



Texas Association of Literacy Educators

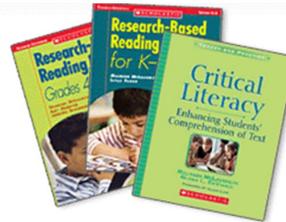
TALE

Volume III, Issue II
Fall 2013

President's Message

In one of my favorite poems, poet Judy Brown reminds me that "What makes a fire burn is the space between the logs. A breathing space..."

Taking time out for our own professional development is not always easy, yet it is just such work that gives us that "breathing space" as teachers. Our days are filled with preparing students for the latest achievement measure, while still engaging our students in away that leads them to a love of reading and writing. Not an easy task, yet at our third annual TALE conference held on the beautiful Texas State University Round Rock campus on Saturday October 12, 2013, we found that breathing space. We found a space for reflection and conversation and new ideas and possible new directions for our teaching.



All enjoyed hearing from the current president of the International Reading Association, Dr. Maureen McLaughlin, as she asked us to guide comprehension with "thick" and "thin" questions and to consider carefully crafting a classroom that promotes critical literacy. Dr. McLaughlin was followed by informative breakout sessions conducted by master Texas teachers.



At the end of our day together, outstanding author/storyteller, Xavier Garza, brought stories of the Texas Valley to life as he read and shared his beautiful children's books.

My fire is currently blazing! I am so glad I took the time and the space to enjoy a day of professional development and reflection on my own practice. Please join us next year in The Woodlands, located just outside of Houston. (Dates forthcoming.) We promise to make it a day filled with

breathing space in order to start your literacy fires burning once again.

Sincerely,

Sharon O'Neal

President, Texas Association for Literacy Education

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

-Dr. Seuss, I Can Read with My Eyes Shut!



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- Conference Highlights!
- Congratulations and Welcome!
- Building Momentum Yearbook information
- Fangirl and Divergent
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- Developmental Reading
- HB 5

Dang! What a Great Conference!



The TALE Building Momentum Conference was held on October 12 in Round Rock, Texas at Texas State University. While the theme of the conference was “Building Momentum” to reflect the growth of our organization as it continues to advance literacy education, the motto of the conference quickly became, “DANG!” as President Sharon O’Neal welcomed keynote speaker, Maureen McLaughlin, to the state of Texas. In her entertaining introduction, Dr. O’Neal presented Maureen with a “Dang” t-shirt. This issue of TALE’s newsletter contains highlights from the 2013 conference. We hope each conference will continue to grow in numbers. Please consider joining us next year at Sam Houston State University.

Conference Tweets:

Michele Cox tweeted, “Think aloud for everything! It’s about the process, not the product!”

Francis Gonzales tweeted Dr. Reid’s quote, “Education is not regurgitation...it’s thinking!”

Diana Sarao tweeted, “Great lunch, great sessions!”

Sheri Vasinda tweeted, “Xavier Garza reminds us to persist in our silly ideas—they often change the world!”

Jill Culmo tweeted, “Dang! I have never had a box lunch that fancy before!”

Sheri Vasinda tweeted, “DANG!! Maureen gave us so much to think about! Eight types of context clues!”

Diana Sarao tweeted, “Congratulations to Jack Cassidy for the TALE Lifetime Achievement Award in Literacy Education!”

Jessica Rocha tweeted, “Integrating tech tools in the classroom....Great speech.”

#TALE



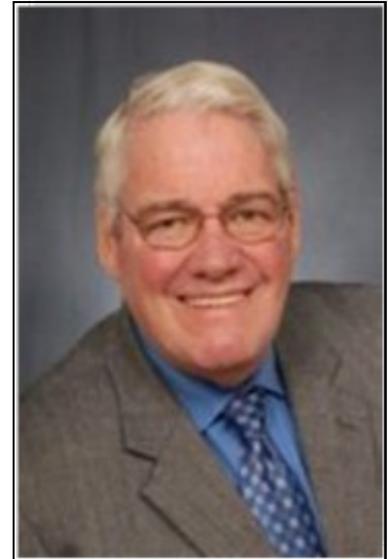
At the recent TALE Conference, officers of the San Marcos Student Reading Council from Texas State University shared how being a part of a student organization has helped them develop literacy and leadership skills. Presenters included Charlie Anderson (Past President), Amanda Stevenson (Past President), Gabriella Laurel (President), Jessica Rocha (Vice President), and Karlyn Cotlow (Community Relations).

TALE honors Jack Cassidy

The Jack Cassidy Distinguished Service Award, 2013

Dr. Jack Cassidy is a Professor Emeritus at Millersville University in Pennsylvania. He is known for his work on literacy trends and issues as exemplified by his yearly column in *Reading Today*, "What's Hot, What's Not." He is an international expert in literacy and gifted education. He has received more than 40 honors and recognitions, including the IRA Service Award, A.B. Herr Award for Service, and the Pennsylvania Teacher Educator of the Year Award. In addition, he was inducted into the IRA Reading Hall of Fame in 2010.

Dr. Cassidy has given hundreds of presentations around the globe and has more than 100 publications to his name. He has been a school teacher, a college professor, an associate dean, and a friend to literacy educators. He has been president of several professional organizations, including the College Reading Association and the International Reading Association. In addition, he initiated the organization of the Texas Association of Literacy Educators (TALE), and he was our first leader and president. His hard work and dedication is appreciated by TALE, and this award, named in his honor, is designed to recognize individuals who support literacy education in the state of Texas. This award is presented to any teacher-- public, elementary, secondary, or university level-- who has demonstrated exemplary service in the field of literacy education.



Dr. Jack Cassidy

To nominate an individual for the 2014-2015 TALE award, please submit the nomination form to Sharon O'Neal, talemembership@gmail.com. Forms can be found on the TALE website at texasreaders.org.

Deadline: September 30, 2014. Award presented at the 2014-2015 TALE Conference held in The Woodlands, Texas, and hosted by Sam Houston State University.

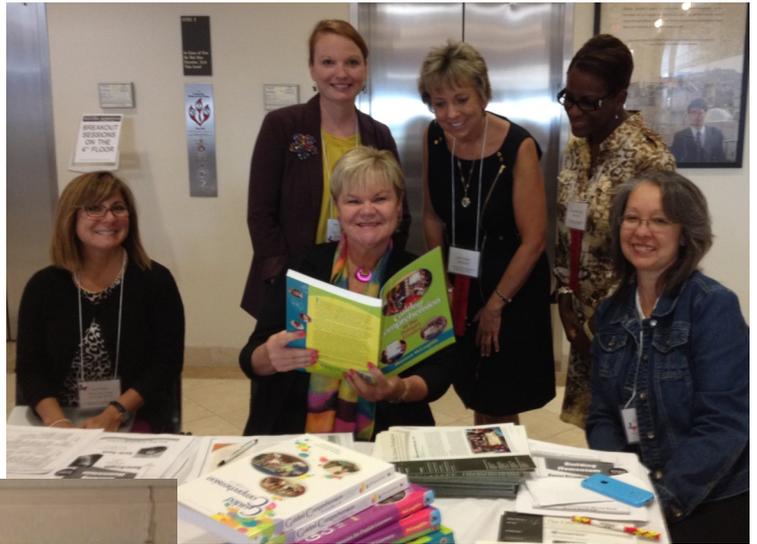
Welcome to TALE's State Coordinator!

Lorene Reid is currently a K-4 literacy coach in the Pilot Point Independent School District. Prior to moving to Texas in 2012, she worked for ten years as an adjunct assistant professor at the University of Missouri-St. Louis. In the thirty years she has spent in education, she has also worked as a classroom teacher, an ESOL teacher, a program coordinator, and a school psychologist. Lorene holds a BA from Maryville University in St. Louis as well as a Master's degree in English from Southeast Missouri State University and a Master's in secondary education from the University of Missouri-St. Louis. She received her Ph.D. in Education from St. Louis University in 1995. In addition, she was a National Board Certified Teacher from 1998-2008. Her research interests include reading motivation, research-based reading interventions, and early literacy development. Lorene will serve as a coordinator between TALE, IRA, local chapters, and student organizations in Texas.

Conference Highlights - Building Momentum 2013



International Reading Association president Maureen McLaughlin autographs books for TALE members.



Author/illustrator Xavier Garza shared his work and addressed how to build momentum for readers and writers.

TALE President Sharon O'Neal and Board Member Roberta Raymond distribute box lunches!





Call for Manuscripts

Building Momentum

The 2013 Yearbook of the Texas Association for Literacy Education (TALE)

All conference presenters at the 2013 Literacy Summit: Building Momentum on October 12, 2013 (at Texas State University-Round Rock campus) are invited to submit manuscripts based on their presentation for possible publication in the 2013 Yearbook. The theme of the conference and the title of Yearbook is *Building Momentum*. Conference presentation does not guarantee publication. To be considered, a manuscript must be previously unpublished and not currently under consideration with another publication.

The 2013 Yearbook will be a peer-reviewed publication available online. Dr. Stephanie Grote-Garcia, Dr. Laurie A. McAdams, Dr. Jodi Pilgrim, and Dr. Patricia Durham will serve as editors of the publication. Preference will be given to those papers that address the theme of the conference.

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 2,600 words double-spaced

Abstract: 75-150 words

Title Page: Must include author(s) name(s), addresses, phone numbers, affiliations, and date of submission

Tables and Figures: Must be embedded within the manuscript and not in a separate file

Photographs: Upon acceptance, a release form will need to be completed for all photographs

Note: Do not include names or affiliations on any other pages.

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 manuscript in a .doc format to TALEmembership@gmail.com
Please include the words “TALE Yearbook” in the subject line of the email.

Deadline: All manuscripts must be e-mailed by **January 12, 2014** to TALEmembership@gmail.com

**Are you interested in serving as a reviewer for the 2013 Yearbook?
Let us know at TALEmembership@gmail.com**

An Overview of House Bill 5

by Dr. Elda Martinez

In June 2013, the Texas Legislature passed House Bill 5 which overhauls several components of educational requirements for students in Texas schools. The components of HB 5 impact curriculum, assessment, accountability, and higher education. The majority of the specified requirements will come into effect for the 2014-15 academic year; however, many of the aspects are still unknown. What is known is that the implications for education, specifically at the high school level, will be significant. It is imperative that, as educators and as teacher educators, we become familiar with the components and the pending impact.

Currently, the Texas Education Agency (TEA) and the State Board of Education (SBOE) are addressing the requirements stated in HB5 and are making implementation decisions. This includes the development of a transition plan implemented by the bill to replace current high school graduation options. It is expected that TEA will present an implementation proposal and final rule adoption in January 2014.

The full bill is complex and lengthy. This overview will focus on the key provisions of graduation and assessment requirements. A resource listing is included to provide additional information.

Key Provision: Graduation

HB 5 prescribes students will graduate high school under the Foundation Program. There are options to add endorsements in STEM, business and industry, public services, arts and humanities, and multidisciplinary studies. The endorsement will require additional coursework, which is not yet specified. Districts are not required to provide all endorsements, but if only one endorsement is offered, it must be in multidisciplinary studies. All incoming ninth grade students must declare his/her intended endorsement. However, the student may change or add endorsements at any point. It is possible for a student to graduate without an endorsement under the Foundation Program, but the student and parent must have met with the school counselor to review the benefits offered by the endorsement.

Table 1 contains an explanation of the required coursework for the high school program options. The Foundations Program requires 22 credits comprised of 17 specified credits

and 5 electives. A notable change is the reduction of required coursework in mathematics and science. As indicated, there are advanced courses stipulated that have yet to be determined by the SBOE. Adding an endorsement to the Foundations Program raises the credit requirement to 26 with 19 specified credits and 7 electives. Students may also elect to graduate with the Foundations Program with Distinguished Level of Achievement and/or Performance Acknowledgements. As with the Endorsement degree option, the Distinguished Level also requires 26 credits with 19 specified credit and 7 electives and at least one endorsement. The difference is that the Distinguished Level requires Algebra II. Completion of the Endorsement option provides eligibility for general admission to institutions of higher education, while the Distinguished option provides eligibility for automatic admission for those students graduating in the top ten percent of their classes. Earned endorsements must be noted on the student's diploma and transcript. Performance acknowledgements will also be noted on the diploma and transcript and can be earned for (1) outstanding performance in a dual credit course; in bilingualism and biliteracy; on a college AP test, IB exam, PSAT, SAT, or the ACT or (2) for earning a nationally or internationally recognized business or industry certification or license. The specific requirements for performance acknowledgements are still in development by the SBOE.

Key Provision: Assessment Implications

The impact of HB 5 will be most realized at the high school level. Elementary and middle school students will be assessed by the guidelines established by STAAR requirements. Effective 2013-2014, high school students will be assessed with five exams, which is a significant reduction when compared to the previous end-of-course exam schedule of twelve exams. Table 2 illustrates a comparison of the HB 5 assessment requirements as compared to the SB 1031 (2007) requirements. (Cont.)

Elda Martinez, Ed.D. is Director of Teacher Education for the Dreeben School of Education at the University of the Incarnate Word in San Antonio.

HB 5, Continued

Considerations for Higher Education

As we strive to prepare teacher candidates, we must familiarize ourselves with the accountability standards which will impact the instruction and assessment of Texas students. The testing requirements have changed significantly and the hope is that the pressure on testing will be lessened as the “high-stakes” association has also been revised. Conversely, some are concerned that changing the assessment expectations will lessen the academic expectations of Texas high school graduates. As the State Board of Education continues to review the requirements of House Bill 5, questions regarding implementation will be addressed. This overview focuses only on two major aspects of HB 5. It would be prudent for all associated with Texas education to learn more and to remain informed as information is available.

Table I: High School Program Options

	FOUNDATIONS HIGH SCHOOL PROGRAM	FOUNDATIONS HIGH SCHOOL PROGRAM with ENDORSEMENT(S)	FOUNDATIONS HIGH SCHOOL PROGRAM with DISTINGUISHED LEVEL OF ACHIEVEMENT
	<i>Eligible for general admission to institutions of higher education</i>	<i>Eligible for general admission to institutions of higher education</i>	<i>Eligible for automatic admission to institutions of higher education</i>
English LA	English I English II English III Advanced English Course*	English I English II English III Advanced English Course*	English I English II English III Advanced English Course*
Mathematics	Algebra I Geometry Advanced Mathematics Course*	Algebra I Geometry 2 Advanced Mathematics Courses*	Algebra I Geometry Algebra II Advanced Mathematics Course*
Science	Biology IPC or Advanced Science Course* Advanced Science Course*	Biology IPC or Advanced Science Course* 2 Advanced Science Courses*	Biology IPC or Advanced Science Course* 2 Advanced Science Courses*
Social Studies	US History US Government (1/2 credit) Economics (1/2 credit) World Geography, World History, or Combined World Geography/World History	US History US Government (1/2 credit) Economics (1/2 credit) World Geography, World History, or Combined World Geography/World History	US History US Government (1/2 credit) Economics (1/2 credit) World Geography, World History, or Combined World Geography/World History
Physical Education	One Credit (Some exceptions)	One Credit (Some exceptions)	One Credit (Some exceptions)
Languages other than English	Two credits in the same language Substitution for computer programming languages* (some exceptions)	Two credits in the same language Substitution for computer programming languages* (some exceptions)	Two credits in the same language Substitution for computer programming languages* (some exceptions)
Fine Arts	One Credit	One Credit	One Credit
Electives	Five Credits	Seven Credits	Seven Credits

Courses in green have a required EOC

Courses in red are in addition to the Foundations High School Program

Courses with an asterisk * are yet to be determined by SBOE



HB 5, Continued

Table 2: Assessment Comparison

	HB 5 (2013)	SB 1031 (2007)
Implementation	Effective 2013-2014	Effective 2011-2012
EOC Assessments	5 EOC Assessments: Algebra I Biology English I & II US History	12 EOC Assessments: Algebra I, II Geometry Biology Chemistry Physics English I, II & III World Geography World History US History
Impact on Course Grade	Not included in course grade	Exam score = 15% of final course grade
Scoring	100 point scale score; students who fail an EOC may retake exam but do not have to retake course	Cumulative score system & Scaled score system included in graduation requirements
Class Rank	Not used to determine class rank	Used in determining class rank
Other	Beginning in Spring 2016, optional EOC exams in Algebra II and English III will be available	
Alternative Assessments	Tests used to award college credit will satisfy EOC requirements (SAT, AP, IB, ACT, THECB, TSI). *It has not yet been determined which EOCs would be met with the TSI	None- Students must take EOCs

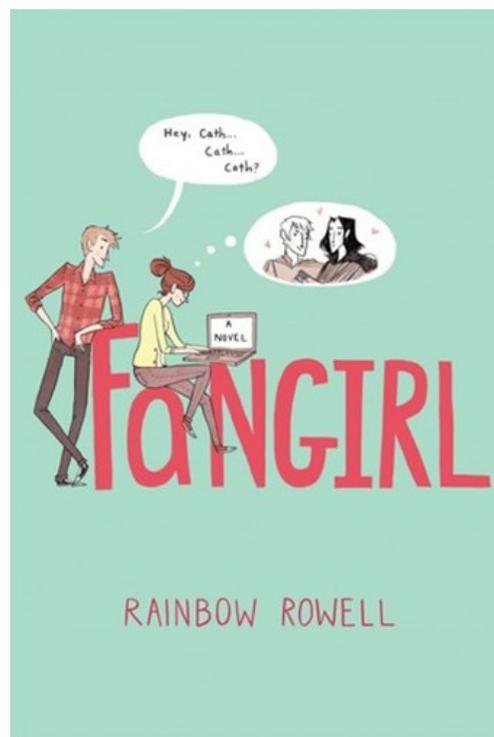
Resources

- ESC 20 Powerpoint:
http://www.esc20.net/default.aspx?name=ci_cf.CurriculumForum
- Texas Education Briefing Book (Click on 83rd Legislative Update-An index is located at the end of the briefing book) <http://www.tea.state.tx.us/index4.aspx?id=5142>
- TeachtheVote
<http://www.teachthevote.org/news/tag/hb-5/>
- Texas Association of School Administrators (2013). TASA HB5 Summary
<http://www.tasanet.org/cms/lib07/TX01923126/Centricity/Domain/4/hb5-summary.pdf>
- TASB Legislative Report (2013) HB5 Summary
<http://www.tasb.org/legislative/legislative/reports/2013/2013-06-21/1hb5.html>

TALE Member Book Review: *Fangirl* by Rainbow Rowell

One book that has been getting a lot of buzz lately is *Fangirl*, by bestselling author Rainbow Rowell. Rowell is best known for her young adult novel *Eleanor & Park*. Released in September, *Fangirl* has been climbing up the New York Times and Amazon bestselling charts. The novel chronicles identical twin Cather Avery's first year at the University of Nebraska. The story describes the journey of self-discovery amidst the hardships and confusion that come with being a twin, maternal abandonment, caring for a bipolar father, and the insecurities and anxiety that come with starting college. Cath, who goes by Cath, is an introverted 18 year old who writes fanfiction about a book series character named Simon Snow (think Harry Potter). She begins her first semester by holing up in her room, too anxious to even go to the dining hall to eat dinner, secretly consuming protein bars and peanut butter instead. Her sister Wren is the opposite. She is a social butterfly who takes every chance she gets to engage in campus activities and parties, much to Cath's chagrin.

Upon the discovery of Cath's eating habits, her roommate Regan befriends her. Regan also introduces Cath to her ex-boyfriend Levi, both of whom play important roles in helping Cath come out of her shell. Cath's fiction writing teacher, Professor Piper, serves as her mentor/mother figure and challenges Cath to move out of her comfort zone and accomplish more than she thought she could. Although she is painfully anxious and insecure, Cath successfully overcomes hiding from her problems and faces them head on. Throughout the story, Cath gains confidence, develops her identity apart from her identical twin, falls in love, makes new friends, and successfully completes her first year of college. This coming-of-age story is enjoyable to read and refreshingly well-written. Rowell does an excellent job at creating characters that are both likable and believable and skillfully weaves a story that is relevant to teens and adults alike.



Fangirl, Rainbow Rowell, 2013

Age range: 14 and up

Goodreads rating: 4.33/5 stars,

Amazon rating: 4.7/5 stars,

#8 on *NYTimes* Best Seller List,

School Library Journal Starred Review

Sensitive areas: Profanity, sexual themes, underage drinking

Paige Alfonzo is a reference librarian at the University of Mary Hard-Baylor. She also serves as the Education and English Liaison. Paige is a new member of TALE.

TALE Member Book Review: *Divergent* by Veronica Roth

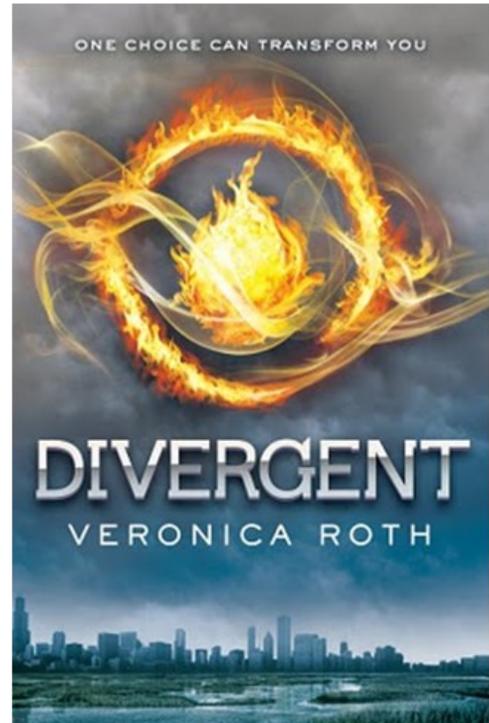
The new trend amongst readers is trilogies of dystopian societies, much like *The Hunger Games* trilogy. Veronica Roth's *Divergent* is the first in her series of dystopian books.

Beatrice Prior resides in futuristic Chicago that has been divided into five factions. The people of this society choose their factions on their 16th birthday, by way of their strongest virtue: Candor is honesty, Abnegation is selfless, Amity is peaceful, Erudite is intelligent, and Dauntless is bravery. Beatrice must choose between her aptitude and her family, and she makes a surprising choice for everyone.

During her initiation into her faction, Beatrice, now Tris, struggles to find her true self. She develops friends, enemies, and romance. However, throughout her development, Tris has kept a secret from all; a secret that if told, could mean death for her. As chaos begins to consume her "perfect" society, Tris realizes that her secret may just be what saves those she loves.

This book captivated me from the beginning. Each character evokes both love and hate from the reader. *Divergent* is now a highly anticipated movie, which is due to come out in March of next year. I would recommend this to anyone who enjoys a fast-paced story line with action and excitement on every page. I believe this novel, and the series, is a must read.

Awards: ALA Teens' Top Ten Nominee (2012), Children's Choice Book Award Nominee for Teen Choice Book of the Year (2012), Abraham Lincoln Award Nominee (2014), DAB-WAHA Romance Tournament for Best Young Adult Romance (2012), Good Reads Choice for Favorite Book of 2011 and for Best Young Adult Fantasy & Science Fiction (2011)



Divergent, Veronica Roth, 2013

Age range: 14 and up

Goodreads rating: 4.38/5 stars,

Amazon rating: 4.6/5 stars,

#2 on *NYTimes* Best Seller List,

Sensitive areas: Profanity, sexual themes, underage drinking

Jennifer Holmes is an education major at the University of Mary Hard-Baylor.

Featured Technology Tool—Pinterest

by Judy Trotti, Ph.D.
University of Mary Hardin-Baylor

The term social media is commonplace in our vernacular, but what exactly is meant by social media? Dictionary.com defines it as “Web sites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts.” As of October 7, 2013, the top four places where people interact using social media are Facebook, Twitter, LinkedIn, and Pinterest (see Figure 1).

According to its developer, “Pinterest is a tool for collecting and organizing things you love” (www.pinterest.com). Educators have discovered Pinterest as a way to collect ideas for teaching while using the website as a place to categorize and store ideas and projects for future use. In response to the popularity of Pinterest, I began a Pinterest site with two purposes: (1) choosing, storing, and promoting pins found on the larger Pinterest site and (2) developing an original pin to share from our Pinterest site.

After setting up the site, I developed 13 boards for pinning. Some of the original boards included these titles: activities with books, first day of school, bulletin boards, classroom management, etc. Over the course of the year, students have added 15 boards. As part of an assignment, my students choose five pins for our boards. They label the pins with their own initials, and then they write a short anecdote about each pin explaining why they chose it and how the idea could be used in their future classrooms. The written explanations are then turned in for the assignment.

In the beginning, I was sure students would be enthusiastic about using Pinterest, but I was unsure about how to promote it for academic purposes. Several reasons for using it academically have become clear. As I explore the students’ pins on our site, I become aware of ways students perceive concepts such as fluency, phonemic awareness, and phonics. Do they understand what these terms mean and ways to show that through a pin? Some students choose to develop an original pin. Recently, a student took a picture of a bulletin board she created, described its function, and posted the picture on our Pinterest site. During and after the semester we use Pinterest, students can visit our site to get ideas for activities and projects. At the end of the semester, I encourage my students to open a personal Pinterest account because I close mine and begin again. Students can transfer pins from our site to their own.

It is very simple to set up a Pinterest site. Log on to www.pinterest.com. Use your university email for the login and choose the password you will use for the site. Then, share the email and password with your students. TALE members may visit www.pinterest.com/teachingcru to view the site we are using in my classes.

Figure 1. Social media data

 #1 with 1.26 billion users	 #2 with 500 million users
 #3 with 238 million users	 #4 with 70 million users

Judy Trotti is a professor at the University of Mary Hardin-Baylor. She teaches literacy and ELL courses for elementary and secondary education majors in the education program.



Reflections on Developmental Reading Students

by Sandra Murillo Sutterby

Texas A&M University – Corpus Christi

“Ma’am, you’re the only one who’s made me read an entire book!”

When I first began to teach developmental reading courses, I was troubled at the level my students were reading and writing. I wanted to understand who they were, their background, and why they lacked certain literacy skills. I began with the Rhody Secondary Reading Attitude Assessment and found that many of my students viewed reading as a laborious assignment to be completed for their teachers and had little or no connection to their daily lives. They also viewed reading as a waste of time and did not see themselves as readers. Moreover, they had negative experiences with reading in formative years; consequently, their attitude toward reading was adverse. My goal was to change their perspectives on reading.

Over the course of two years, I introduced literature circles with short stories, weekly quick writes, and a five page personal narrative writing assignment to expose them to the writing process. The literature circles helped them focus on specific details in stories. Since they read one short story a week, this held their interest. Quick writes were completed in two parts: one day a week they responded to the weekly story and the next meeting day they responded to a writing prompt. The greatest connection I faced with my students came from the personal narratives they wrote. Through this assignment, I came to know their experiences, formal schooling, home life, broken dreams, aspirations, and goals. That human connection made all the difference, and my class transpired into more than just a developmental reading course.

I learned that many of these developmental students are resilient, overcoming many obstacles to even reach the level of developmental reading students. One student who made a strong impression on me was a female who became pregnant at the age of fifteen. To keep her dignity and family respect, her father obligated her to marry. He didn’t ask her to quit school, but at that point, she had abandoned all hope of furthering her education. While in middle school, she had earned good grades and wanted to be a biologist. After twenty years, three grown children, and a divorce, she returned to continue her education. “I felt like I came home,” she said about enrolling in college.

Many students commuted from Mexico to the university and encountered daily dangers as they crossed the international bridge to attend college in the U.S. Sometimes the bridge would close and other times there was an hour or two wait to cross the bridge. Often, they were instructed to stay indoors and not leave their homes. None of this deterred them, and they managed to keep up with their work, pass the class, and maintain favorable attendance. Other students confronted challenges such as dyslexia. They wrote about the frustrations and humiliations they lived through as they struggled with reading. Some had helpful teachers while others did not. The most rewarding compliment I received came from a student with dyslexia when she commented, “Ma’am, you’re the only one who’s made me read an entire book!” It is because of her comment that I wanted to share how resilient these developmental reading students have been in pursuing an education. I continue to note my observations, and I know it is important to continue to examine the experiences of developmental reading students in order to better understand them and to meet their needs.

Is there a topic you want discussed in the Newsletter?

Let us know at

TALEmembership@gmail.com

TALE is open to anyone interested in the development of literacy in children, youth and adults. This organization is a recognized affiliate of the International Reading Association (IRA). Contact us at TALEmembership@gmail.com



Remember TALE is on Facebook! Please follow this link to see what is happening with TALE members:
<https://www.facebook.com/texasreaders.org>

www.TexasReaders.org

Upcoming Plans and Events

See our website for additional information regarding the following TALE plans and events:

- Manuscripts now being accepted for the Building Momentum Yearbook
- Manuscripts now being accepted for the summer edition of Texas Journal of Literacy Education
- Reviewer applications now being accepted for *Texas Journal of Literacy Education*
- Memberships fees (\$5.00) now accepted online via credit card
- Upcoming conference: Literacy Research Association, Dec. 4-7 in Dallas, Texas

If you have an event you would like to share with fellow TALE members, please contact:

TALEmembership@gmail.com

Editor's Note

The ingredients for a successful conference include motivational keynote speakers, knowledgeable presenters, and good times. The Building Momentum Conference was definitely a success! These ingredients were mixed together with hard work. Without the detailed planning by TALE board members, the batter would not have been as rich and tasty! I would like to thank the TALE Board members for their contributions to the Building Momentum Conference. The Board dedicated many hours of planning in order for the conference to run

smoothly. However, the icing on the cake is the *information* gained from the conference, which we take home and integrate into our classroom practices. As Margaret Fuller (2007) once said, "If you have knowledge, let others light their candle in it." I returned from October's conference full of new knowledge and motivated by great ideas to share with others! I look forward to next year's conference at Sam Houston University.

This newsletter includes highlights from October's conference as well as some

updates on legislative topics such as HB 5. This issue also includes two featured book reviews by TALE members.

Finally, this issue contains a column featuring a technology tool as well as a column highlighting reflections regarding students participating in developmental reading courses. These articles are must-reads!

If you would like to write for TALE's newsletter, please submit your ideas/articles to me at jpilgrim@umhb.edu.



Jodi Pilgrim, Ph.D.
Associate Professor
University of Mary Hardin-Baylor