX* SEARCH is an acronym, which reflects ways student can effectively conduct online research. The presenters will review the SEARCH process, highlight web literacy/digital literacy skills, and share tools teachers can use in their classrooms.	New Literacies/ Digital Literacies
Bonilla, 120	**Reignite the Magic of Your Comprehension Instruction!** *Dr. Laurie A. Sharp, West Texas A&M, TX* *Connie Sorem, Mansfield ISD, TX* *Toni Pouttu, St. Joseph Catholic School, TX* Re-ignite the magic of comprehension instruction with three evidence-based practices: read-alouds, discussion, and multiple genres of text. This session will provide literacy educators with several classroom-tested resources to reignite comprehension instruction that is engaging, motivating, and fosters deep understandings among students.	Comprehension

Location	Description	Strand
Bonilla, 122	**"What Do I Do When I Don't Know What to Say?" Using Picture Books to Talk About the Tough Stuff** *Jessica L. Edwards, University of North Texas, TX* This presentation will explore the use of picture books as a way to assist teachers in having difficult conversations with their students about current social justice and equity issues. Participants will have the opportunity to look at literature that is available to them and discuss ways to integrate these books for learning in the elementary grades.	Struggling Readers
Bonilla, 123	**VOCABULARY From the ROOTS UP** *Claire Jane Beck, Learning Explosion Publications* *Lori Loveless, Polk County School Board, FL* Our program is an innovative approach to vocabulary. We wish to have literacy coaches and reading specialists attending along with regular classroom teachers and administrators.	Vocabulary
Bonilla, 219	**Reading and Writing in Social Studies and ELA: An Interdisciplinary Approach Using Document-Based Questions** *Keith Hyndshaw, The DBQ Project, IL* *Tyler Adams, The DBQ Project, IL* The DBQ Project will focus on a method of teaching document-based questions that will develop historical thinking and writing skills in all students grades 4-12. The DBQ Project will examine ways to teach evidence-based, argument writing in both ELA and Social Studies.	Academic Writing/ Writing from Sources
Bonilla, 221	**Going Beyond Text Structure in Informational Text: It's More Than a Table of Contents and an Index** *Dr. Marla K. Robertson, University of Texas at Arlington, TX* *Dr. Jennifer M. Smith, Austin College, TX* This interactive session explores the most recent strategies on reading and writing informational texts for real-world purposes.	New Literacies/ Digital Literacies
Bonilla, 223	**Culture Matters: The Multi-Dimensions of Brining Literacy Success to English Language Learners** *Dr. Lisa Dryden, Texas Wesleyan University, TX* This session will provide insights on teaching literacy skills effectively and competently with students' culture in mind. Participants will have the opportunity to engage in strategies demonstrated to be highly successful with English learners.	English Language Learners

Food Trucks

Location: In front of Music Building
Seating: 113 & 120 (Music Building)
Time: 11:00 am-1:00 pm

LUNCH TICKET PROVIDED WITH NAMETAG.

Saturday, February 13
11:40 am-12:10 pm
UIW Music Building & Bonilla Science Hall

Featured Speaker & Breakout Sessions 5

Featured Speaker		
Sonia Gensler Concert Hall, Music Building	Business Meeting of the Specialized Literacy Professionals Room 201, Music Building	30 minute Breakout Sessions 5 (see program for locations)

San Antonio Food Trucks are located in front of the Music Building
Seating is available in Music Building 113 & 120

Introduction
Dr. Sandra Murillo-Sutterby, *TALE Treasurer*

Hooking Readers with Southern Gothic

Sonia Gensler
Author

Sonia Gensler, former English teacher and author of Gothic mysteries for young readers, discusses Southern Gothic, a subgenre of Gothic that has inspired countless novels, films/TV shows, and even music. Gensler reviews the elements of Gothic and recommends current Southern Gothic kidlit that will spook and delight readers, inspiring them to explore the classics.

Business Meeting for the Specialized Literacy Professionals
Room 201, Music Building
11:40 am-12:10 pm
We invite you to join us.

Breakout Sessions 5 (11:40 am-12:10 pm)

Location	Description	Strand
Music 222	**The Power of Story** *Dr. Sylvia Hurst, University of Central Oklahoma, OK* *Dr. Julie Collins, University of Central Oklahoma, OK* *Anna Myers, Oklahoma Author, OK* Learn about how the power of story and the development of textual lineages can transform the lives of students. The session will feature Oklahoma children's author Anna Myers and her book *Tumbleweed Baby*. Information will be provided about research and best practices for engaging students in and out of the classroom.	Motivation
Music 218	**Lights, Camera, Action: How to Create Book Trailers to Motivate Reluctant Readers** *Mary LaFleur, Northside ISD, TX* Participants will learn how to produce creative book trailers to motivate reluctant readers to read a variety of texts endorsed by their peers. Teachers will leave with the framework and technology tools needed for creating book trailers for students of all ages.	Motivation
Music 321	**Fluency Should Be Hot: Justice for the Forsaken Component of Reading** *Dr. Chase Young, Texas A&M University-Corpus Christi, TX* This session argues why fluency should be a hot topic for researchers and educators. It explains the benefits of continued research on fluency, reviews recent practical research, and explains how it fits into the contemporary classroom.	Struggling Readers
Bonilla 120	**Meeting the Literacy Needs of Struggling Readers: Using a One-to-One Intervention** *Bonnie J. Villarreal, Texas A&M International University, TX* *Dr. Phillip S. Roberson, Texas A&M International University, TX* *Dr. Xuesong Wang, Texas A&M International University, TX* This presentation provides an overview of a school-based, Response-to Intervention (RtI) model in which preservice educators and volunteers use research-based methods to meet the literacy needs of struggling readers.	Struggling Readers
Bonilla 122	**"Hey, Your Roots are Showing!" and Other Hair-Raising Fun with Words** *Lynette Lyssy, Northside ISD, TX* Sit back and let your hair down as we venture into the colorful world of vocabulary development through root words/word origins and other word play. In this session, we explore activities that will change your style of teaching vocabulary through technology.	Vocabulary
Bonilla 123	**Literacy Fellows: Building Identity and Professional Landscapes during the Novice Years** *Dr. Patricia Durham, Sam Houston State University, TX* Discover how one university literacy program explores ways to nurture novice teachers' growing identities by providing a safe professional landscape for guidance, sharing, and support to continue the development of a literacy teacher's identity prior to graduation and through the first three years of inservice literacy teaching.	Teacher Preparation & Evaluation for Literacy

Location	Description	Strand
Bonilla 219	**A Study of STAAR Readability in Elementary School and an Intervention Method to Overcome the Grade Level Reading Gap** *Michael Lopez, University of Mary Hardin-Baylor, TX* *Dr. Jodi Pilgrim, University of Mary Hardin-Baylor, TX* The presenters examine the text complexity of the 2015 State of Texas Assessments of Academic Readiness (STAAR) released grades 3–5. How one Central Texas elementary school overcame the challenges of the assessment's readability will be shared.	Implementing Texas State Standards
Bonilla 221	**Critical Literacy and Thoughtful Response: The Reason Social Justice Issues are Always Hot** *Dr. Sharon F. O'Neal, Texas State University Round Rock Campus, TX* *Erika Martinez Chody, Harmony Science Academy, TX* *Lya Morfitt, Redeemer Lutheran School, TX* *Debbie Shepherd, Meridian IB School, TX* The goal of this session is to provide resources to teachers of elementary and middle school students that highlight social justice/civil rights events and broaden students' perspectives of our complex history in this area. Through lesson plans, documentary film, websites and print, participants will leave with an understanding of the importance of sharing local history and with ways to grow critical literacy skills and strategies for all students.	Informational Texts
Bonilla 223	**Effective Leadership for Literacy Environment in an Elementary School** *Dr. Earl Cheek, Louisiana State University* *Dr. Carol W. Fetters, Innovations with Solutions* What are some characteristics of a literacy leader in an elementary school? This presentation will provide opportunities for the participants to engage in discussions regarding the role of the elementary teacher as literacy leaders that maintain an effective schoolwide literacy environment.	Literacy Coaches/ Reading Specialists

Saturday, February 13
12:20 pm-1:00 pm
UIW Music Building

TALE Awards & Announcements

TALE Awards and Announcements
12:20pm-1:00pm
Concert Hall, Music Building

San Antonio Food Trucks are located in front of the Music Building
Seating is available in Music Building 113 & 120

Saturday, February 13
1:00 pm-1:45 pm
UIW Music Building

Keynote Session

Keynote Speaker
Concert Hall, Music Building

Introduction of Keynote Speaker
Dr. Robin D. Johnson
TALE President-Elect

What's Hot: 2017 and Beyond

Marcie Craig Post

Executive Director of ILA

The International Literacy Association (ILA) is focusing attention on two critical issues – global literacy and digital literacy/new literacies. While digital literacy/new literacies has been a topic on the *What's Hot* list for the last decade, global literacy is a topic that has rarely appeared on the list and has definitely been rated "not hot'" when it has appeared on the list. In this session, we will explore these two critical issues and the inter-relatedness of them, examine the public discourse in relationship to them, and examine the initiatives taken by ILA to raise awareness as to their importance.

Marcie Craig Post is the Executive Director of the ILA, a nonprofit, global network of literacy educators that for more than 60 years, has provided teachers and leaders with the resources and expertise to effectively teach literacy. ILA sets the standards and agendas for literacy instruction and evaluation and advocates for the cause of literacy through its global community of more than 300,000 literacy practitioners across 79 countries. Post possesses more than 20 years of experience in the leadership and management of nonprofit educational organizations. The focus of her career has been the improvement and enrichment of reading and language development programs for school-age youth, and creation of a supportive environment of professional learning to enhance teacher practice. Prior to joining ILA, Post served as CEO of Education Enterprises of New York, as Chief Program and Education Officer for GEMS Americas/Global Partnership Schools, and as an independent consultant focused on building nonprofit capacity.

Saturday, February 13
1:55 pm-2:25 pm
UIW Music Building & Bonilla Science Hall

Featured Speaker & Breakout Sessions 6

Featured Author
John Micklos, Jr.
Concert Hall, Music Building

30 minute Breakout Sessions 6
(see program for locations)

Introduction
Dr. Ann D. David
University of the Incarnate Word

Making Facts Fun: Using Nonfiction in the Classroom

John Micklos, Jr.
Author

Facts are fun, and the stories behind those facts can be fascinating. John Micklos, Jr., the author of more than 20 books, including many history and biography titles for young readers, firmly believes that nonfiction offers far more than the dry facts that some teachers expect. Furthermore, current standards call for increased emphasis on nonfiction texts. Explore ideas for using nonfiction in the classroom and for helping students understand the various text features that can help them fully comprehend and appreciate nonfiction works.

Breakout Sessions 6 (1:55-2:25 pm)

Location	Description	Strand
Music 201	**In the Heat of the Text: Sparking Engagement and Understanding with Complex Text** *Dr. Beatrice Mendez Newman, University of Texas Rio Grande Valley, TX* *Penny Rosas, Katy ISD, TX* Using excerpts from Sue Monk Kidd's *The Invention of Wings* and historical documents connected to the novel, presenters will guide participants through several robust close reading strategies to ignite middle school and high school students' engagement with complex texts. Activities will be aligned with readiness and supporting standards for reading and social studies.	Close Reading and Text Complexity
Music 222	**Making Words REAL! A Research-Based Model for Explicit Vocabulary Instruction** *Joanne M. Billingsley, Billingsley Education, TX* Tap into the power of imagery, communication, choice and collaboration to teach vocabulary and make words real. Dramatically increase student-to-student opportunities for listening, speaking, reading and writing using academic language.	Vocabulary

Location	Description	Strand
Music 218	**Teaching the 'Digital Native' to Navigate the 21st Century Classroom** *Dr. Linda H. Eilers, University of Arkansas, AR* *Dr. Tracey Crowe, University of Arkansas, AR* *Dr. Angela Elsass, University of Arkansas, AR* *Dr. Heather Kindall, University of Arkansas, AR* This session integrates research with strategies to address the push for new and digital literacies as we prepare teachers and students through curriculum that bridges the gap, levels the playing field, and prepares everyone to evaluate and integrate technology while navigating the digital world.	New Literacies/ Digital Literacies
Music 321	**Fostering Student Ownership of New Vocabulary: Engaging Vocabulary Instruction for All Content Areas** *Julie Koepke, University of Texas at San Antonio, TX* This session will engage participants in considering how vocabulary teaching and learning can be made more robust by targeting the domains of oral, written, receptive, and expressive vocabulary.	Vocabulary
Music 120	**Promoting Literacy Skills Though Cultural Learning Centers** *Dr. Frank Lucido, Texas A&M University-Corpus Christi, TX* Future Bilingual Educators: *Yuliana Almanza, Marcia Gomez, Christian Garcia, Melissa Hernandez, Leonor Jimenez, Dalilia Ortiz,* and *Anna Escobeda* Learning centers that were developed by students in a university class will be shared with participants. Centers focus on various aspects of Mexican culture and model a way to help acquaint and connect bilingual students with their cultural heritage and develop literacy skills. All of the learning centers have activities that focus on the development of literacy skills. Research on literacy centers as a strategy for developing language will be presented. Through a round-robin format, participants will visit the learning centers and engage with the university students and their activities.	English Language Learners
Bonilla 120	**Fresh Favorites: A Showcase of How-To Utilize Recently Released Literature in Your ELA Instruction** *Dr. Monika Anderson, Sam Houston State University, TX* *Dr. Roberta D. Raymond, University of Houston-Clear Lake, TX* Participants will explore the use of read-alouds to engage student interest and anchor the hard-to-reach standards (TEKS). Presenters will utilize recently released literature (2014-2016) and provide a digital correlation for each book.	Close Reading and Text Complexity
Bonilla 122	**The Nature of Peer Coaching at a National Writing Project Summer Institute** *Dr. Sylvia Minton, Northside ISD, TX* This session will focus on a study of peer coaching within a National Writing Project's Summer Institute. An analysis of trust as a factor in these relationships and the regard that teachers held for peer coaching as it related to their writing instruction will be discussed.	Literacy Coaches and Reading Specialist

Location	Description	Strand
Bonilla 123	**How to Succeed in Real-World Classrooms: Embedding Literacy-Based Practices in Educator Preparation** *Dr. Karen Estes-Sykes, University of Mary Hardin-Baylor, TX* *Dr. Carolyn Allemand, University of Mary Hardin-Baylor, TX* By embedding literacy-based pedagogical approaches into educator preparation courses, teacher educators can successfully equip preservice educators with the skills to put theory into practice. This presentation will highlight several real-world literacy-based practices implemented into specific courses in an educator preparation program.	Teacher Preparation and Evaluation for Literacy
Bonilla 219	**Increasing Student Talk Through Partnerships** *Heather Augustine, Austin ISD, TX* *Jessi Murdter-Atkinson, Round Rock ISD, TX* Take a small group of students, give them a basket of books that go together in some way, and provide them time to read, think, and talk together about their ideas. This is a simple recipe for encouraging meaningful student talk while increasing the level of conversation! This session will describe literacy partnerships and discuss structures for setting them up in your classroom.	Motivation
Bonilla 221	**Lighting Fires while Filling Pails: Figure 19 Literacy Stations for Middle School Reading and Writers** *Susan Collier, Klein ISD, TX* Students need time to practice skills they have been taught in order for them to transfer new knowledge into their independent reading. This session will present Literacy Station ideas for middle school students that are authentic, fun and centered around the skills associated with the Figure 19 comprehension TEKS.	Comprehension
Bonilla 223	**Building Mini Lessons Based on Student Needs and State Standards** *Casey Watts, SFASU Charter School, TX* Fan the flame and ignite your readers! In this session, participants will discuss and plan relevant and highly engaging mini-lessons that will leave them fired-up for rigorous instruction!	Implementing Texas State Standards
Music 113	**TALE Publications** *Editors of TALE Publications* Are you interested in publishing with TALE? Attend this session to learn more about our publications.	

Saturday, February 13
2:35 pm-3:20 pm
UIW Music Building

Keynote Session

Keynote Speaker
Concert Hall, Music Building

Introduction of Keynote Speaker
Joseph Rodriguez
The University of Texas at El Paso

Under the Mesquite and Summer of the Mariposas

Guadalupe Garcia McCall

Author

Award-winning Guadalupe Garcia McCall will discuss her award-winning novels *Under the Mesquite* and *Summer of the Mariposas.*

Guadalupe Garcia McCall is the author of *Under the Mesquite* (Lee & Low Books), a novel in verse. *Under the Mesquite* received the prestigious Pura Belpre Author Award, was a William C. Morris Finalist, received the Ellen Hopkins Promising Poet Award, the Tomas Rivera Children's Book Award, and was included in Kirkus Review's Best Teen Books of 2011, among many other accolades. Her second novel, *Summer of the Mariposas* (Tu Books, an imprint of Lee & Low Books), won a Westchester Young Adult Fiction award, was an Andre Norton award finalist for young adult science fiction and fantasy, was included in the 2013 Amelia Bloomer Project List, the Texas Lone Star Reading List, and the 2012 School Library Journal's Best Books of the Year. Her poems for children have appeared in *The Poetry Friday Anthology*, *The Poetry Friday Anthology for Middle School*, and *The Poetry Friday Anthology for Science*. Ms. Garcia McCall was born in Piedras Negras, Coahuila, Mexico. She immigrated with her family to the United States when she was six years old and grew up in Eagle Pass, Texas (the setting of both her novels and most of her poems). She is currently a high school English teacher near San Antonio.

CLOSING COMMENTS, DOOR PRIZES, AND ANNOUNCEMENTS
Victoria Risko, SLP Chair
Roberta Raymond, TALE President

Saturday, February 13
3:30 pm-4:00 pm
UIW Music Building ~ Vendor Hall

Book Signings

VISIT THE VENDOR HALL TO MEET THE AUTHORS AND TO PURCHASE AUTOGRAPHED BOOKS

JOHNATHAN RAND
VARIOUS TITLES WILL BE AVAILABLE

SONIA GENSLER
THE REVENANT
THE DARK BETWEEN
THE GHOSTLIGHT

JOHN MICKLOS JR.
DISCOVERING THE WEST: THE EXPEDITION OF LEWIS AND CLARK
THE LAST MAN: THE BATTLE OF THE ALAMO
THE CHALLENGER EXPLOSION
THE 1918 FLU PANDEMIC

GUADALUPE GARCIA MCCALL
UNDER THE MESQUITE
SUMMER OF THE MARIPOSAS

THANK YOU FOR ATTENDING

THE 2016 LITERACY SUMMIT

2016 YEARBOOK ~ CALL FOR MANUSCRIPTS

Special Edition Co-Published by Texas Association for Literacy Education & Specialized Literacy Professionals

Volume 4: Literacy Research and Practice

All presenters at the 2016 conference, held February 12-13, 2016 at the University of the Incarnate Word are invited to submit manuscripts based on their presentation for possible publication in the 2016 Yearbook. The theme of the conference and the title of Yearbook is *Literacy Research and Practice*. Conference presentation does not guarantee publication. To be considered, a manuscript must be previously unpublished and not currently under consideration with another publication.

The 2016 Yearbook will be a double-blind, peer-reviewed publication available online in fall 2016. Preference will be given to papers that address the theme of the conference. [ISSN 2374-0590]

Submission Requirements

Style: The content, organization, and style of manuscripts must follow the *Publication Manual of the American Psychological Association (6th edition).*

Format: Length: 2,000 to 4,000 words double-spaced

Abstract: 75-150 words

Title Page: Must include author(s) name(s), full title of conference presentation, manuscript title, email addresses, phone numbers, affiliations, and date of submission

Tables and Figures: Must be prepared as per APA guidelines and embedded within the manuscript (not in a separate file).

Photographs/Artwork: It is the author's responsibility to obtain any needed releases/permissions for photograph/image use.

Special Note: Authors **must** remove identifying information from their manuscripts to ensure a fair review. Specifically, if you cite your own work (and state in the paper that it is your work), you should cite it as "author (date)" rather than giving your name. Please do this in both the text and the reference list.

Procedures: Send an electronic copy of the title page and the manuscript in a .doc (or .docx) format to taleyearbook@gmail.com. The two files should be sent together and should be named with the same abbreviated title of the manuscript. Please include the words "TALE 2016 Yearbook" in the subject line of the email. A confirmation of receipt will be sent by email. If a confirmation receipt is not received, please send an inquiry to the email address above or to the Managing Editor directly (eemartin@uiwtx.edu).

Deadline: May 30, 2016

Are you interested in serving as a reviewer for the 2016 Yearbook?
Let us know at taleyearbook@gmail.com

2016 EDITORIAL BOARD

Elda Martinez · Jodi Pilgrim · Laurie Sharp · Evan Ortlieb · Wolfram Verlaan · Diane Kern

SCHEDULE AT-A-GLANCE

Friday, February 12

McCombs Center Rosenberg Sky Room

University of the Incarnate Word (UIW)
847 E. Hildebrand

Time	Event
1:00 pm	Registration Opens
2:00 pm- 2:10 pm	Welcome Announcements of the Specialized Literacy Professionals
2:10 pm- 2:45 pm	***Literacy Research and Practice — Celebrating 20 Years of What's Hot*** Keynote Speakers: Jack Cassidy, Stephanie Grote-Garcia, Evan Ortlieb
2:45 pm- 3:45 pm	***What Should be Hot and WHY*** Keynote Speakers: Victoria Risko, Jill Lewis-Spector, Estanislado S. Barrera IV, Linda Gambrell
4:00 pm- 5:30 pm	Poster Sessions Wine and Cheese Reception and Book Signing with Linda Gambrell *An event sponsored by Zaner-Bloser*
7:00 pm	TALE Meet and Greet – Wyndham Garden San Antonio Riverwalk/Museum Reach

Saturday, February 13

UIW Music Building

University of the Incarnate Word (UIW)
4301 Broadway

Time	Event			
7:00 am	Registration Opens			Visit the Vendor Hall (7:30am-4:00pm)
8:00 am- 8:50 am	***Teaching Our Way to Success: Integrating New Literacies*** Keynote Speaker: Donald J. Leu			
9:00 am- 9:30 am	Featured Speaker: Jill Lewis-Spector	Breakout Sessions1		
9:40 am- 10:10 am	Featured Speaker: Linda Gambrell	Breakout Sessions 2	Roundtables Music 113 & 120	
10:20 am- 10:50 am	Featured Author: Johnathan Rand*	Breakout Sessions 3		
11:00 am- 11:30 am	Featured Speaker: Rona Flippo	Breakout Sessions 4	San Antonio Food Trucks Location: *Parking lot in front of Music Building* **Tables are set up in Music 113 &120**	
11:40 pm- 12:10 pm	Featured Author: Sonia Gensler*	Breakout Sessions 5 / SLP Meeting		
12:20 pm- 1:00 pm	Presentation of TALE Awards and Announcements			
1:00 pm- 1:45 pm	***What's Hot: 2017 and Beyond*** Keynote Speaker: Marcie Craig Post			
1:55 pm- 2:25 pm	Featured Author: John Micklos Jr.*	Breakout Sessions 6		
2:35 pm- 3:20 pm	**Under the Mesquite and Summer of the Mariposas** Keynote Speaker: Children's Author, Guadalupe Garcia McCall*			
3:20 pm- 3:30 pm	Closing Comments, Door Prizes, and Announcements			
3:30 pm- 4:00 pm	Book Signings *Authors will be present at Book Signings			