



# Texas Association for Literacy Education

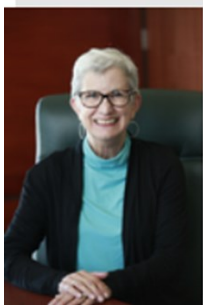
TALE

Volume IV, Issue I  
Summer 2014

## President's Message

### Outgoing President:

Henry Ford once said, "Coming together is a beginning; keeping together is progress; working together is success." The Texas Association for Literacy Education came together three years ago in Jack Cassidy's living room. We stayed together as we grew. (And might I add, there were a few growing pains, but also much delight.) As members, I know we will continue to work together with our new president Dr. Patricia Durham as we reach new heights. Thank you for allowing me to be your president over the last school year. You are in great hands for the 2014-2015 academic year.



Sharon O'Neal  
Associate Professor  
Texas State University - Round  
Rock Campus  
President, Texas Association for  
Literacy Education

### Incoming President:

Greeting TALE Scholars and happy summertime to you all! It is an honor to send this message to you as the incoming President for the 2014-2015 year. On behalf of the TALE Board, let me be the first to say that we have been organizing and planning wonderful things this summer that will enhance your membership experience!

As a past classroom teacher in the Corpus Christi Area for 14 years and a current professor at Sam Houston State University, my students hear me saying over and over again that we "Read to Listen and Write to be Heard!" It is a motto that encapsulates my passion for the identity of the 'story'. Not just the story which is read and heard from a book or page but also the story that is personally told. I believe that it is in the act of telling our literacy-life stories that empowers educators and grows a profes-

sional identity. But without someone to hear them, it is not as easy to draw the power that they hold. This year, I want to hear about the TALE member's literacy-life stories! What Ah-ha's, Wow's and even Oh-No's drive or have driven your passion to promote literacy in your life and in those lives that you touch? What tales of literacy growing, learning, and teaching have left an impact on you? You ARE the Texas Association for Literacy Education and we want it to be a place where you feel you share in its growth!

Beginning in August, I invite you to help me let Texas and our nation know just who the Texas Association for Literacy Education is with the campaign "Telling the TALEs of Texas." Through this initiative, I hope to build 52 TALE literacy life-story conversations through a blogging campaign. That is a literacy life-story each week, which means . . . I need to hear from each and everyone of you!!! (Don't panic! I will be in contact with you to get you on the calendar to share as we get closer to rolling it out!)

With each year, we grow and build a strong and healthy membership, and it is our goal to offer valuable opportunities and benefits that help you become an empowered and engaged literacy leader in Texas. Please know that we are here to support you in the literacy experiences you envision for yourself, your students, your school, and your community.

Happy TALEs to you and our best wishes for a wonderful 2014-2015 coming school year! Go off and make it a great story!

Patricia Durham

Patricia Durham  
Assistant Professor  
Sam Houston State University  
President-elect, Texas Association  
for Literacy Education



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- Review of *A Mummy in Her Backpack*

# Featured Technology Tool — Aurasma

by Jason Trumble, Baylor University

## Aurasma Augmented Reality for Independent Readers

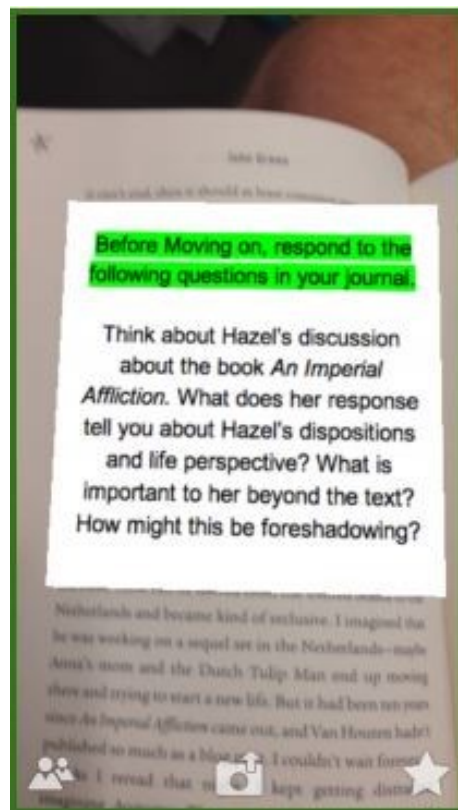
I have a conundrum, an issue, a problem. My students who read independently do not always respond to text in meaningful ways. Sure, they write summaries of a chapter or describe the actions of a character, but I want to know more about their metacognitive processes while reading. I want to know how specific events in a story affect them. I want to be able to guide their literacy development alongside the plot development of a novel. I want a tool that can prompt their thinking as they read, not just after the chapter concludes and the plot resolves. Critical thinking and understanding during the tense scenes and climatic periods of a novel are important, so I found a technology tool which allows students the freedom of independent reading while affording them the benefit of guided thinking and meaningful response.

Aurasma is an augmented reality application that uses pictorial references or trigger images to activate a database of overlays or Auras. Using a mobile device with a camera and the Aurasma application, a user can frame a trigger image and a preset video or picture Aura will appear on the screen. The Aurasma application can be downloaded on most mobile computing devices and is perfect for a class set of iPads or for smartphones in a BYOD environment. In order to evoke meaningful literacy responses using Aurasma, I chose to create auras for specific pages in a novel a student was reading independently. *The Fault in our Stars* by John Green is a popular young adult novel and was reviewed in a previous newsletter (volume 2, issue 2). I chose this book because of student interest in the popular novel. After reading the book and developing specific questioning strategies to support deep cognitive literacy development in the student, I marked the pages on which I would create Auras with a star on the top left corner. I created text pictures to use as Auras that corresponded directly to the story and the response to the text I was hoping to evoke (see example screenshots below).

My first student loved the way she was challenged to think in different ways about the text, and she enjoyed the ease of using her mobile phone to support her learning. This tool allows the teacher to be creative and guide students toward meaningful responses without direct verbal contact. If you are looking for a creative and innovative way to interact with your students, try creating some reading Auras that can support your students' learning as they read independently.



Jason Trumble is a doctoral candidate and graduate assistant in Curriculum and Instruction at Baylor University.



# Graphic Novels: Not Just another Fad

By Gretchen Schwarz  
Baylor University

In New Orleans at IRA in May, my colleague, Betty Conaway, and I enjoyed presenting a session on using graphic novels in secondary schools to teach persuasion in an image-dominated age. Graphic novels have many uses for literacy teachers, from teaching media literacy to traditional literacy skills and from teaching writing to subject matter knowledge. The number of resources for teachers is growing quickly as is the number of quality graphic novels for various grade levels. Following are a few resources literacy teachers might want to consult before trying out graphic novels:

*Connecting Comics to Curriculum: Strategies for Grades 6-12* by Karen W. Gavigan and Mindy Tomasevich (2011, Santa Barbara, CA: Libraries Unlimited). The authors begin with some background in graphic novels and then offer lesson ideas, connected to the NCTE/IRA and other Standards. They include not only English, but also history, math, political science and more. The chapters are brief but loaded with resources, focusing on literacy across the curriculum.

*Adventures in Graphica: Using Comics and Graphic Novels to Teach Comprehension, 2-6* by Terry Thompson (2008, Portland, Maine: Stenhouse). For educators interested in new ways to teach traditional literacy skills like vocabulary and fluency, this book is helpful. The resources are many; student examples are also shared.

*The Graphic Novel Classroom: Powerful Teaching and Learning with Images* by Maureen Bakis (2012, Thousand Oaks, CA: Corwin). Bakis briefly connects graphic novels to Reader Response Theory, multiple literacies, and other areas. Then, the author shares specific lesson ideas that focus on visual literacy, based on the author's own secondary classroom experience.

*Teaching Graphic Novels: Practical Strategies for the Secondary ELA Classroom* by Katie Monnin. (2010, Gainesville, FL: Maupin House). With accessible ideas, handouts, and references, this book is great for English teachers. Monnin has also created books aimed at middle level and early readers.

*Teaching the Graphic Novel* edited by Stephen E. Tabachnick (2009; New York: Modern Language Association). We can rest assured that graphic novels are not just a fad when the MLA adds its official stamp of approval. For college teachers, the diverse essays in this book include theoretical issues as well as specific course ideas.

As Tabachnik says (p. 4), we are "in the midst of a cognitive shift and reading today has become a hybrid textual-visual experience..." Thus, graphic novels show great classroom promise.

*Dr. Schwarz is an associate professor at  
Baylor University in Waco, TX.*



## TALE Members Reflect...

For me, one of the highlights of attending IRA's annual conference is having the opportunity to meet and chat with outstanding authors and illustrators of children's and young adult literature, and this year's conference in New Orleans exceeded my expectations! In addition to attending the three author luncheons where I heard Megan McDonald,

Matt de la Pena, and Mary Pope Osborne speak and inspire us, I was thrilled to meet (and actually chat with) Shannon Hale, Brian Floca (he's from Temple, Texas!!), Peter Sis, Gene Yuen Yang, Ruta Sepetys, Tim Bowers, Virginia Shin-Mui Loh, and Roland Smith! Amazing! What an absolute delight for me to meet and talk

with many of the authors and illustrators whose works my students and I encounter each and every day in class! IRA has given me the opportunity to make literature "come alive" for my students, the teachers of tomorrow...truly a dream come true! ~Carolyn Allemand  
*University of Mary Hardin–Baylor*



Each year I look forward to attending IRA to learn about the latest research and best-practices in literacy instruction. I also look forward to celebrating the importance of literacy with other educators, readers, and authors. This year my favorite part of the IRA conference was the second general session where Dave Pilkey, creator of Cap-

tion Underpants, shared his early struggles of learning to read and write. The most fascinating part of his talk, in addition to his wonderful sense of humor, was that he created Caption Underpants as an elementary child in an effort to make his classmates laugh — it was in effort to hide his learning struggles. Based on the feedback from his elementary peers,

Caption Underpants evolved into one of the most popular book series. I love hearing how authors create their books because I can share their stories with young writers. It also motivates me to do more reading and writing.

~Stephanie Grote-Garcia  
*University of the Incarnate Word*



If you go to a conference in New Orleans, the temptation to see the sights rather than attend sessions is strong. But IRA is a conference that is so engaging that going to session after session is easy. For the last three years, I have come to IRA a day early to attend an institute. This year, I attended an institute titled, "Addressing the Common Core Standards All Day in Early Childhood Classrooms: Differentiating Instruction for English Language Learners, Struggling, Typical, and

Gifted Readers." The day began with a keynote session followed by nine workshops from which to choose, addressing a wide variety of practical ideas for instruction. After lunch, a panel of experts responded to questions from participants related to the Common Core State Standards in early childhood settings. While CCSS was the focus, the discussion applied to our state standards as well. The day concluded with a keynote highlighting the ideas of the

day and a high tea. Where else but IRA do you get to spend the day with literacy leaders such as Lesley Mandel Morrow, Gay Su Pinnell, Irene Fountas, Ray Reutzel, Timothy Rasinski, and our own Sharon O'Neal? The rest of the conference was filled with many more wonderful sessions. Whenever I go to IRA, I come home refreshed professionally with the new ideas and the latest research to share with my colleagues.

~Margaret Thompson  
*Baylor University*



TALE in...



NOLA 2014

## A Message from your State Coordinator

The 2014 IRA Annual Conference was held in May in New Orleans, LA. There were countless opportunities for professional development and networking with other reading professionals as well as some great keynote speeches. One of the most entertaining events was the keynote address by Jeff Kinney, the author of the Wimpy Kid books. In an auditorium that held thousands of people, Kinney spoke about his writing career as if he were speaking to each person individually. He talked about his early writing journals and shared pages that looked very much like the pages of his published books. He also spoke of the "reject" letters he received when he was trying to launch his writing career. (He said jokingly that he did not provide copies of these since it was too painful for him.) Probably my favorite part of his speech was his description of the people who influenced him to become a writer. His list included the people one would expect to be included, mainly his parents and a teacher or two. I couldn't help but think about the other Jeff Kinneys out there who are our current students. Do we inspire them? Sometimes we never know until years later. Sometimes we never

really know at all. This charming young man caused me to think about my years in the classroom and the effect that I have had on students over the years. He caused me to rethink my teaching methods and make some adjustments. I thank him for that.

**Contact your IRA state coordinator with any questions or comments at [lorenereid@sbcglobal.net](mailto:lorenereid@sbcglobal.net). Consider joining us at the 60th Anniversary IRA Conference in St. Louis, MO, on July 18-20, 2015.**



Lorene Reid  
TALE State Coordinator

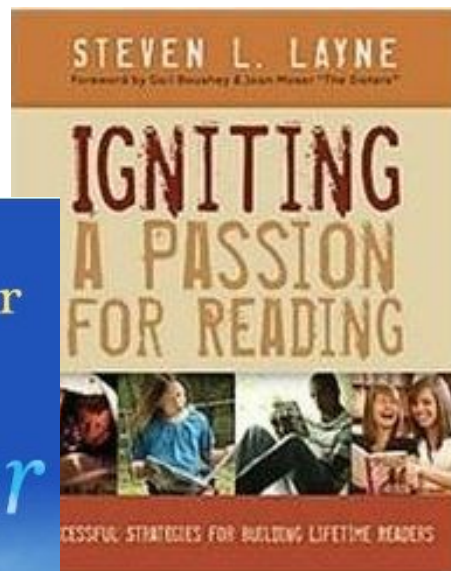
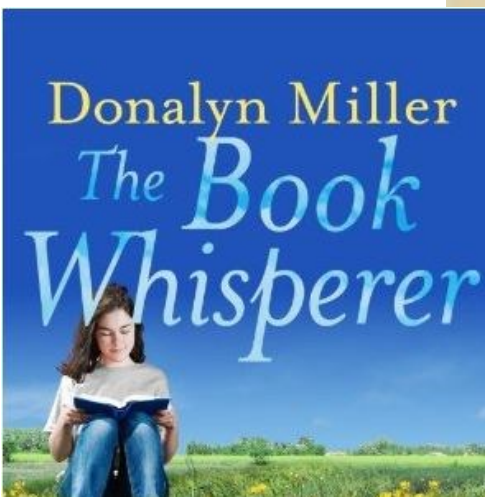
## Conference Book Club

TALE's Conference Committee

Are you looking for a good book to read? TALE's conference committee invites you to read along with us this fall as we prepare for TALE's annual conference. Keynote speakers Donalyn Miller and Steven Layne will share their powerful stories. More information to come as we prepare for the conference and plan collaborative discussions regarding these books. For now, start reading!

**2014-2015 conference  
Sam Houston University---  
The Woodlands Center  
3380 College Park Drive  
The Woodlands, TX 77384**

**February 21, 2015**





## Texas Association of Literacy Educators (TALE) Award Nomination Information

### The Jack Cassidy Distinguished Service Award

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 a former President of the International Reading Association and the College Reading Association and is the co-founder of the Texas Association of Literacy Association. 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 this field.

***The first award was granted to Jack Cassidy in 2013.***

#### Guidelines for Selection of Recipient:

- Nominees should have made a significant contribution in the area of Literacy Education; specifically, contributions in scholarship, practice, policy, or trends.
- Nominees should have made a significant contribution to TALE and the education profession.
- Nominations will be accepted from members of TALE.

To nominate an individual for a 2014 TALE award, please submit the nomination form to:

**Sharon O'Neal**  
Texas State University  
[sfoneal@aol.com](mailto:sfoneal@aol.com)

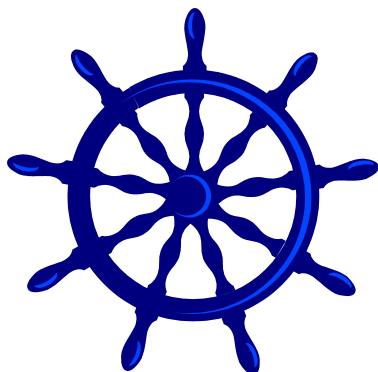
Deadline: September 27, 2014

**Is there a topic you want discussed in the Newsletter?**

Let us know at  
[TALEmembership@gmail.com](mailto:TALEmembership@gmail.com)

## Election Results: New Board Members

Welcome Aboard!



The Board would like to thank all members who offered extra service by running for an elected position.

***Robin D. Johnson, Vice President***

***Regional Representatives:***

***Mary LeFleur***

***Karen Sykes***



**Robin D. Johnson**  
Assistant Professor,  
Elementary Education  
Stephen F. Austin State University

**Robin D. Johnson** has been in education for 19 years. She taught 1st grade in Dallas ISD, 2nd, 3rd, and 4th grades in Mesquite ISD, and was the Elementary Curriculum Coordinator in the areas of Literacy and Social Studies for Lovejoy ISD. After earning her Doctorate in Curriculum and Instruction from Texas A&M University – Commerce, she answered a call to work with pre-service teachers. She is currently in her 4th year as assistant professor in the Elementary Education Department at Stephen F. Austin State University, where she teaches classes with an emphasis on reading and writing education. She is a Gold level Abydos literacy facilitator and the author of *Time to Write*. She also enjoys consulting in districts across the state.

## Meet TALE's New Vice President - Dr. Robin D. Johnson

TALE Goal Statement: My goal is to uphold the TALE Mission of "promoting literacy that will enhance the lives of all Texas citizens." I look forward to working with literacy educators from across the state to meet the Vision of TALE and support the Core Values. Additionally, I hope to increase engagement between pre-service teachers, in-service teachers, teacher preparation programs, and professional organizations such as TALE and IRA. I would like to see an increase of membership in and awareness of TALE through social media and provide professional development opportunities in-between conferences through events such as Twitter chats and blogs. I think heightening educators' awareness of our link with IRA will be a benefit to us as a state organization. I believe that one of our greatest goals should be to build relationships among parents, educators, and community partners so that Texas will continue to lead the way in literacy education!





**Mary LaFleur**  
Elementary Reading Specialist  
Northside ISD ~ San Antonio

**Mary LaFleur** has been in public education for 21 years and is currently an Elementary Reading Specialist in San Antonio. She serves as a member of the Northside ISD Elementary Reading Cadre providing professional staff development for teachers within the district. She was selected to work with the Elementary English Language Arts and Reading Department in writing new Reading and Writing curriculum. Mary is an adjunct professor in the Reading Department at Texas A&M University-San Antonio. She was recognized in 2005 with the honor of being named Teacher of the Year at her campus in the Northside Independent School District. Mary earned her M.Ed. in Reading from Lesley University and her Bachelor of Science degree in Multidisciplinary Studies from Texas Tech University. Her professional interests include Response to Intervention (RTI), Depth and Complexity, dyslexia, and strategies for reading comprehension.

teaches literacy, curriculum, and general education courses. She has experience teaching in Texas public schools at both the elementary and middle school levels. Throughout her public school career, she taught self-contained elementary classes, as well as departmentalized classes in special education reading, English, and mathematics, gifted and talented reading/English language arts, English as a second language, social studies and music. Dr. Sykes is a nationally-licensed curriculum auditor and holds Texas teacher certifications in the following areas: Reading Specialist, Master Reading Teacher, English 1-8, English as a Second Language, All-Level Special Education, Elementary 1-8, All-Level Mid-Management, and Educational Diagnostician. Dr. Sykes' research interests primarily focus on areas related to literacy and teachers' sense of efficacy within the context of reading education.



**Karen Sykes**  
Associate Professor  
University of Mary  
Hardin-Baylor

**Karen Sykes** is an associate professor in the College of Education at the University of Mary Hardin-Baylor where she

teaches literacy, curriculum, and general education courses. She has experience teaching in Texas public schools at both the elementary and middle school levels. Throughout her public school career, she taught self-contained elementary classes, as well as departmentalized classes in special education reading, English, and mathematics, gifted and talented reading/English language arts, English as a second language, social studies and music. Dr. Sykes is a nationally-licensed curriculum auditor and holds Texas teacher certifications in the following areas: Reading Specialist, Master Reading Teacher, English 1-8, English as a Second Language, All-Level Special Education, Elementary 1-8, All-Level Mid-Management, and Educational Diagnostician. Dr. Sykes' research interests primarily focus on areas related to literacy and teachers' sense of efficacy within the context of reading education.

**Call for Manuscripts: Deadline Extended!!**  
**TALE's *Texas Journal of Literacy Education***

All TALE members are invited to submit manuscripts for possible publication in the *Texas Journal of Literacy Education*. The deadline for the upcoming winter edition has been extended to August 1. The journal is a bi-annual, peer-reviewed publication. The co-editors are Leslie Haas, Debra Lee, Susan Szabo, and Sheri Vasinda. For submission guidelines, visit:

<http://tinyurl.com/n6kgnk>

# Summer Literacy Activities

By Paige Alfonzo  
University of Mary Hardin-Baylor

Summer is the perfect time to get creative with literacy activities. Several apps, websites, and tools are available to ignite your imagination and spark innovation. Listed below are a few summer literacy ideas to get your creativity flowing all season long.

## Create a Summer Reading List

- [Goodreads](#): Goodreads is a social cataloging website which allows you to keep track of books you've read, want to read, and are currently reading. You can also see what your friends have added to their lists for reading inspiration.
- [Shelfari](#): Shelfari is Amazon's version of Goodreads.
- [YALSA Teen Book Finder App](#) (iOS devices, Android release sometime in 2014): Use the Young Adult Library Services Association's (YALSA) app to build your summer reading list. This app allows you to browse by title, author, YALSA award, genre, and booklist.
- [What Should I Read Next](#): Use this web app to search for books similar to your favorite book. Once you find a list of books you want to read, add them to your "to read" list in Goodreads.
- [Pinterest](#): Pinterest is a social bulletin board that allows you to create and share visual bookmarks or "pins." Create a board entitled "Summer Reading" and share your visual reading list with friends. You can also invite friends to pin on your board for a more collaborative experience.

## Join a Book Club

- Goodreads: Use Goodreads [groups feature](#) to create or join a virtual book club.
- Local library: Most public libraries offer book clubs throughout the year.
- DIY: If you don't have a book club in your area, start one yourself! Gather your friends and set a monthly

meeting location, date, and time. You can use [Amazon](#) and/or [Goodreads](#) to view trending books selected by other book clubs.

## Enroll in a Summer Reading Program

- Local library: Public libraries are great for summer reading programs.
- [Scholastic Summer Reading Challenge](#) using the [Scholastic Reading Timer](#): Scholastic is currently conducting a Summer Reading Challenge. This free program enables readers to log reading minutes all summer. You can take weekly challenges, earn rewards, and contribute to setting a new reading world record. The Scholastic Reading Timer is an app which allows you to log your reading minutes with an interactive stopwatch.

## Attend an Author Talk

- Local library and/or bookstore: Many public libraries and bookstores will have "author talks" throughout the summer.
- Goodreads: Goodreads recently launched a program called "[ask the author](#)," which allows you to participate in a virtual Q&A session with your favorite author. Goodreads will send you periodic emails highlighting featured authors, based on your individualized bookshelf. In the same manner, Goodreads also has [live video chats](#) for interested fans.

## Compose

- Write a collaborative story: Use [Google Docs Story Builder](#) to pen a collaborative story with friends.
- Create a blog: For a secure digital environment check out [edublog](#). Other blogging platforms include [Wordpress](#), [Tumblr](#), and [Blogger](#).

and [Blogger](#).

- Create an interactive story: [Inklewriter](#) is a web app allows writers to create interactive stories similar to “create your own adventure” stories.
- Enter a Writing Contest: Several organizations offer writing contests for young adults.

## Learn to Code

Coding is a vital skill for today’s learner. Below are a few websites and tools which help promote coding for students.

- [Codecademy](#): Codecademy is a free web app that allows you to learn coding free of charge. You can learn a variety of programming languages including HTML, JavaScript, PHP, and Ruby.
- Hackathon: Hackathons are events where users collaborate on software projects. You don’t have to be an expert coder to attend these events. Check out [SoHacks](#) for upcoming teen summer hackathons.
- [Arduino](#): Arduino is a single-board microcontroller that lets you easily create interactive objects. Once you understand basic programming, you can use Arduino to create robots, remote

*Paige Alfonzo is a reference librarian at the University of Mary Hardin-Baylor. She also serves as the Education and English Liaison.*



controlled helicopters, cars...the possibilities are endless!

- [Primo](#): Want to teach programming logic to your youngster? Try Primo. Primo is a game aimed for kids 4-7 and introduces basic programming logic. You can buy one or build one yourself using Arduino!
- Maker Faire: Many local libraries and community organizations hold maker faires and/or provide makerspaces. These events celebrate science, engineering, and other DIY projects.

## Attend a Literary Event

- Poetry Slam: Many cities hold teen poetry slams. Attend or participate in a spoken word/poetry slam event this summer.
- Shakespeare in the park: Summer is the time for Shakespeare. Many cities hold summer Shakespeare in the Park events that are free to the public.

“Books have to be heavy because the whole world's inside them.”

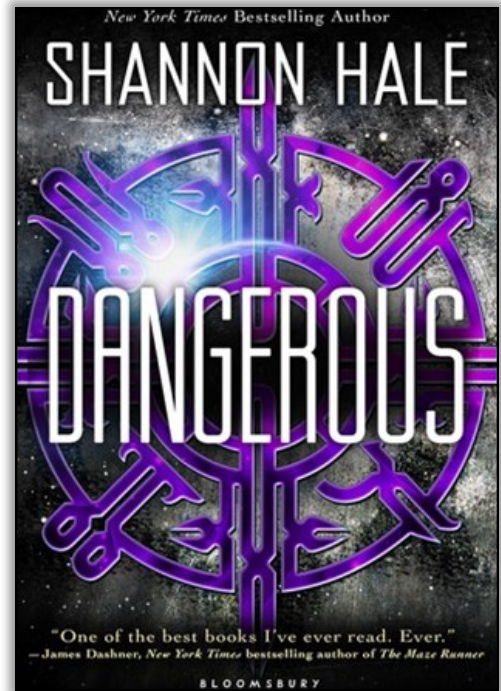
*Cornelia Funke, Inkheart*



## TALE Member Book Review: *Dangerous* by Shannon Hale

What would you do if you suddenly became a superhero? That is the question Maisie Danger Brown must answer when she journeys to space camp, is taken on a joy ride into the stars of outer space, and encounters alien technology. Now members of an elite team formed from those who were imbued with mysterious powers from the alien relics, Maisie and her peers need to learn how to work together so that their new abilities do not wreak havoc on themselves and the larger world. Within this already complicated situation, Maisie also begins to learn of her responsibility to thwart a possibly deadly invasion of Earth while sorting through her developing feelings for a fellow member of this teenage superhero team. Part *Doctor Who* and *The Avengers*, with some of *Divergent*'s romance, this book offers a wild ride through the supernatural, placed in a relatable context for modern teens.

In a complete departure from her normal fantasy and adult writings, author Shannon Hale has written a science-fiction story which revolves around a plot full of twists and turns. The complexity of the book's structure shows that it could have possibly been split into a series, for the shifts in dynamics may confuse some readers. Yet, these plot twists and the subsequent action provide fun, new experiences which offer constant engagement. Another aspect of the novel which might serve to interest readers involves the uniqueness of the multicultural protagonist. Overall, although it is clear that the author is still exploring and developing her writing adeptness within a new genre, the action-packed nature of the book, while it might lack some plausibility, will likely serve to engage junior high aged readers who wish to read a book which mimics many of their supernatural film favorites.



*Dangerous*, 2014

Age Range: 12-17

Goodreads Rating: 3.54/5

Amazon Rating: 4.0/5

Sensitive Areas: Violence, Romance



Reviewer Elizabeth Stefanski is an education major at the University of Mary Hardin-Baylor. She plans to study to be a librarian.

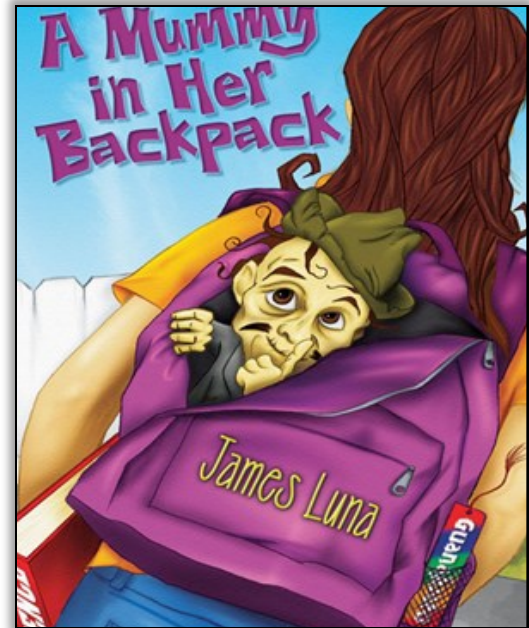
## TALE Member Book Review: *A Mummy In Her Backpack* by James Luna

For someone who lives on the border and is surrounded by the daily influence of the Mexican culture, it was interesting to discover James Luna's *A Mummy in Her Backpack*. With this children's chapter book being bilingual, both English and Spanish readers may find it relatable as a tale which promotes fantasy with a mixture of Mexican and American culture.

*A Mummy in Her Backpack* is the story of a fourth-grade girl named Flor who returns home from her family trip to Guanajuato in Mexico, only to discover that her backpack was a hiding place for a small mummy named Rafa. The mummy tells Flor how he has always dreamed of visiting the USA, and when Flor came to Museo de las Momias de Guanajuato, he saw his chance to accomplish his dream by stowing away in her bag. This moment includes the necessity of achieving one's dreams, but it also creates difficulties for Flor in her attempt to get Rafa back to the museum in time for El Día De Los Muertos.

As Flor was dealing with the aftermath of Rafa's choice, it is imperative to include the impression that was perceived by the inclusion of a character named Sandra. While Flor and her friend Lupita attempted to hide Rafa, they were consistently and unknowingly mean to their classmate, Sandra. Their panic at hiding Rafa was critical because who would believe they were attempting to get a mummy back to his museum home? Unfortunately, they made the mistake of displaying negative behavior to a classmate. This can be a learning tool to exhibit how one should not lie or hide things from adults, as it can cause bad behavior.

I believe including this story in children's reading materials is significant because it addresses good and bad behavior. Through the adventures of Rafa the mummy, a child is able to explore and to contemplate personal goals. The book also includes a caring adult who helps the girls find a creative solution to the problem of getting Rafa home again. In providing lessons, fantasy, and moments of history, James Luna's book provides a great and colorful story for children.



*A Mummy in Her Backpack*, 2013

Age range: 7-12 years

Goodreads rating: 4.0/5 stars,

Amazon rating: 4.7/5 stars,

Translated into Spanish by Gabriela

Baeza Ventura

Reviewer Liza M. Soria is a graduate student in the Department of English at the University of Texas Pan American in the Rio Grande Valley.

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](mailto: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](http://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 winter 2014 issue 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
- TALE Conference at Sam Houston University, February 2015
- Nominations for the Jack Cassidy Distinguished Educator Award now being accepted

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

[TALEmembership@gmail.com](mailto:TALEmembership@gmail.com)

## Editor's Note

I am always amazed at the number of teachers at the International Reading Association Conference. In New Orleans, I joined teachers rushing to sessions, standing in line to meet authors, and sharing ideas and frustrations. New Orleans was hopping, and I loved it!

I also love summer time. Teachers need time to develop professionally AND to mentally prepare for a new school year. As we rest this summer and prepare for a new year, I

encourage teachers everywhere to consider new ideas for their classrooms. This newsletter includes ideas, technology tools, and literature for teachers to contemplate.

This issue includes an article about Aurasma, a technology tool your students will love. This issue also contains highlights from the International Reading Association conference, an article about graphic novels, and tips for summer literacy activities.

Finally, check out literature reviews for great books to read over the summer, and read about TALE's new officers and board members.

TALE conference planning is underway. We are planning a fabulous conference for next February. The conference planning committee encourages you to start reading now! (See page 6.)

~Jodi Pilgrim



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