

Morning Keynote Speakers 8:30 - 10:00Donalyn Miller: Room: 4th Floor Banquet Room (Red Dot)

Steven Layne: Room # 110 (Blue Dot)

Building Momentum

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

Breakout Session 1 10:15 - 11:15**Room # 251** Regular Session 1**Innovative Approaches Using Literature to Encourage Reluctant Writers**Lisa Dryden, Ph.D., Texas Wesleyan University, ldryden@txwes.edu

In this session, elementary school teachers will have the opportunity to explore quality literature, along with practical and easy to implement strategies for using prose to promote reluctant writers.

Room # 255 Regular Session 2**Comparison of Effects of Two Computer Programs on Pre-K Literacy Achievement**Judy Trotti, University of Mary Hardin-Baylor, jtrotti@umhb.edu
Christie Bledsoe, University of Mary Hardin-Baylor, cbledsoe@umhb.edu

Early literacy teachers along with teacher educators will explore the effects of two different computer programs on the literacy learning of Pre-K students in a medium sized Texas school district.

Room # 215 Regular Session 3**2.0 MATH-terpieces: Interactive Read-Alouds in a Mathematics Classroom**Jessica Guerra-Castaneda, Texas A&M University-Corpus Christi/Corpus Christi ISD, JessLorraine11@gmail.com

The practice of an interactive read-aloud in a mathematics classroom is one example that allows teachers to integrate an innovative way of merging their classroom reaching within and amidst other content areas.

Room # 230 Regular Session 4**Utilizing Transmedia Texts in the Classroom**Jessica Keelan, Willis ISD, jkeelan@willisisd.org
Rob Davis, robusedavis@sbcglobal.net
Mindy Butler, Humble ISD, Melinda.Butler@humble.k12.tx.us

This session provides an overview of Transmedia literacy, offering examples of these texts and the benefits and advantages of using them in the classroom.

Room # 231 Regular Session 5**Critical Conversations in the Classroom: Picture Books that Help Build Critical Literacy**Donna Cox, Sam Houston State University, dcox@shsu.edu
Melinda Miller, Sam Houston State University, mmiller@shsu.edu
Helen Berg, Sam Houston State University, hberg@shsu.edu

Classroom teachers, teacher educators, and preservice teachers may benefit from attending this session in which picture books will be shared that focus on building students' awareness of how systems of meaning and power affect people and the lives they lead.

Room # 235 Regular Session 6**University-Based Reading Clinics: A New Perspective on Past Practices**Daniel L. Pearce, Texas A&M University-Corpus Christi, dan_pearce@tamucc.edu
Tiana McCoy Pearce, Texas A&M University-Corpus Christi, tiana.mccoy@tamucc.edu
Jeannette Gomes, Texas A&M University, Jeanet307@aol.com

The purpose of this presentation is to discuss the development of university-based reading clinics in the United States and explore what is known about current practices.

Room # 236 Regular Session 7**Teachers' Perspectives of Research-Based Instructional Strategies and Implementation to Promote Literacy Skills for Students with Autism Spectrum Disorders: A Collection of Case Studies**Peg (Prasopsuk) Pinto, Sam Houston State University, pypool@shsu.edu

This presentation will discuss research on teachers' perspectives and practices about instructional practices implemented to promote literacy skills for students with autism spectrum disorders.

Room # 240 Regular Session 8**Setting Up a Reading Workshop: Promoting Motivation and Engagement for all Students**Alida Hudson, Tomball ISD, alida.hudson13@gmail.com
Joan Williams, Sam Houston State University, jaw029@shsu.edu

This session involves participants in the steps for setting up a reading workshop at the elementary level and will be of interest to classroom teachers, administrators, and teacher educators.

Room # 241 Regular Session 9**Fingerhold Foldables Develop Linguistically Diverse Writers via Interactive Student Notebooking**Judith Youngers, PhD, Dinah Zike Academy, dzi@hctc.net, Vendor Session

In this fast-paced, evidence-based session targeting intermediate, upper elementary and secondary teachers, gain first-hand experience with fresh, writing-focused interactive graphic organizers within individual student notebook frameworks and leave with a mini-notebook of engaging examples you can use with students immediately.

Room # 245 Regular Session 10**English – Spanish Cognates for Picture Book Read-Alouds**José A. Montelongo, New Mexico State University, jmontelo@nmsu.edu
Anita C. Hernandez, New Mexico State University, achernan@nmsu.edu

This session provides vocabulary activities and handouts for school teachers in the primary grades featuring English-Spanish cognate words ("dentist/dentista") to accompany the read-alouds of many award-winning picture books.

Table 1

CT Session 11

Engaging Middle School Students through Critical Text and Multi-Genre WritingCarolyn J. Stufft, Stephen F. Austin State University, stufftcj@sfasu.edu

This session links critical literacy with multi-genre writing as a way to foster middle school students' development of critical thinking skills while promoting their creativity.

CT Session 12

Journeys in Implementing Writer's WorkshopDr. Betty Coneway, West Texas A & M University, bconeway@wtamu.edu

This round table discussion will highlight the basic tenets of the Writer's Workshop framework and engage participants in examining their own beliefs about writing instruction.

CT Session 13

An Examination of Struggling High School Writers' Self-EfficacyDr. Ferne Farkas, Torah Day School of Dallas, Frumi@aol.com

This session presents a synopsis of the author's research into self-efficacy including a new, qualitative definition of self-efficacy.

Table 2

CT Session 14

The Benefits of RAP on the Content Area Teacher: A Survey of Student EmpathyDr. Amy Williamson, Angelo State University, amy.williamson@angelo.edu

This paper/discussion will examine student perceptions of struggling readers as a result of writing their own reading autobiography in a teacher education course.

CT Session 15

Text Complexity and Close Reading: Using Print and Digital Newspapers in the classroomDr. Sherrye Dee Garrett, Texas A&M University-Corpus Christi, sgarrett@stx.rr.com

This session will present research and strategies related to close reading.

Table 3

CT Session 16

It's Not Just for the Radio: Inspiring and Transforming Literacy Through MusicDeborah Wachtel Addison, Schreiner University, daddison@schreiner.edu

Tiana McCoy Pearce, Texas A&M University-Corpus Christi,

Tiana.mccoy@tamucc.edu,

Roberta Simnacher Pate, Ph.D., Tarleton State University,

rpate@tarleton.eduTammy Francis Donaldson, Del Mar College, tdonaldson@delmar.edu

This presentation will introduce and demonstrate to Teacher Educators, Classroom Literacy Practitioners, and Administrators new ways of

incorporating music and technology in order to inspire thinking while transforming and interpreting disciplinary content to increase comprehension.

CT

Session 17

Preparing Literacy Educators to Transform the Traditional Reading Class through the Visual and Communicative ArtsDr. Neva Cramer, Schreiner University, nvcramer@schreiner.edu

Dr. Karen Backor, Schreiner University

Learn how to prepare literacy educators to use the visual and communicative arts to create an interactive and relevant learning environment for today's digital and visual learner which has the potential to develop critical and creative thinking dispositions, cross-cultural communication skills, and multiple literacies.

Poster Sessions

Room # 2nd Floor Elevator Lobby

PS

Session 18

Promoting Culturally Responsive Teaching through Collaborative Instructional PlanningShirley Bleidt, Ed.D., Huston-Tillotson University, shirleybleidt@gmail.com

This poster will describe a study investigating the use of an online collaborative assignment in an undergraduate teacher preparation course to promote understanding of culturally responsive teaching and learning of course content.

PS

Session 19

Award Winning Children's Literature: A Comprehensive List of Patterned Books for the Elementary Classroom

Stephanie Grote-Garcia, The University of the Incarnate Word,

grotegar@uiwtx.edu

Crystal Frost, The University of the Incarnate Word,

cfrost@student.uiwtx.edu

This poster will display results of a qualitative study in which award winning picture books were examined for predictable patterns. The comprehensive list of patterned text will be of interest to classroom teachers, reading specialist, and librarians.

PS

Session 20

Boys Will Be Boys or So We Think: Preservice Student Teachers' Knowledge and Beliefs Concerning Boys' Literacy Instruction and Its Correlation to Their Teacher Sense of Efficacy

Kathleen Fleming, Ph.D., Texas A & M University-Corpus Christi,

kathleen.fleming@tamucc.edu

This poster will display the results of a discussion of research findings that examined the relationship between preservice teachers' knowledge and beliefs and teaching sense of efficacy for boy's literacy instruction. This presentation may be of interest to classroom teachers, pre-service teachers, professors and researchers.

PS

Session 21

A Qualitative Analysis of Instruction and Teachers' Perspectives with Cursive Handwriting Instruction

Dr. Laurie Sharp, Tarleton State University, lsharp@tarleton.edu
Tiffany Brown, Tarleton State University

This poster session will share findings from a recent study that explored the styles of handwriting teachers in different grade levels are addressing, cursive handwriting, and teachers' perspective about the importance of cursive handwriting instruction. The findings from this study are relevant to administrators, teachers, and preservice teacher educators.

PS

Session 22

STAAR: The Students Are Reading, But Are They Listening? Applying ELPS Strategies to Regular ELA Classes

Elly, (Eloise) Nisayas, Conroe ISD, Peet Jr. High School, e.nisayas@gmail.com

This poster will share the insight, advice, encouragement, and "food for thought" about what is not working for teachers involved in the teaching and testing of STAAR Reading leveled ELA classrooms with possible successful alternative approaches revealed from an unlikely source.

Breakout Session 2

11:30 - 12:30

Room # 251

Session 23

Enfolding Both the Heart and TEKs with Poetry and Interactive Notebooking: Inventing, Imagining, Inferring, and Re-Inventing

Debi Krampen, Dinah Zike Academy, jdck@earthlink.net, Vendor Session

Immerse learners and yourself in poetry and beyond simple verse as you experience and unfold it in fresh new ways, including multiple modalities, while constructing 3-D graphic organizers onsite and leave the session with evidence-based notebooking springboards and strategies that recognize the TEKs while delivering poetry's delight and discovery.

Room # 255

Session 24

Booktalkers "Delite.Ignite.Excite" for Books

Maupauana H. Jones, Texas A&M University-Corpus Christi/Corpus Christi ISD, Mapuana007@yahoo.com

Every teacher wants to entice and inspire their students to read for the sheer pleasure of reading, as well as utilizing books that foster students' reading engagement, interests, and experiences. In this session participants will discover how teachers can cure the reading doldrums by creating a booktalking culture while fostering the love for reading.

Room # 215

Session 25

Short Answer Response: From Close Reading to Critical Analysis

Pat Jacoby, Authentic Learning, President, patjacoby@authenticlearning.com

Instructional practices for Short Answer Response will show how to utilize close reading to make critical decisions about complexities and relationships in multiple genres of texts. (Elementary, Middle and High School)

Room # 230

Session 26

Ten Terrific Teacher-tested Strategies for Reading and Writing Informational Text

Margaret S. Thomson, Baylor University School of Education, Margaret_Thomson@baylor.edu
Barbara Purdum-Cassidy, Baylor University School of Education, Barbara_Purdum-Cassidy@baylor.edu

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

Room # 231

Session 27

Inspiring and Transforming Literacy through A.C.T.I.V.E. Reading

Robin D. Johnson, Stephen F. Austin State University, johnsonrd@sfasu.edu
Jill Culmo, Dallas ISD, jculmo@flash.net
Michael J. Kessner, Mesquite ISD, Michael_kessner@yahoo.com

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

Room # 235

Session 28

Transforming Struggling Students into inspired Thrivers

Laura Lee McQueeney, Rountree Elementary Allen ISD, LauraLee_McQueeney@allenisd.org
Sheri Vasinda, Oklahoma State University, sheri.vasinda@okstate.edu

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

Room # 236

Session 29

A Literacy Partnership: Reading and Writing in AP US History and College Composition

Dr. Beatrice Mendez Newman, The University of Texas-Pan American, bmendez@utpa.edu
Penny Rosas, Mayde Creek High School, PennyMRosas2@katyisd.org

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

Room # 240

Session 30

Pretty Little V-loggers: Vlogging YA Books in the Classroom

Monika Anderson, Ed.D., bookwormwithglasses@gmail.com
Brandie Buford, Ed.D, Houston ISD, brandiejay@gmail.com

In this technologically-interactive session, the presenters will showcase student-created vlog examples, assist session participants in acquiring the tools needed to begin integrating vlogs in, and even have the opportunity to create a vlog of your own. Whether you are the resident techie on campus or still in the wading pool of digital literacies, this session will take your middle school or high school ELA classroom to new heights. Kindly BYOD (bring your own device).

Room # 241

Session 31

Table 2

Extending the Classroom Walls: Exploring the Use of Online Book Clubs

Jennifer M. Smith, Texas Women's University, Jsmith30@twu.edu
Marla K. Robertson, Texas Women's University, mrobertson6@twu.edu

This interactive session explores the use of online book clubs in the classroom from idea to implementation for those interested in classroom literacy practices, digital literacies, and/or teacher education. Two teachers who have used online book clubs in their own classrooms will share their experiences.

Room # 245

Session 32

Using New Vocabulary to Foster Phonological Awareness in the Early Childhood Classroom

Christina Goss, Houston ISD, cgoss@houstonisd.org

In this interactive workshop session, early childhood teachers will learn and practice effective practical strategies for using new vocabulary to design activities that develop students' phonological awareness.

Conversation Table Discussions

Room # 256

Table 1

CT

Session 33

Preparing Teacher Candidates to Teach Critical Literacy Skills with Young Adult Novels

Ann Marie Smith, Ph.D., University of Texas of the Permian Basin, Smith_a@utpb.edu

The presenter will describe the results of a case study of two teachers who use young adult literature to teach critical literacy skills in a high stakes testing environment with implications for teacher preparation.

CT

Session 34

Leading Through Literacy: Practicing Teachers Guide Preservice Teachers in a Community Based, Summer Literacy Project

Meghan Gennario, Reaves Elementary, Mgennario@conroeisd.net
Javier Gonzalez, Tom Green Elementary, gonzalezj@hayscisd.net
Evangeline Porto, Tobias Elementary, portoe@hayscisd.net
Dr. Katie Peterson, St. Edwards University, katieph@stedwards.edu
Terri Key, Texas State University, tc19@txstate.edu

In this session 1st and 2nd year teachers will share their experiences in assuming leadership roles in a summer literacy project. In the summer literacy setting, preservice and practicing teachers collaborated in organizing and implementing the following:

- Conducting theme-based Read Aloud at local elementary schools
- Partnering with Hays CISD to target families of elementary children
- Designing lessons/activities to engage students in literacy
- Compiling resource lists & activities to support home literacy
- Collecting data for research
- Educating parents on importance of home literacy
- Closing the summer "reading gap"

CT

Session 35

Finding their voice: The Benefits of literature circles for English Language Learners and Learning Disabled Students

Elena Marie Lopez, Baylor University, Elena_Lopez@Baylor.edu

This informative session delineates the benefits of literature circles for successfully engaging diverse learners as they are not only motivating to students but also enhance students' reading comprehension.

CT

Session 36

Professional Development via Virtual and Digital Media

Leslie Haas, Dallas ISD, lehaas@dallasisd.org

This session is designed to encourage and inspire those utilizing virtual and digital media to provide professional development to teachers.

CT

Session 37

What teacher characteristics support a teacher's belief they can effectively teach reading?

Dr. L. Karen Estes-Sykes, University of Mary Hardin-Baylor, ksykes@umhb.edu

Using the Efficacy Scale for Teachers of Reading (EST-R), perceptions of elementary teachers toward teaching reading were measured and certain teacher characteristics were identified for their effect on a teacher's self-efficacy toward teaching.

CT

Session 38

Literacy Terminology: Which Buzz Words do Texas Teachers Use?

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

The purpose of this session is share a survey of TALE members' knowledge of literacy terminology and to explore the transformation of literacy skills in the 21st century.

Table 3

CT

Session 39

Can We Say it That Way?: Prompting for Structure Cues During Guided Reading

Bethanie C. Pletcher-Leerkamp, Texas A&M University-Corpus Christi, bethanie.pletcher@tamucc.edu

This session is intended for K-2 teachers who are working with their students to build oral language and will address how to use prompts and other strategies to encourage monitoring and self-correcting during text reading.

CT

Session 40

Picture Books beyond the Primary Grades

Sara Lisa Avrit, Texas A&M University, smckenzie1@leomail.tamuc.edu

A round-table discussion of strategies with upper elementary and middle school teachers that will focus on the multiple uses of picture books as an approach to enhance the literacy skills of students in the content areas.

Lunch and Awards

12:30 – 1:15 P.M.: 4th Floor Banquet Room

Afternoon Keynote Speakers

1:30 - 3:15

Donalyn Miller: Room #110 (Red Dot)

Steven Layne: 4th Floor Banquet Room (Blue Dot)

Breakout Session 3

3:30 - 4:30

Room # 251**Session 41****Re-energizing Poetry with “AA” (Activities and Apps) to Keep it Going and Going and Going!**

Frances L. Gonzalez-Garcia, Northside ISD, francesgonzalezgarcia@gmail.com

Jamie Larson, Northside ISD, Jamie.larson@nisd.net

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

Room # 255**Session 42****Tools of the Trade: Word Work Ideas to Inspire Your Primary Age Learners and Transform Your Literacy Block**

Lisa Colvin, Ed.D, Tarlington State University, colvin@tarleton.edu

Angela Coplen, Temple ISD, acoplen2003@yahoo.com

Anna Fox, Ed.D, Tarleton State University, anna.fox1@gmail.com

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

Room # 215**Session 43****Art and Literacy: Linking Literacy and the Visual Arts**

Barb Reinke, Education Manager, Crayola, LLC, breinke@crayola.com

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

Room # 230**Session 44****How to Make the Most of Your Guided Reading Groups**

Jennifer Burchfiel, Irving ISD, jbuchfiel@irvingisd.net

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

Room # 231**Session 45****Balanced Literacy as a Foundation for Close Reading**

Leslie Haas, Ed.D, Dallas ISD, lehaas@dallasisd.org

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

Room # 235**Session 46****Disrupting Innovation: Transforming Adolescent Literacy**

Dr. Suzanne Carreker, Neuhaus Education Center, scarreker@neuhaus.org

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

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

Room # 236**Session 47****Reading in the Deep**

Lori Johnson, Richardson ISD, thecurlyclassroom@gmail.com

Suzanne Langston, Mesquite ISD, thecurlyclassroom@gmail.com

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

Room # 240**Session 48****Shifting from Subject Centered to Student Centered Objectives: Literacy in the Content Areas**

Pam Vaughn, Stephen F. Austin State University, cheathampk@sfasu.edu

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

Room # 241**Session 49****Teaching Multiple Rhetorics/Persuasion through Graphic Novels**

Gretchen Schwarz, Baylor University, Gretchen_Schwarz@baylor.edu

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

Room # 245**Session 50****Developing Local Chapters in Texas: How We Can Make it Happen**

Lorene Reid, Texas Woman's University, lorenereid@sbcglobal.net

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

Conversation Table Discussions**Room # 256****Table 1****CT****Session 51****Transforming Literacy Beliefs into Instructional Practice**

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

Transform beliefs about literacy into an instructional framework through a collaborative share process.

CT**Session 52****How to Inspire Educators and Students and Transform the Literacy Life of an Entire School**

Jill R. Culmo, Ed.D, Mesquite ISD, jculmo@flash.net

Michael J. Kessner, Ed.D, Mesquite ISD, Michael_kessner@yahoo.com

Robin D. Johnson, Ed.D, Stephen F. Austin State University,

johnsonre@sfasu.edu

Classroom teachers, librarians, and administrators are invited to join us as we discuss the practical, successful ideas that were designed to inspire educators and students to develop a passion for reading, and at the same time, transform two entire schools into literacy communities.

CT

Session 53

Inspiring Conversations and Transforming Comprehension in Content Literacies

Roberta Simnacher Pate, Ph.D., Tarleton State University, rpate@tarleton.edu

Winona Gay Hubble, Ed.D, Tarleton State University, hubble@tarleton.edu

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

Table 2

CT

Session 54

The voracious reader: Motivating readers through digital literacies

Dr. Jacob Hollatz, Concordia University Texas, Jacob.hollatz@concordia.edu

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

CT

Session 55

iPads and Phone Literacy Apps for the Classroom

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

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

Susan Williams, Texas A&M University-Commerce,

susan.williams@tamuc.edu

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

Thank you for attending the 2015 conference! We look forward to seeing you in February 2016.	
We would like to give a big thank you to everyone who helped make this conference a success.	
Conference Reviewers	
Monika Anderson	Sara Lisa Avrit
Bill Broz	Brandie Buford
Gayle Butaud	Pamela K. Vaughn
Amy Cummins	Donna Cox
Patricia Durham	Carol W. Fetters
Julie Goodson	Robin D. Johnson
Cathy Mergele	Melinda Miller
Jodi Pilgrim	Gretchen Schwarz
Christel Skeen	Karen Sykes
Margaret S. Thomson	Judi Trotti
Alicia Villarreal	Kimberly Welsh
Joan Williams	Amy Williamson
Vendors	
All-Educate Developmental Study Center	
Aztec Software Associates	
Dinah-Might	
Pacific Learning and Okapi Education	
QEP Quality Educator Publishers	
Townsend Press	
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