

Texas Association for Literacy Education
(TALE)

Building Momentum

**October
12, 2013**

Maureen McLaughlin

**2013-2014
IRA President
and
author**



Xavier Garza

**Texas Artist, Author,
and
Story Performer**

**Texas State University-Round Rock
Round Rock, TX.**

Dear Friends and Colleagues:

Many fine pieces of children's literature have at their center this notion of *building momentum*. In fiction, India Opal Buloni in the beautiful book *Because of Winn Dixie* builds momentum as she comes to grips with her mother's absence. In *The Graveyard Book*, Bod builds momentum as he leaves the cemetery where he has been loved and cared for by "foster ghosts" and strikes out on his own. In nonfiction we watch 72-month-old Ruby Bridges climb the stairs of her school as crowds jeer and shout obscenities. Yet she too builds momentum and along the way great courage.

As I write this I am in an airport. A wise young mother is patiently following her young son as he toddles ahead, exploring every surface and every possible airport nook. I watch him as he walks a bit unsteadily at first, always checking behind to see if Mom is still with him. Soon his unsteady steps turn into a courageous run as he builds momentum, knowing he has the support of Mom in his shadow.



That tiny boy, squealing delightedly as he discovers the joys of running, is not unlike this organization. We too are young and finding our stride.

When the Texas State Reading Association (TSRA) closed its doors, many of us grieved. TSRA was our mother ship. This was the organization that had brought many of us from 1st year tentative classroom teachers into the excitement of a community of literacy educators who loved kids, loved books and loved each other. This community helped us to grow into the literacy professionals we are today. What would we do without our organization?

A classic proverb tells us it is always darkest before the dawn. Such was the case here. When TSRA folded, The Texas Association for Literacy Education (TALE) was born. And as our conference theme indicates, we are *building momentum* just as those famous characters in books and history did and just as that small boy is doing. We hope you too will build momentum as you move through this conference today.

Thank you for coming to the beautiful Round Rock campus of Texas State University. I know you will find marvelous new ideas for your own classroom as you listen to literacy experts, master teachers and award winning authors. Welcome home!

Sincerely,

Sharon O'Neal, Ph.D.
2013-2014 TALE President

2013-2014 TALE Board

Executive Board

Sharon O'Neal, President, Texas State University
Patricia Durham, President-Elect, Sam Houston State University
Roberta Raymond, Vice-President, University of Houston- Clear Lake
Sheri Vasinda, Secretary, Oklahoma State University
Stephanie Grote-Garcia, Membership, University of Incarnate Word

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Kim Skinner, Louisiana State University

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 has been granted to Jack Cassidy at the 2013-2014 TALE Conference.

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.

Acknowledgments

The 2013-2014 TALE Board would like to thank the following individuals and groups for supporting our mission to create a momentum building literacy environment for educators in Texas.

2013 TALE Ambassadors

Jack Cassidy
Toni Chapa
Deborah Davis
Carolyn Hunter Denny
Tammy Donaldson
Patricia Durham
Frances Gonzales-Garcia
Stephanie Grote-Garcia
Tiana McCoy
Sharon O'Neal
Robin Pate
Jodi Pilgrim
Roberta Raymond
Kim Skinner
Margaret Thompson
Sheri Vasinda
Wolfram Verlaan

Conference Vendors

Benchmark Education	www.benchmarkeducation.com
Developmental Studies Center	www.devstu.org
Heifer Int.	www.heifer.org
Heinemann Group	www.heinemann.com
Includes: Santillana, Booksource, Evan-Moor and DynaStudy Inc	
Hameray Publishing Group	www.hameraypublishing.com
QEP Books	www.qepbooks.com/

Tweet the Conference!!

#TALE

Tweet out great things that happen today, that you learn, that you find interesting! One door prize will be drawn from those who tweet! The more you tweet, the better your chances!!

Welcome to the Texas Association for Literacy Education 2013 Conference: Building Momentum!

Location→	Main floor of the Avery Building										
7:30-8:30	Registration										
7:45- 8:30	Breakfast sponsored by Heinemann Look for the TALE Ambassador Breakfast Table if you are a new member!										
Location→	Room # St. David's School of Nursing Building Auditorium										
8:30- 9:30	Keynote Speaker: Maureen McLaughlin, IRA President										

Breakout Session 1 at a Glance											
All Breakout out Sessions in the Avery Building											
Location→	Room # 403 Regular Session 1	Room # 404 Regular Session 2	Room # 405 Regular Session 3	Room # 406 Regular Session 4	Room # 407 Regular Session 5	Room # 408 Regular Session 6	Room # 414 Regular Session 7	Room # 451 Regular Session 9	Room # 453 Regular Session 10	Room # 454 Regular Session 11	
9:45-10:45	Teaching Multi-sensory Phonics/Reading & Increasing Comprehension Through the Arts	Guided Reading for the 21st Century Learner	STAAR Short Answer Response: Progressing from Literal to Conceptual Analysis	Setting the Stage for Future Success:Scaffolding Experiences with Nonfiction Text	Meeting and Exceeding the needs of struggling readers	I-Pad Apps That You Can Use in Your Classroom With Your Students For Centers or Other Educational Purposes (K-5th)	Dyslexia Education in Teacher Preparation Programs	Crystal City Lights: Employing Texas Historical Fiction to Teach Across the Curriculum	Research-Based Practices for Promoting Critical Thinking in Enjoyable and Relevant Ways	Meaning Making: Learning the Way Picture Books Work	
	Room # 413 Round Table Discussions										
	Table 1	RT session 12: Negotiating Accountability: An Analysis of Teaching Before and After High-Stakes Testing		RT session 13: Multiple Views, Multiple Messages: Co-Creating Professional Learning in a Literacy Specialist Preparation Program		RT session 14: The Who's Who of Reading Clinic Design: A Historical Perspective on Major Clinics in the United States					
	Table 2	RT session 15: Are You On F.I.R.E.? Fostering Independent Reading Effectively		RT session 16: Learners In Motion							
	Table 3	RT session 18: Classroom Literacy Practices – Using Video Games to Bridge the In-School/Out-of-School Literacy Gap		RT session 19: Academic Resilience Found In Students At-Risk		RT session 20: From Sinking, Struggling, and Surviving to Strengthening, Succeeding, and Celebrating in the Kindergarten Classroom					

Don't Forget to visit the vendors on the 4th floor!

Breakout Session 2 at a Glance											
All Breakout out Sessions in the Avery Building											
Location→	Room # 403 Regular Session 21	Room # 404 Regular Session 22	Room # 405 Regular Session 23	Room # 406 Regular Session 24	Room # 407 Regular Session 25	Room # 408 Regular Session 26	Room # 419 Regular Session 28	Room # 451 Regular Session 29	Room # 454 Regular Session 30	Room # 420 Regular Session 31	
11:00-12:00	Using a Framework for Planning to Assist ELL and Struggling Readers in Their Development of Academic Language	Reading for Meaning—Fluently	It's All About the Transition! – Accelerating Literacy for the English Language Learner	Comprehension Strategies: Making Meaning from Text	'App' Happy: Integrating Apps and Mobile Technology into Literacy Education	Content Area Literacy Strategies for Pre-Service and In-Service Teachers	Building Momentum in Guided Reading for Middle School Students: Comprehension Accomplishments for Rural Latinos	Supporting Literacy Through the Visual and Communicative Arts	Beginning Teachers Learn about Literacy and Leadership Through Reading Council Projects	What Readers and Writers Want you to Know about Informational Text Writing	
	Room # 413 Round Table Discussions										
	Table 1	RT session 32: 'I'm a boy and I don't like pink!': The Influence of Book Covers on Males' Text Selection		RT session 33: Factors Contributing to the Academic Success of African American Male Students		RT session 34: Literacy Experiences of Male Students in an Alternative High School					
	Table 2	RT session 35: Roadrunner Press: Our Digital Publishing Journey		RT session 36: E-Readers: Junior High Student Usage Patterns and Comprehension of Fiction Texts		RT session 37: Avid Readers from South Texas Middle Schools: Analysis of Common Characteristics					
	Table 3	RT session 38: Advocacy and Literacy in Workforce Development: Addressing Barriers in Employment Opportunities		RT session 40: Using Socratic Seminar as a Gateway to Standard English Speaking							

12:00- 1:00 Lunch											
Location→	Room # 4th floor near elevators										
Don't Forget to visit the vendors on the 4th floor!											
Breakout Session 3- at a Glance											
All Breakout out Sessions in the Avery Building											
Location→	Room # 403 Regular Session 41	Room # 404 Regular Session 42	Room # 405 Regular Session 43	Room # 406 Regular Session 44	Room # 407 Regular Session 45	Room # 408 Regular Session 46	Room # 414 Regular Session 47	Room # 419 Regular Session 48	Room # 453 Regular Session 49	Room # 454 Regular Session 50	Room # 420 Regular Session 51
1:00-2:00	Do You Really Expect Me to Teach That, Too?But I Am Not a Reading Teacher!	Building Students' Knowledge of Informational Text Structure to Enhance Comprehension	Children' s Literature: The Key to Academic Classroom Success!	Integrating Tech Tools to Create Engaging Retelling Opportunities For the 21st Century Learner	Text Complexity: A Core Standard for All Readers	Think Alouds	Fluent or Just Fast? Developing Fluency without Compromising Comprehension	Texas Twist to Research-Based Content Strategies	More than Just Hands-On: Providing a Life Changing Literacy Learning Experience for Pre-Service Teachers	Writing Like a Writer: Mentor Texts to Develop Voice and Other Writing Skills	It's Never too Early to Start Writing
	Table 1	RT session 52: How Much Oral Language and Writing is Occurring in the K-6 Classroom?		RT session 53: Collaborating and Capturing Comprehension in the Cloud		RT session 54: The Ins and Outs of Small Group Reading Instruction					
	Table 2	RT session 54: Vocabulary: Aim High!		RT session 55: Mentor Texts for Teaching Writing							
2:00-2:20	Afternoon Social Break Did you just finish with a really great session? Find a fellow TALE member to share your experience during the TALE Afternoon Social Break time. Enjoy some coffee or water along with a sweet treat! Meet you on the 4th floor near the elevators!										
Don't Forget to visit the vendors on the 4th floor!											
Location→	Room # Avery Auditorium 252										
2:30-3:30	Keynote Speaker: Xavier Garza- Texas Artist, Author, and Story Performer										

Continue *Building Momentum* with us at the TALE 2014-2015 Conference!
See you in The Woodlands, Texas next year hosted by Sam Houston State University

Registration

Avery Building Main floor 7:30-8:30

Breakfast Sponsored by Heinemann 7:45-8:30
Room: Avery Building Main Floor

Morning Guest Speaker 8:30-9:30
Room: St. David's School of Nursing Building Auditorium

Building Momentum
Maureen McLaughlin, 2013-2014 IRA President

Breakout Session 1 9:45-10:45
Avery Building 4th Floor

Room # 403 Regular Session 1
Teaching Multi-sensory Phonics/Reading & Increasing Comprehension
Through the Arts
Karen Taylor Backor, Schreiner University, ktbackor@schreiner.edu
Neva Cramer, Schreiner University, nvcramer@schreiner.edu

This session includes multi-sensory strategies and activities that engage students in their process of learning phonics and reading while increasing comprehension *through* the arts. This session will be beneficial for classroom teachers, reading specialist, administrators, professors of reading, and teacher candidates.

Room # 404 Regular Session 2
Guided Reading for the 21st Century Learner
Deanna Long, Texas A&M University – Commerce,
lodeannalo@sbcglobal.net

This session will focus on data from a research study that examined the use of e-readers during guided reading instruction.

Room # 405 Regular Session 3
STAAR Short Answer Response:
Progressing from Literal to Conceptual Analysis
Pat Jacoby, Authentic Learning patjacoby@authenticlearning.com

Instructional practices will show developmental progress from a basic literal response to a conceptual analysis of poetry. Targeted audience: Middle and high school educators

Room # 406 Regular Session 4
Setting the Stage for Future Success:
Scaffolding Experiences with Nonfiction Text
Margaret S. Thomson, Baylor University, Margaret_Thomson@baylor.edu
*TALE Ambassador
Linda Haynes Cox, Baylor University, Linda_Cox@baylor.edu

Discover how to enable young children and language and learning diverse students to find success as they read, research and report using informational text across the curriculum.

Room # 407 Regular Session 5
Meeting and Exceeding the Needs of Struggling Readers
Terry Thomas, Heinemann, terry.thomas@gmail.com

Learn about researched based tools and resources to support our struggling students and excel their progress. For teachers K-5

Room # 408 Regular Session 6

I-Pad apps that you can use in your classroom with your students for centers or other educational purposes (K-5th)
Christy Drekaj, Harmony School of Business-Dallas,

Internet and I-Pad apps that can be used in your classroom by the teacher or students to help engage students in literary activities in K-5 classrooms.

Room # 414 Regular Session 7

Dyslexia Education in Teacher Preparation Programs.

Jodi Pilgrim, University of Mary Hardin-Baylor, jpilgrim@umhb.edu

*TALE Ambassador

Michele Cox, University of Mary Hardin-Baylor, michelecox@rocketmail.com

The objective of this presentation is to address new state law about dyslexia and to share knowledge needed to prepare teachers for students with dyslexia.

Room # 451 Regular Session 9

Crystal City Lights: Employing Texas Historical Fiction to Teach Across the Curriculum

Holly Moulder, Retired elementary school teacher (Certified PK-8) Coweta County, GA, fishermoulder@aol.com

The book's author, a retired fifth grade teacher, will demonstrate methods for integrating her novel, *Crystal City Lights*, into all areas of the fifth grade curriculum. *Crystal City Lights* was awarded Mom's Choice Award for Historical Fiction 2013 and the Texas Bluebonnet Books Long List.

Room # 453 Regular Session 10

Research-Based Practices for Promoting Critical Thinking in Enjoyable and Relevant Ways

Lisa Dryden, Texas Wesleyan University, ldryden@txwes.edu

This session will explore a variety of fun strategies designed to promote critical thinking in young readers. (2nd – 5th grade teachers)

Room # 454 Regular Session 11

Meaning Making: Learning the Way Picture Books Work

Alicia Villarreal, University of Texas at San Antonio, 4th Grade Teacher, ahsvillarreal@yahoo.com

Sylvia Minton, University of Texas at San Antonio, Reading Specialist, Sylvia.minton@nisd.net

This session will explore a variety of fun strategies designed to promote critical thinking in young readers. (2nd – 5th grade teachers)

Round Table Discussions 1 Room # 413

Table 1

Discussant: Kim Skinner, Louisiana State University

*TALE Ambassador

RT Session 12

Negotiating Accountability: An Analysis of Teaching Before and after High Stakes Testing

Mary Grillo Beach, Sam Houston State University, mlb051@shsu.edu

This session is based on research done for my dissertation comparing teacher practices before and after high stakes testing.

Table 1 continued

RT Session 13

Multiple Views, Multiple Messages: Co-Creating Professional Learning in a Literacy Specialist Preparation Program

Tamie Pratt-Fartro, University of Mary Washington, tprattfa@umw.edu
Tara Higgins, University of Mary Washington, thiggins@umw.edu

Participants will learn the results of a study in which curricular design enabled both literacy specialist educator and student to engage in job-embedded professional learning beyond the graduate classroom.

RT Session 14

The Who's Who of Reading Clinic Design: A Historical Perspective on Major Clinics in the United States

Daniel L. Pearce, Texas A&M University-Corpus Christi, dan.pearce@tamucc.edu

Tiana Z. McCoy, Texas A&M University-Corpus Christi, tiana.mccoy@tamucc.edu

*TALE Ambassador

Christina J. Beard, Texas A&M University-Corpus Christi, christina.beard@tamucc.edu

Rosalynn Rowan, Texas A&M University-Corpus Christi, misstexaschick@hotmail.com

Jeannette Gomez, Texas A&M University-Corpus Christi, jeannette.gomez@tamucc.edu

Melissa Morin, Texas A&M University-Corpus Christi, missyanngo@yahoo.com

Join us for a roundtable discussion concerning a historical perspective of five major reading clinics in the United States that have influenced literacy instruction.

Table 2

Discussant: Toni Chapa, Corpus Christi ISD *TALE Ambassador

RT Session 15

Are You On F.I.R.E.? Fostering Independent Reading Effectively

Jill Culmo, Mesquite ISD, jculmo@flash.net

Robin D. Johnson, Stephen F. Austin State University, johnsonrd@sfasu.edu

Micheal Kessner, Mesquite ISD, mkessner@mesquiteisd.org

Join us as we present research and practical ideas to assist you in developing a classroom of successful readers through motivating students to read, structuring independent reading time, and building a classroom library.

RT Session 16

Learners in Motion

Kimberly Welsh, Stephen F. Austin State University, welshka@sfasu.edu

Deborah Williams, Stephen F. Austin State University,

Deborah.1191@att.net

Robin Johnson, Stephen F. Austin State University, johnsonrd@sfasu.edu

Participants will engage in various activities that promote active student engagement.

Table 3

Discussant: Wolfram Verlaan, University of Alabama-Huntsville,

*TALE Ambassador

RT Session 18

Classroom Literacy Practices – Using Video Games to Bridge the In-School/Out-of-School Literacy Gap

Carolyn Stuftt, Stephen F. Austin State University, stufttcj@sfasu.edu

While some classroom teachers may consider video games an empty form of pop culture entertainment, compelling arguments exist for the connection between video games and literacy.

RT Session 19

Academic Resilience Found in Students At-Risk

Nicole Simpson, Sam Houston State University, stdnls17@shsu.edu

This presentation will explore what's being done in the homes of high-achieving, low income readers and how teachers in at-risk communities can foster academic resilience in their students.

RT Session 20

From Sinking, Struggling, and Surviving to Strengthening, Succeeding, and Celebrating in the Kindergarten Classroom

Lisa Colvin, Tarleton State University, colvin@tarleton.edu

Dana Hildebrand, Buckholts Independent School District,

danagw@embarqmail.com

Pre-service teachers, new teachers, instructional coaches, and mentors will learn about one new kindergarten teacher's journey as she moved from day-to-day survival to long-term celebration.

Breakout Session 2

11:00-12:00

Room # 403 Session 21

Using a Framework for Planning to Assist ELL and Struggling Readers in Their Development of Academic Language

Karen Sue Bradley, Texas A&M University-Kingsville, kfksb00@tamuk.edu

Jack Bradley, Texas A&M University-Kingsville, kjab01@tamuk.edu

Multiple Strategies to help ELL and struggling students unlock the meaning of unfamiliar words will be shared: A handout will be provided. (Teachers grade 3-8)

Room # 404 Session 22

Reading for Meaning—Fluently

Sandra Strong, Read Naturally, Inc., strongedures@yahoo.com

Educators will learn how to develop fluency, support vocabulary, and promote comprehension by combining three research-based strategies into one powerful strategy that motivates struggling readers and accelerates reading achievement.

Room # 405 Session 23

It's All About the Transition! Accelerating Literacy for the English Language Learner

Rosie Santana, Neuhaus Education Center, rsantana@neuhaus.org

Catherine Scott, Neuhaus Education Center, cscott@neuhaus.org

Elementary teachers, curriculum personnel, ESL directors, and administrators will be provided hands-on strategies for accelerating their ESL students' English language development.

Room # 406 Session 24

Comprehension Strategies: Making Meaning from Text

Lorene Reid, Pilot Point ISD, lorenereid@sbcglobal.net

In this interactive session, K-12 teachers and reading specialists will engage in a discussion of four comprehension strategies; they will actively participate in a demonstration of two of these strategies: Anticipation Guides and Reciprocal Questioning.

Room # 407 Session 25

"App" Happy: Integrating Apps and Mobile Technology into Literacy Education

Amy Andersen, West Texas A&M University, aandersen@wtamu.edu

This session will highlight the use of mobile technologies, including applications and social media, as they are integrated into undergraduate teacher education literacy courses.

Room # 408 Session 26

Content Area Literacy Strategies for Pre-Service and In-Service Teachers

Carolyn Stuft, Stephen F. Austin State University, stuftcj@sfasu.edu
Pam Cheatham, Stephen F. Austin State University, cheathampk@sfasu.edu

Through hands-on demonstrations and simulations, participants will learn strategies for content area literacy that help students in grades 4-8 comprehend text.

Room # 419 Session 28

Building Momentum in Guided Reading for Middle School Students: Comprehension Accomplishments for Rural Latinos

Larkin Page, Texas A&M University-Commerce, Larkin.Page@tamuc.edu
Jeanne Sutton, Texas A&M University-Commerce, JeanneSutton@yahoo.com

This presentation, intended for pre-service, in-service, and literacy researchers offers an understanding of the importance of guided reading within the middle school grades, especially as a means to continue to enhance rural Latino student reading and literacy skills.

Room # 451 Session 29

Supporting Literacy Through the Visual and Communicative Arts

Neva Cramer, Schreiner University, nvcramer@schreiner.edu
Karen Taylor Backor, Schreiner University, ktbackor@schreiner.edu

Through an interactive workshop format, learn how to create literacy experiences using the visual and communicative arts which will connect College and Career Standards, the Common Core, and the National Standards for the Arts across the curriculum. Target audience: teachers, administrators, and professors.

Room # 454 Session 30

Beginning Teachers Learn about Literacy and Leadership Through Reading Council Projects

Charlie Anderson, Texas State University-San Marcos, ca1194@txstate.edu,
Karllyn Cotlow, Texas State University-San Marcos, ck1561@txstate.edu,
Gabriella Laurel, Texas State University-San Marcos, gl1086@txstate.edu,
Jessica Rocha, Texas State University-San Marcos, jr1630@txstate.edu,
Amanda Stevenson, Texas State University-San Marcos, as1911@txstate.edu
Christiansen Celia, Texas State University-San Marcos, cc1850@txstate.edu

Facilitators:

Barbara Davis, Texas State University-San Marcos, bd@txstate.edu
Terri Key, Texas State University-San Marcos, tc19@txstate.edu
Laura L. Davis, Texas State University-San Marcos, ld18@txstate.edu

Session 30 continued:

In this session beginning teachers will share how being a part of a student reading council can foster learning about literacy and build capacity for leadership.

Room #420 Session 31

What Readers and Writers Want You to Know about Informational Text!

Patricia Durham, Sam Houston State University, pmd006@shsu.edu
*TALE Ambassador

Participants will be presented with the opinions that students have about informational text writing. This will be followed by examples from students and preservice teachers. Interactive Demonstrations will provide the participants with ideas for implementing informational text writing in their classrooms for all levels.

Round Table Discussions Room # 413

Table 1

Discussant: Tammy Donaldson, DelMar College *TALE Ambassador

RT Session 32

"I'm a boy and I don't like pink!": The Influence of Book Covers on Males' Text Selection

Wolfram Verlaan, University of Alabama in Huntsville, wolfram.verlaan@uah.edu

*TALE Ambassador

Kellye Ingraham, Huntsville City Schools, kellyeingraham@gmail.com
Jessica Smith, Huntsville City Schools, James Dawson Elementary School, Jessica.smith2887@gmail.com

Presenters will discuss the results of a survey of 3rd grade students investigating the relationship between student gender and the likelihood a text would be selected for reading based on its cover. (Audience type: teachers, administrators, teacher-educators, and researchers).

RT Session 33

Factors Contributing to the Academic Success of African American Male Students

Rosa Maria Cabrera, University of Mary Hardin-Baylor, Rosathompson09@hotmail.com

Judy Trotti, University of Mary Hardin-Baylor, jtrotti@umhb.edu

Elementary teachers and professors of literacy will learn about a strategy used with African American males in third and fourth grades who significantly advanced their reading levels after a nine- week intervention.

RT Session 34

Literacy Experiences of Male Students in an Alternative High School

Toni Chapa, Corpus Christi ISD, toni.chapa@att.net *TALE Ambassador

This qualitative study examined the literacy experiences of adolescent males attending an alternative high school.

Targeted audience type: Secondary classroom teachers and administrators

Table 2

Discussant: Tiana Z. McCoy, Texas A&M University-Corpus Christi, *TALE Ambassador

RT Session 35

Roadrunner Press: Our Digital Publishing Journey

Mary Higdon, D.L. Rountree Elementary School, Allen ISD, Mary_higdon@allenisd.org

Laura Lee McQueeney, D.L. Rountree Elementary School, Allen ISD, Lauralee_mcqueeney@allenisd.org

RT session 35 continued:

This presentation details the journey of one Title One elementary school as they integrate technology in their writing program to foster a 21st Century learning environment while keeping students engaged and writing.

RT Session 36

E-Readers: Junior High Student Usage Patterns and Comprehension of Fiction Texts

Diana Sarao, Sam Houston State University, dps004@shsu.edu

In this study, three junior high students were interviewed about their reading habits on e-readers and comprehension measures were assessed to examine comprehension differences of fiction texts on e-readers and print texts.

RT Session 37

Avid Readers from South Texas Middle Schools: Analysis of Common Characteristics

Sandra Murillo Sutterby, Texas A&M University – Corpus Christi, sutterbysm@gmail.com

This study focuses on preliminary data analysis on the characteristics of avid readers in middle grades from South Texas. Targeted audiences are teachers, administrators, professors and researchers.

Table 3

Discussant: Deborah Davis, Texas A&M University-Central Texas
*TALE Ambassador

RT Session 38

Advocacy and Literacy in Workforce Development: Addressing Barriers in Employment Opportunities

Charity Embley, Texas Tech University, cembley@lubbockgoodwill.org, charity.g.embly@ttu.edu

Juiwanor West, Texas Tech University, jwest@lubbockgoodwill.org; Juiwanor.west@ttu.edu

Goodwill Industries of Northwest Texas

This presentation is a best practice approach in addressing issues on education and training for individuals who encounter barriers to employment.

RT Session 40

Using Socratic Seminar as a Gateway to Standard English Speaking

Amber Godwin, Texas A&M University, ajg007@tamu.edu

Sessions attendees will view a presentation on the research based importance of facilitating oral language development in non-Standard English speakers in the classroom and then engage in a Socratic Seminar simulation.

Lunch 12:00-1:00 Avery Building 4th Floor

Breakout Session 3

1:00-2:00

Room # 403 Regular Session 41

Do You Really Expect Me to Teach That, Too?

But I Am Not a Reading Teacher!

Ramona Chauvin, SEDL, Ramona.chauvin@sedl.org

Attend this engaging, hands-on institute and find out how you, too, can help your adolescent students access text in your content-area classroom!

Room # 404 Session 42

Building Students' Knowledge of Informational Text Structure to Enhance Comprehension

Kathleen Theodore, SEDL, kathleen.theodore@sedl.org

This session provides teachers of grades kindergarten through fifth grade with an overview of the current research on improving reading comprehension, which includes explicit instruction, research-based literacy strategies and tools.

Room # 405 Session 43

Children's Literature: The Key to Academic Classroom Success!

Jane Claes, University of Houston-Clear Lake, claesj@uhcl.edu

Charlene Carter, University of Houston-Clear Lake, carterlc@uhcl.edu

Bonnie Hill-Dowdy, Gilbert Public Schools, Arizona, hilldowdy@aol.com,

Margaret Hill, University of Houston-Clear Lake, hillp@uhcl.edu,

This interactive session demonstrates children's literature (grades K-8) ties to content areas showing the impact of using children's literature to engage student interests, to help students make cross content connections, and to inspire divergent thinking and problem solving.

Room # 406 Session 44

Integrating Tech Tools to Create Engaging Retelling Opportunities For the 21st Century Learner

Sarah Tchoukaleff, Good Shepherd Episcopal School,

stchoukaleff@gsesdallas.org

Sheri Vasinda, Oklahoma State University, sheri.vasinda@okstate.edu

*TALE Ambassador

Educators will learn technology supported retelling strategies with iPad apps that will help lead even the most reluctant reader into engaging retells.

Room # 407 Session 45

Text Complexity: A Core Standard for All Readers

Linda Corbett, Neuhaus Education Center, ljcorbett@neuhaus.org

Participants will understand the three dimensions of text complexity and become reflective and purposeful in text selection to help ensure students climb the ladder of text complexity and become college and career ready.

Room # 408 Session 46

Think Alouds

Elizabeth "Betsy" Lasley, Sam Houston State University, eal021@shsu.edu

This session will highlight "what is" and "how to use" the think-aloud teaching strategy when presenting a learning concept. Participants will develop ways to use the think-aloud strategy to enhance learning experiences for young children. A think-aloud is a strategy that facilitates the development of problem solving strategies through the verbalization of teacher or student thoughts. Participants are asked during the session to practice and model the think-aloud process to solve a problem.

Room # 414 Session 47

Fluent or Just Fast? Developing Fluency without Compromising Comprehension

Donna Cox, Sam Houston State University, dcox@shsu.edu

Instruction in oral reading is worthwhile in that it can positively impact readers' silent reading comprehension; however, there may be unintended consequences of 1-minute fluency measurements if students conclude that important reading takes place in one-minute bursts. This presentation may be of interest to classroom teachers, administrators, reading coordinators, and pre-service teachers.

Room # 419 Session 48

Texas Twist to Research-Based Content Strategies

Verlinda Angell, Southern Utah University (SUU), Austin ISD,
angell@emeriti.suu.edu

Classroom tips, twists, and tricks—for utilizing the best of research-based strategies, like Reciprocal Teaching, and Question-Answer-Relationships

(OAR), along with Question-the Author (QTA), and Think-aloud strategies for grades 2-6—will be reviewed and practiced by the participants accompanied by handouts and examples. Audience participation allows teachers and other reading professionals to share their own Texas Twist ideas.

Room # 453 Session 49

More than Just Hands-On: Providing a Life Changing Literacy Learning Experience for Pre-Service Teachers

Deborah Davis, Texas A&M University Central Texas,
d_crowder@ct.tamus.edu

Maureen Adams, West Ward Elementary

Cassandra King, West Ward Elementary

Julia Mount, West Ward Elementary

Erika Bolden, Texas A&M University Central Texas

This session is designed to provide information on the life changing literacy learning that occurs when a college professor and a classroom teacher team up to create a hands-on experience for their collective students.

Room # 454 Session 50

Writing Like a Writer: Mentor Texts to Develop Voice and Other Writing Skills

Gaye Hubble, Tarleton State University, hubble@tarleton.edu

Holly Lamb, Tarleton State University, lamb@tarleton.edu

Teachers of writing, grades 3-12, participate in using mentor texts to develop voice and other writing skills.

Room # 420 Session 51

It's Never too Early to Start Writing

Catherine Scott, Neuhaus Education Center, cscott@neuhaus.org

Mary French, Neuhaus Education Center, mfrench@neuhaus.org

In this interactive session, first through third (1st-3rd) grade teachers will engage in writing instruction activities that are targeted, cumulative and promote successful experiences with composition.

Round Table Discussions Room # 413

Table 1

Discussant: Robin Pate, Tarleton State University *TALE Ambassador

RT Session 52

How Much Oral Language and Writing is Occurring in the K-6 Classroom?

Vanessa Burbano, Texas A&M University-Commerce,

vanessa.burbano@tamuc.edu

Debra Lee, Texas A&M University-Commerce, debra.lee@tamuc.edu

Susan Szabo, Texas A&M University-Commerce, susan.szabo@tamuc.edu

Susan Williams, Mesquite ISD, susan.williams@tamuc.edu

Presenters share the results of a study which examined the amount of oral language (both receptive and expressive) and writing occurring in K-6 classrooms in northeast Texas.

RT Session 53

Collaborating and Capturing Comprehension in the Cloud

Laura Miceli, Boston Public Schools, miceli32@gmail.com /
lmiceli@boston.k12.ma.us

This is a hands-on, interactive presentation where for teachers and school leaders should bring their own device to learn to engage in new systems that may serve as dual tools to capture students' level of comprehension and support collegial collaboration.

RT Session 54

The Ins and Outs of Small Group Instruction

Tara Wilson, Klein ISD and Sam Houston State University,

Twilson1@kleinisd.net, tdd015@shsu.edu

The presentation will give valuable information on how to start, maintain, and extend small group reading instruction in the elementary classroom.

Table 2

Discussant: Roberta Raymond, University of Houston-Clear Lake

*TALE Ambassador

RT Session 55

Vocabulary: Aim High!

Sandra Strong, Read Naturally, Inc., strongedures@yahoo.com

Learn and experience research-based word-learning strategies you can use with your students to aim high at vocabulary development—to meet Common Core State Standards!

RT Session 56

Mentor Texts for Teaching Writing

Karen Gentsch, East Texas Baptist University, Kgentsch@etbu.edu

This session will provide classroom teachers with examples of children's literature to use as mentor texts for teaching writing skills.

Afternoon Social/Refreshment Break	2:00-2:20
Room: 4th Floor Atrium	
Afternoon Guest Speaker	2:30-3:30
Room: Avery Auditorium 252	
Building Momentum for Readers and Writers	
Xavier Garza	

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See you in The Woodlands, Texas
next year hosted by

Sam Houston State University!

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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

<u>Style:</u>	The content, organization, and style of manuscripts must follow the <i>Publication Manual of the American Psychological Association</i> (6 th edition).		
<u>Format:</u>	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