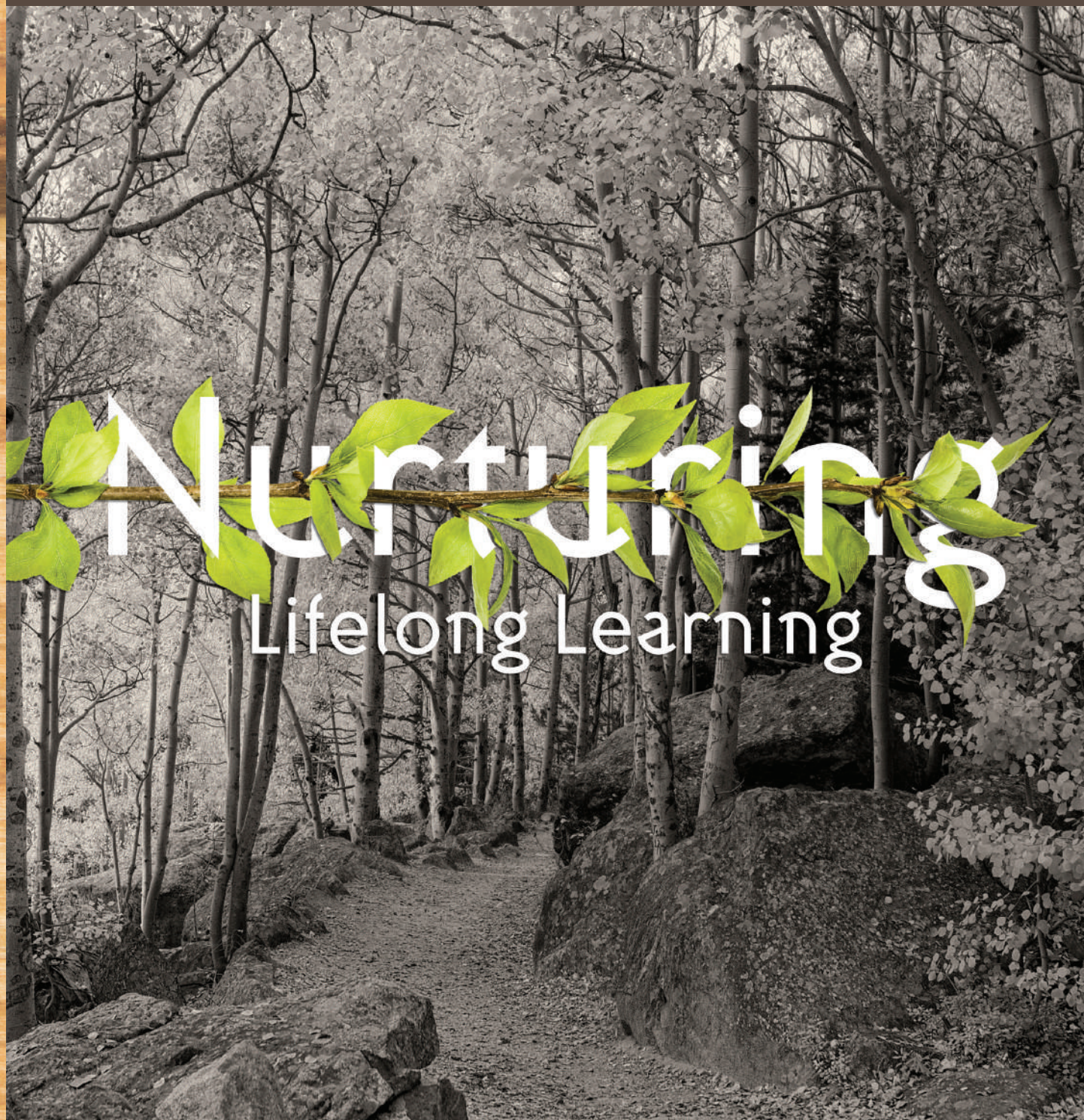


# Conference Program



Texas Council of Teachers of English Language Arts  
47th Annual Conference & Exposition  
Crowne Plaza San Antonio Riverwalk  
January 19-22, 2012



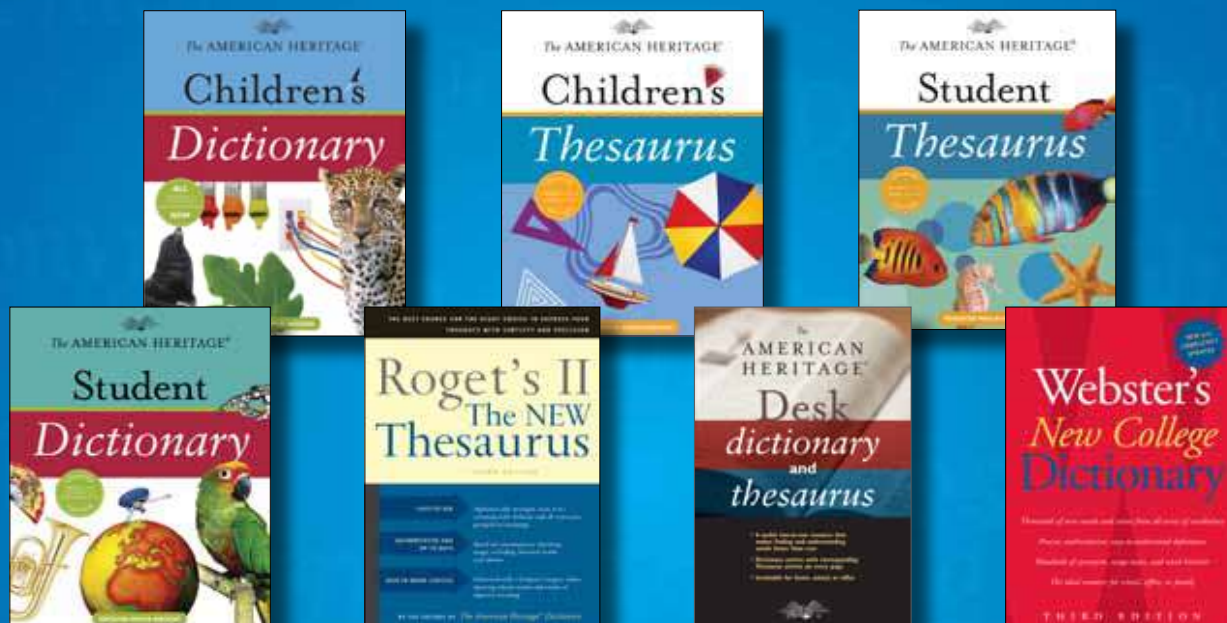


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**Martha Medlock**  
President

Last year I accompanied my husband to a business dinner. During the course of our meal, I was asked what I did for a living. I answered that I was a middle school English teacher. Then someone asked, “Why?”

*Why do I teach?* This question stumped me. It isn’t to make money, I joked. Of course, the cliché answers immediately came to mind: I love working with kids; I love my content. But as our dinner conversation continued, I mulled this question over in my head. Yes, I like kids, and yes, I like my content, but what I really like is learning. In fact, I am passionate about it! I am a lifelong learner.

I love learning new things and trying something in a different way. My classroom is a safe environment in which to learn and try new things. Even though I see my students only 184 days a year, I know that most of them leave my class with a thirst to continue learning. Teaching in the same district for 16 years has afforded me the opportunity to witness our students’ drive to pursue even more. This is why I teach—to ignite in my students a passion for lifelong learning.

“Nurturing Lifelong Learning” is the theme of the TCTELA conference in 2012. We invite you to join us as we hear from our keynote speakers and fellow lifelong learners, Katie Wood Ray and Harvey “Smokey” Daniels. Katie will share what she has learned from working with young readers and writers over the course of her career. And Harvey, who has taken us from *Literature Circles* to *Reading in Content Areas*, will continue to whet our appetites for learning. You will be in good company at our January conference in San Antonio. Welcome!



**Katrina Gonzales**  
President-Elect

My first dizzying step into the Texas Council of Teachers of English Language Arts began with this statement in the January 2009 conference program. I wrote:

*Learner first, teacher second. As a staff member at one of the few fortunate schools chosen to be a Partnership School Initiative campus under Texas Education Commissioner, Skip Meno’s, direction during the 1990s, I experienced first-hand what it meant to be a learner first and a teacher second. Our entire staff undertook the task of determining what the needs of our students were and how we were going to meet these needs through staff development as a campus as well as individually. That experience, early in my career, gave me an assertiveness and confidence regarding professional development that guides my journey as a teacher, regardless of what my classroom assignment might be for the year.*

Looking back on that paragraph that began with my personal mantra seems apropos for this 2012 conference titled, “Nurturing Lifelong Learning.” As we gather together in what many consider one of America’s most beautiful cities, our common goal is learning. How can one not learn in such an environment? Mirroring the journey of inquiry, the meandering paths of the San Antonio Riverwalk offer us a myriad of choices which might result in outcomes previously unknown to us.

From the simple choices of where to dine to the more complex choices of creating our schedules from the amazing workshops and sessions listed in the conference brochure, we are certain to gain knowledge throughout these three days. As we check into the hotel and embrace colleagues whom we have waited all year to see, the atmosphere sizzles with excitement. We recognize this as the anticipation of learning, of our quest to be the best learners, of our desire to be the educators that inspire our students to love learning.

During your retreat at TCTELA’s 47<sup>th</sup> Annual Conference, take time to network with colleagues, enjoy the fabulous offerings of the Local Arrangements Committee, and, most importantly, nurture the lifelong learner within.

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January 19-22, 2012

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The TCTELA conference  
would not be successful  
without the generous  
support and dedication  
from the local arrangements  
committee.

Thank you for your support  
and dedication to TCTELA.



## Thursday, January 19

6:00 p.m. – 9:00 p.m. **Early Registration**

## Friday, January 20

7:00 a.m. – 5:15 p.m. **Registration**  
 7:00 a.m. – 5:15 p.m. **Exhibits Open**  
 7:00 a.m. – 8:30 a.m. **Coffee Networking**  
 8:30 a.m. – 11:15 a.m. **Workshops**  
 Harvey "Smokey" Daniels and  
 Judith Youngers  
 11:15 a.m. – 11:45 a.m. **Networking and Book Signings**  
 11:15 a.m. – 11:45 a.m. **Committee Meeting**  
 11:45 a.m. – 1:00 p.m. **Poet Luncheon**  
 Naomi Shihab Nye  
 1:00 p.m. – 1:30 p.m. **Book Signing**  
 Naomi Shihab Nye  
 1:30 p.m. – 2:45 p.m. **General Session and Keynote  
 Address**  
 Harvey "Smokey" Daniels  
 3:00 p.m. – 5:15 p.m. **Workshops**  
 Gretchen Bernabei, Mary Cappellini,  
 and Harvey "Smokey" Daniels  
 3:00 p.m. – 4:00 p.m. **Concurrent Session A**  
 4:15 p.m. – 5:15 p.m. **Concurrent Session B**  
 5:30 p.m. – 7:30 p.m. **Membership Celebration**  
 8:30 p.m. – 9:30 p.m. **Board and Committee Meetings**

## Saturday, January 21

7:00 a.m. – 5:00 p.m. **Registration**  
 7:00 a.m. – 5:00 p.m. **Exhibits Open**  
 7:00 a.m. – 8:00 a.m. **Coffee Networking and Time  
 with Exhibitors**  
 8:00 a.m. – 10:15 a.m. **General Session and Keynote  
 Address**  
 Katie Wood Ray  
 10:15 a.m. – 10:30 a.m. **Time with Exhibitors**  
 10:30 a.m. – 11:30 a.m. **Concurrent Session C**  
 11:30 a.m. – 12:00 p.m. **Networking and Book Signings**  
 12:00 p.m. – 1:00 p.m. **Author Luncheon**  
 T.A. Barron  
 1:00 p.m. – 1:30 p.m. **Book Signing**  
 T.A. Barron  
 1:30 p.m. – 3:45 p.m. **Workshops**  
 Deborah Appleman, Jeff Anderson,  
 and Katie Wood Ray  
 1:30 p.m. – 2:30 p.m. **Concurrent Session D**  
 2:45 p.m. – 3:45 p.m. **Concurrent Session E**  
 4:00 p.m. – 5:00 p.m. **Concurrent Session F**  
 5:30 p.m. – 7:00 p.m. **Poetry Reading**  
 5:30 p.m. – 7:30 p.m. **State Board of Education  
 Candidate Forum**

## Sunday, January 22

8:00 a.m. – 9:00 a.m. **Registration**  
 9:00 a.m. – 10:30 a.m. **Workshops**  
 Victoria Young and Karin Miller  
 10:45 a.m. – 12:15 p.m. **Workshops**  
 Victoria Young and Karin Miller

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## Interested in serving on a TCTELA committee?

Join a committee meeting  
from 11:15 a.m. - 11:45 a.m. on Friday in the  
Board Room or contact your committee chair online.

### AVENIDA GUADALUPE GIRL SCOUT CENTER

#### 2012 Community Outreach Program



The Avenida Guadalupe Girl Scout Center serves girls from the East Central, Harlandale, Edgewood, South San, and San Antonio school districts, which are located in west- and south-side San Antonio. The center has morning, after-school, and during-the-school-day literacy programs. Facilitators who work with the girls follow lesson plans that are matched to the state standards. Girls get help writing stories, journaling, and doing homework.

TCTELA members have a variety of options to help this very worthy cause. They can donate money which will go to purchasing two books: *The Girl's Guide to Girl Scouting* and *Leadership Journeys*, both of which are used during instruction. Members can also donate the following items: paper, composition books, pens/pencils, markers, binders, or backpacks. Or they can contribute a picture book or young adult novel for the classroom library.

*Photo courtesy the Girl Scouts of Southwest Texas.*

#### Standing Committee on Adolescent Literacy

**Function:** To support effective reform in adolescent literacy and to contribute to the reconceptualization of classroom practice, staff development, and assessment as outlined in NCTE's policy research brief on adolescent literacy reform.

#### Standing Committee on Special Needs Learners

**Function:** To promote a collaborative educational community that takes into account the improvement of literacy development for all students.

#### Standing Committee on Early Childhood

**Function:** To support the early childhood community of teachers, students, and parents and to foster and promote involvement of early childhood teachers in TCTELA affairs.

#### Standing Committee on Multicultural Awareness

**Function:** To raise awareness of multicultural events, books, speakers, authors, and trends to support TCTELA's effort to promote cultural diversity and integrate multicultural perspectives.

#### Standing Committee on Bilingual and English as a Second Language Awareness

**Function:** To raise awareness of issues and special concerns related to bilingual and ESL learners and to promote a collaborative educational community that seeks and promotes excellence in the teaching of bilingual and second language learners.

#### Standing Community on Technology

**Function:** To respond in a timely manner to the needs of English language arts educators concerning the use of technology in the classroom and to promote awareness regarding a pedagogical approach to the use of technology in the classroom; to promote a collaboration between English language arts and other disciplines, with an emphasis on technological and scientific writing.

#### Standing Committee on Legislative Action

**Function:** To raise awareness of legislative actions and events of specific concerns to English language arts educators and to work through the TCTELA board to promote and address issues of concern to appropriate agencies and entities.

#### Standing Committee on the State of the Profession

**Function:** To support the use of high quality, locally designed programs to promote teacher knowledge and expertise; to provide resources for flexible, ongoing professional development, including mentoring, that meet the needs of individual teachers to ensure effective literacy and teaching; to promote awareness of areas and issues relating to ongoing research and advancements in the state of the teaching of English language arts.



## THE TEXAS CIVIL RIGHTS PROJECT FOR ITS REPORT, "BANNED BOOKS IN THE TEXAS PRISON SYSTEM"

Books that line the shelves of our home libraries likely include works from award-winning authors such as Jeffrey Eugenides, John Updike, Alice Walker, Joyce Carol Oates, Tim O'Brien, Mario Vargas Lloyd, and Sinclair Lewis—works that are banned, banned, banned, banned, banned, banned, and banned in Texas prisons. Oprah Winfrey has described publicly her rehabilitating experience of reading *The Color Purple* by Alice Walker. Unfortunately, this opportunity will not be afforded to the women in Texas prisons. Indeed, many books on the Texas prisons' banned books list are censored for even vague references to sex, violence, and racial or political unrest.

The Texas Civil Rights Project (TCRP), a nonprofit foundation in Austin, San Juan, Odessa, and El Paso, works for the marginalized and voiceless, including the disabled, farm laborers, victims of discrimination and police misconduct, and immigrants. The Texas Council of Teachers of English Language Arts is bestowing upon the foundation the 2012 Intellectual Freedom Award for its 2011 report, "Banned Books in the Texas Prison System." This report reveals the arbitrary and unconstitutional banning of over 11,000 books from Texas prisoners. Despite the rehabilitative benefits of reading, the Texas Department of Criminal Justice (TDCJ) has banned not only classics but also books about prison conditions as well as other popular pieces that do not legitimately threaten prison security as allowed in the Texas Constitution (Texas Civil Rights Project, 2011).

The censorship report accuses the TDCJ of creating a broken system—one that was meant to provide protection inside prisons but that, in reality, effectively withholds relevant books from prisoners based on hard-to-qualify objections in violation of the Supreme Court ruling that allows publishers to "communicate with [prisoners] who ... willing[ly] seek their point of view" (Turner v. Safley, 1987). Of the 11,000 banned books, 78% are now permanently banned because over 86% of appeals are lost. Most appeals are made by prisoners who have not had the opportunity to read the book they are appealing (Texas Civil Rights Project, 2011).

Many of the books that appear on the "banned" list can be found in any high school library and in many homes across the state. Few people would find them objectionable. Books that include racial slurs are marked as having the potential to start racial riots in the prison system, so they are not allowed. Thus, both Richard Wright and Langston Hughes were added to the list of banned authors in Texas prisons.

Popular authors are also on the list: James Patterson has 25 banned books; John Grisham has 16. Other popular authors include Stephen King, Dan Brown, Anne Rice, Tom Clancy, and Jodi Picoult. Because of concern for prison escapes, books and magazines containing maps, like *Rand McNally* and *Reader's Digest*, are also censored, and because of nude photos and illustrations, books on creating art and collections of art have been banned, as have medical reference books.

In addition, books that analyze the prison system or describe the conditions of prisons are often included on the list. The book, *Women Behind Bars: The Crisis of Women in the U.S. Prison System*, by Silja J. A. Jalvi tells the story of the women interviewed in prisons overseen by the TDCJ; however, when the book came out, the women were not allowed to read their own stories because the book was banned. The official reason for the ban? A single sentence in the book: "The dark secret of her life was that she had been forced to perform fellatio on her uncle when she was just four years old." The TDCJ banned the book citing "sex with a minor" as its reason. Many books that reveal the inhumanity and violence of prison are censored, while Stephen King's *Shawshank Redemption* is mysteriously on the approved list.

Regarding race, many authors, including Thurgood Marshall, Harriet Beecher Stowe, Sojourner Truth, and Al Sharpton are banned, because of the concern that their texts dealing with civil rights issues could cause racial unrest as the reader interacts with the text. However, Adolph Hitler's *Mein Kampf* and David Duke's *Jewish Supremacism* are on the approved list.

This censorship case, brought by the TCRP against the TDCJ, is currently on appeal before the Fifth Circuit in Corpus Christi, which is why the TCRP was able to obtain and publish the complete list of books banned by the Texas prison system. Before the publication of the TCRP report, the list was unavailable, even to prisoners and their families, who often learned about a book's ban when the purchased book was rejected upon arrival at the prison from the publisher. (In order to prevent illegal contraband from being delivered, prisoners can receive books only if they come directly from the publisher; therefore, family and friends must drop-ship the books from the publishers.)

The Texas Civil Rights project has once again organized to represent the oppressed of society. Though standing up to censorship requires a heightened awareness, constant diligence—and in many cases—acts of courage, this case is especially challenging because the oppressed are voiceless. They cannot challenge the system that is withholding books, and year after year the list has grown without oversight. The Texas Council of Teachers of English Language Arts is honored to recognize the Texas Civil Rights Project for its years of service to the people of Texas who lack the resources and visibility to fight for themselves, and we are pleased to name the Texas Civil Rights Project as the TCTELA 2012 Intellectual Freedom Award recipient.

### Bibliography

Texas Civil Rights Project. (2011). *Banned books in the Texas prison system: How the Texas Department of Criminal Justice censors books sent to prisoners*. Texas Civil Rights Project, Human Rights Report. Austin, TX: Alan Pogue, via Citizens United for Rehabilitation of Errants.

Texas Civil Rights Project. (2011). *Texas Civil Rights Project*. Retrieved April 24, 2011, from <http://www.texascivilrightsproject.org/>

Turner v. Safley, 482 U.S. 78, 77 (1987).



## EDMUND J. FARRELL - TCTELA LIFETIME SERVICE AWARD



**Elizabeth (Liz) Stephens, PhD**

*Texas State University – San Marcos*

For her outstanding work at the local, state, and national level, Dr. Elizabeth (Liz) Stephens is the 2012 Dr. Edmund J. Farrell Award recipient.

After earning her doctorate from the University of Houston, Dr. Stephens joined the faculty of Texas State University, where she started a very successful National Writing Project site—the Central Texas Writing Project—before becoming a leader in the National Writing Project. As Director of National Writing Projects in Texas from 2008 to 2011, she coordinated state meetings and the activities of the various sites.

From those local and state leadership roles, Dr. Stephens moved to the national level. She currently serves on the National Writing Project Board of Directors and on the Advisory Panel to the National Commission on Writing for America's Families, Schools, and Colleges. Of course, the work of the National Writing Project goes hand-in-hand

with the mission of the National Council of Teachers of English and the Texas Council of Teachers of English Language Arts.

In recognition of her exemplary teaching in undergraduate reading, writing, and educational technology courses, Dr. Stephens was nominated for the Presidential Award for Excellence in Teaching by Texas State University's College of Education in 2007. She also was a regular presenter at state and national conferences and at Texas high schools. Dr. Stephens also has served on the TAKS Content Validation Review Panel from 2000 to the present.

Dr. Stephens edited *English in Texas*, the professional journal of the Texas Council of Teachers of English Language Arts, from 1999 – 2003. She was named Editor Emerita for her service to TCTELA. In 2000, during her tenure as editor, the journal was named the Best NCTE Affiliate Journal. Early in her career, Dr. Stephens served on the Review Committee for *Reading Online*, the electronic refereed journal of the International Reading Association; she was the editor for the newsletter of the AERA Literature Special Interest Group; and she also was the editor of the Texas Reading Report, the newsletter of the Texas State Reading Association.

Dr. Stephens has been a prolific scholarly writer as well. With three books, four book chapters, and numerous articles to her credit, she has become a national leader on writing and technology innovations. Her book, *Using Technology to Improve Adolescent Writing: Digital Makeovers for Writing Lessons*, currently is in press. Her articles have been published in *Voice in the Middle*, *International Journal of Learning*, the *Journal for Technology and Teacher Education*, and *Research in Middle Level Education Online*. Most of her writing and research is focused on the uses of technology in the classroom, so it should come as no surprise that Dr. Stephens was recognized for "best use of Instructional Technology" by the Society for Information Technology and Teacher Education.

Obtaining funding for projects has been a major aspect of Dr. Stephens' work. She has received numerous grants from the U.S. Department of Education, Texas State University, and Microsoft. With almost two million dollars in grant awards, Dr. Stephens has garnered financial support that Texas State University is using to develop innovations in technology and learning.

Under Dr. Stephens' leadership, our state writing projects continue to flourish. Under Dr. Stephens' leadership, the Texas Council of Teachers of English Language Arts developed an outstanding, award-winning journal, *English in Texas*. Under Dr. Stephens' leadership and counseling, the high school TAKS and STAAR for English language arts is a better assessment system. Dr. Stephens is an innovator who advocates for the English educators of Texas, encouraging us to be more professional, more innovative, and more able to meet the digital natives we teach today in our schools.

Although Dr. Stephens certainly is not at the end of her career—or even at the end of her contributions to the English language arts teachers in Texas—she definitely is deserving of this lifetime service award.



**Georgia Edwards:** Mercedes Bonner Leadership Award  
*Northside ISD*

Georgia Edwards deserves to win the Mercedes Bonner Award for many reasons. First and foremost, because of Georgia's efforts, this award came to fruition. She felt strongly that Mercedes Bonner be honored for her tireless and diligent work for TCTELA.

Second, Georgia is dedicated to TCTELA! She has served in many of the board positions, including recording secretary, vice president-elect, and president. Georgia also stepped in as the chair of the Multi-Awareness Committee when Ms. Bonner passed away. Georgia's efforts on the committee have resulted in several resolutions. She also was the local arrangements chair for the NCTE conference held in San Antonio in 2009.

Finally and most importantly, Georgia is a stellar woman. She is an outstanding educator; she is dedicated to the English profession; she is concerned with kids and their educational well-being; and she is a kind person, full of grace, and charm. Georgia knows everyone, and everyone knows her—just watch her at the NCTE and TCTELA conferences! Each person who comes in contact with Georgia is a better person. For all these reasons, and many more, Georgia Edwards deserves to be honored with the 2012 Mercedes Bonner Award.



**Donalyn Miller:** Elementary Teacher of the Year  
*Keller ISD*

When Donalyn Miller joined the North Star of Texas Writing Project, she was teaching students who each read at least 40 books a year. And of course, Donalyn taught by example: While her students averaged 40 books, she read at least 100. Donalyn generated excitement among the members of the Writing Project when she shared with them how her students' reading had improved simply by increasing their time engaged in reading quality, high-interest literature. This excitement about students' reading led Donalyn to begin writing what would become *The Book Whisperer: Awakening the Inner Reader in Every Child*.

In 2009, Jossey-Bass published Donalyn's book, and it was an instant hit. The way teachers would teach reading classes was going to change, and Donalyn became a rock star in the world of reading.

For Donalyn, *The Book Whisperer* represents a set of standards that she had developed for herself as a teacher: First, the teacher should be the most avid reader in the classroom, because good readers blossom in a culture that values literacy. The teacher also should work to match the right book to each student, helping to develop a lifelong reader. By adhering to these standards, Donalyn was able to connect socially with her students through the books they shared.

For the last couple of years, Donalyn, the Book Whisperer, has been traveling the country, sharing her experiences in the classroom with the nation. Still, as she continues to grow in her understanding of teaching reading, her students all read at least 40 books a year, and most students read even more, way more.

Beyond her classroom, Donalyn has ridden the waves of Twitter and organized a network of teachers around the country to bring the best new books to their classrooms. During the summer, Donalyn has led #bookaday. The participants of this Twitter group commit to reading one book a day, all summer. On Goodreads.com, Donalyn friends both students and peers, offering her recommendations of interesting titles.

Donalyn is an amazing elementary teacher, but she also is a great teacher of her peers. She humbly acknowledges her previous mistakes, so her process is transparent and the journey achievable. Donalyn has held nothing back as she has shared herself with her students and with the reading teacher community. We are proud to recognize Donalyn Miller as our Elementary Teacher of the Year.



**Heather Cato:** Middle School Teacher of the Year  
*Grapevine – Colleyville ISD*

Heather Cato's teaching philosophy is one to be emulated: In order for all students to learn, teachers must create a safe environment where students can explore the possibilities of knowledge. Only then will students be guided by well-crafted lessons, propelling them beyond their perceived limitations. The 21st-century classroom will continue to inspire students with the classics while engaging them through technology. Technology must be taught as a tool to be used to explore the past, present, and future of our world. Our future lies in connecting students to knowledge through technology—thus, creating a global community.

Heather currently guides Grapevine-Colleyville ISD as one of a handful of teachers piloting a digital classroom. Her middle school students learn daily via iPads that Heather carefully uploads to include educational apps that engage students at all levels of thinking and learning. She's presented her ideas and action research at school board

meetings and conferences for the past year, encouraging other educators to put a device in students' hands instead of having them hide it in their pockets.

Heather also serves as Area Director of the Academic UIL and as the sixth grade Team Leader at Cross Timbers Middle School. One major contribution is her development of SMART (Studying, Mentoring, Activities, Re-teaching, Tutoring) time, which is held daily for the 850+ students at Cross Timbers Middle School—a program that would benefit other schools across the nation if adopted.

The name of Heather's class wiki is Endless Questions. The title rings true for the students that Heather teaches. Many of her students have stated: "Mrs. Cato, you never answer our questions." And Heather replies, "You're right—because you can think and find the answer." Heather Cato forces her students to think and to search and to grow as individuals and citizens in a global community. She is deserving of the honor of TCTELA's Middle School Teacher of the Year.





**Molly Adams:** High School Teacher of the Year  
*Longview ISD*

In today's twitch speed world where educational institutions are struggling to keep up, there is an ever present need for schools to make the learning relevant—all the while, meeting the expectations of state testing. Many have tried to create an all-in-one-box program to meet the needs of all students, but research confirms that more than any other factor, it is the teacher in the classroom that makes the greatest impact on student achievement.

For the last 11 years, Molly Adams has utilized her bilingual and social work background, as well as her unique style and personality, to engage students in learning journeys they would not have taken willingly, had she not been the tour guide. Daily, Molly augments the required learning by creating authentic experiences, enhanced with technological pizzazz, in such a way that students easily make connections to the material and produce evidence of

their learning.

Working in a STEM Academy and integrating problem-based learning (PBL) into her ELA curriculum, Molly builds the necessary bridges her students need to engineer their own learning, synthesizing the humanities with math and science. Her zeal for PBL is contagious, and she readily shares her lesson plans and project ideas with peers and conference attendees, representing her school and STEM programs with professionalism and passion.

However, Molly's greatest talent, and possibly what lends most to her effectiveness as an educator, stems from her ability to meet her students where they are. Molly's interest in and knowledge of pop culture provide a springboard into the lives of the teenagers she meets in class each day. She talks about the things they love: music, movies, TV shows, and stars. This is a facet of Molly's teaching that her colleagues envy and her students love.

Molly Adams epitomizes the definition of an excellent teacher. Her knowledge, her passion, and her savvy contributed to her selection as our High School Teacher of the Year.



**Sharon O'Neal, PhD:** College Teacher of the Year  
*Texas State University – Round Rock Campus*

Over the years, Sharon O'Neal has contributed not only to the education of Texas public school children but also to the growth and professional development of English language arts teachers in many, many ways. Her leadership at the Texas Education Agency (TEA) during years of progress as well as years of turbulence was a great contribution. In that role, she certainly educated teachers in a most essential way—helping to bridge that space between policy and practice. She helped make it possible to bring teachers to the policy table, enabling them to share their expertise in the development of statewide curricular decisions. Her deep and wide knowledge of research and theory, as well as her sincere empathy for teachers and her commitment to giving all students access to rich language and literacy experiences, combined in unique ways in her work at TEA.

More recently, Sharon has moved into another teacher-educator role at the Round Rock campus of Texas State University. There, she teaches both undergraduate and graduate classes and also leads the Central Texas Writing Project Summer Institute. She is committed to integrating theory and practice in the lives of these novice teachers. She works in classrooms, collaborating with the mentor teachers on her professional development school campus. Evidence of her collaborative spirit is expressed through her willingness to do demonstration lessons with children—an effort to show her undergraduate teacher-candidates what it means to implement their instructional plans with real students—and she says that the times when things don't go so well are the best learning times for her students and for herself as a teacher/learner.

Sharon also serves as a leader of teacher-educators in Texas. Her service to TCTELA, to the Texas State Reading Association, and to the Texas Association for the Improvement of Reading attests to her generosity and leadership expertise.

Finally, Sharon also serves as a teacher-educator through her considerable consulting, presenting, writing, and editing activities. She is very active in these areas, and, most notably for TCTELA, has served as co-editor of *English in Texas*. At the 2011 NCTE Conference in Chicago, the session Sharon organized looked at using a particular children's literature selection about civil rights. She invited the author of the book, a teacher who has used the book in her classroom, and a Texas educator to join her in presenting innovative and inspiring ways to engage children in the literature and in considering these challenging ideas.

Her colleagues at Texas State University and her many students over the years undoubtedly will agree that Sharon certainly is an outstanding teacher-educator who deserves to be recognized as TCTELA's College Teacher of the Year.

The TCTELA elections will be held during Friday's General Session in the Texas Ballroom.

## TWO CANDIDATES FOR PRESIDENT-ELECT



**President-Elect Candidate**  
**Cindy Bengé**  
*Aldine ISD*

Language arts teachers continue to face many challenges as we struggle to educate our students and prepare them for the literacy needs of their 21st-century lives. As technology continues to progress, it seems that we have to compete with more and more literacies for the attention of our students, and, much of the time, we feel that we are losing. In order to compete, Texas teachers must be equipped with best practices and sound pedagogy that not only is supported by past research but also is steeped in innovation. Our students deserve nothing less. Although our

ultimate goal is to create literate adults who are able to make real decisions about their futures as either college students or career men and women, we also must heed the many obstacles along the way that our students must overcome. To help our students meet these challenges, teachers must be equipped with resources and cutting-edge professional development. We also must speak as a unified voice so that those who make educational policy decisions about language arts are doing so with the input of the experts—Texas literacy educators. As a member of the Board of Directors of TCTELA, I will work tirelessly to provide Texas language arts teachers with the resources that will help them meet the challenges of teaching the TEKS, preparing our students for the myriad assessments they have to pass, and, ultimately, creating critical thinkers who are capable in all of the multiple literacies required to be successful in today's world.



**President-Elect Candidate**  
**Kay Shurtleff**  
*ESC Region 10*

As we begin this new year, TCTELA is, more than ever before, a lifeline for Texas ELAR educators. No organization has done so much to advocate for best practices in language arts education in Texas. Having been a member of this organization for more than 15 years and having served on the Board of Directors as Recording Secretary, Vice President-Elect, and Vice President, I've reaped the benefits of membership for a long time.

Many of our colleagues, though, do not have access to the knowledge, professional development, and support that come with membership in TCTELA. My goal is to extend the arms of our professional organization to involve a larger percentage of our statewide teaching community and to explore networking opportunities beyond our annual conference. My role at the regional Education Service Center gives me multiple perspectives from the large number of educators with whom I come in contact. My experience and passion for educating Texas students give me the desire to serve as your President-Elect.



## THREE CANDIDATES FOR VICE PRESIDENT-ELECT FOR MEMBERSHIP AND AFFILIATES



### Vice President-Elect Candidate for Membership and Affiliates

**Molly Adams**  
*Longview ISD*

After growing up within a family literally full of teachers, I decided teaching was not for me. I became a social worker, spending time working with families and children waiting for adoption in Child Protective Services, reintegrating parolees with the Travis County state parole office, and providing counseling and mental health care for people of all ages at one of Parkland Hospital's community health clinics. I started teaching English when TAAS was dying and TAKS sprang to life—at the end of 1999. It took a while, but I discovered what I was meant to do: teach through project-based learning. I currently teach 10th and 12th grade English at Global High T-STEM Academy in

Longview, Texas. We don't just teach curriculum—we teach students how to survive intellectually and socially in a 21st-century world, and to do so with the desire to make a global contribution. It's the dream job I never knew existed. It's my 12th year of teaching, and although this is a hard year for all of us, I still love the classroom. It's my great big test kitchen for ideas. I'm always cooking something.

I have a bachelor's degree in Spanish and English from Texas Christian University. I have a Master of Science in Social Work from the University of Texas at Austin. I am a teacher consultant with the North Star of Texas Writing Project, a frequent presenter at TCTELA conferences and STEM leadership conferences, involved with the NSTWP leadership team, and a trainer for using technology in the classroom in my district and area. I currently am pursuing a Master of Arts in English at the University of Texas at Tyler. I recently have been published in *English in Texas* with my colleagues and frequent partners in literary crime, Heather Cato of Grapevine-Colleyville ISD, and Amy Rasmussen of Carrollton-Farmers Branch ISD.

Despite my accomplishments and experience, there is only one accomplishment I am most proud of: A very long time ago, two people poured themselves into me. My 11th grade English teacher, Mrs. Joye Davis, once told me that I could be someone, that I reminded her of Emily in *Our Town*, that I had a way with words. My freshman composition professor at TCU, Dr. Bob Frye, mentioned once that I had potential and spent many hours talking about the importance of the little details in life not passing us by. I hope with every day I stand in front of a classroom, that I make both of them proud, that I am half the teacher they each were, and that I continue to pay it forward into the next young hearts who need a bit of literary guidance. Emilies everywhere need the same push I did once.



### Vice President-Elect Candidate for Membership and Affiliates

**Brian Bass**  
*Lake Travis ISD*

In a 2006 research article, Arthur Applebee and Judith Langer analyzed data from the National Assessment of Educational Progress (NAEP) to determine the depth and breadth of writing instruction in American classrooms. The data suggest that there has indeed been a renewed focus on writing; however, Applebee and Langer contend that, although teachers believe they are teaching the writing process, teachers' collective understanding of what process writing means and how writing is taught in the classroom appears to be inconsistent.

I am concerned about our literacy practices in the classroom. Are we providing the types of writing instruction that promote the thinking young learners will need to be successful in the future? Writing should be the focal point of the classroom since it mediates the depth of thinking we want from our students. Obviously, we must promote writing in the English classroom through extended responses to reading, genre studies, and process writing, but writing needs to live outside of the English classroom as well. As English teachers, we must support our colleagues who teach other subjects. We must seek to develop a common discourse across the curriculum so that our students use the tools of literacy we provide not only in our classrooms but also in other academic areas and in their daily lives outside of school.

I believe that TCTELA can facilitate the considerable changes necessary for integrated literacy instruction in the classroom. In a state where obtaining a master's degree is neither required nor well-compensated, TCTELA can provide the awareness and exposure needed to enact change. As Vice President-Elect for Membership and Affiliates, I pledge to increase the membership of our organization and to continue sharing with our members opportunities that will enhance and inform our practice.

**Additional candidate on page 12.**

Additional candidates on page 11.



## **Vice President-Elect Candidate for Membership and Affiliates**

**Lisa Thibodeaux**  
*Plano ISD*

When we hear the phrase “21st-century skills,” we often think of it in terms of student abilities and proficiencies. I would offer, however, that these same essential skills—namely collaboration, contribution, creativity, and communication—also need to be at the heart of any 21st-century organization committed to growing understandings that are relevant to its membership and essential to progress and growth.

I see TCTELA as one such organization, dedicated to supporting the learning needs of its members while advocating for improvement and innovations in the profession. I am a proud member of our organization and its contributions to the national conversations on instruction in the English language arts, and I share TCTELA’s vision for growing a powerful network of teachers throughout the state. For these reasons, I have accepted this nomination for the position of Vice President-Elect for Membership and Affiliates.

In moving forward as an organization, I believe we must continue to dedicate ourselves to growing our knowledge of effective instruction so that the needs of all present-day learners are met. At the same time, we must ensure that opportunities for membership, professional learning, and regional affiliation be extended to all Texas ELA teachers so that they may join us in these advancements. As our membership grows and our learning opportunities extend, so does our capacity for affecting public understandings and perceptions. I believe that the success of the work we endorse and in which we engage is reliant upon a solid and expanding membership base. To this end, I dedicate my time and energy to this work.

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## **ONE CANDIDATE FOR RECORDING SECRETARY**



## **Recording Secretary Candidate**

**Cynthia Alaniz**  
*Coppell ISD*

As a teacher, I have three primary goals:

First, create a community of lifelong readers. I am a voracious reader, as I believe all teachers should be. As such, my primary mission is to develop a classroom of passionate readers. In our Reader’s Workshop, my students have developed the habit of reading routinely books of their choosing. My students set a goal for the year: read at least 40 books independently (from *The Book Whisperer*). Most, if not all, surpass this goal by December. When they meet this goal, I don’t offer a prize. I simply congratulate them and

together we revel in the glory of their accomplishment. My students become better people because of what they experience through the books they have read.

Second, develop a classroom of writers. In Writer’s Notebooks, we work at writing during our Writer’s Workshop (modeling Lucy Calkins and others). Writing is a craft, and we work on its techniques together. Through minilessons and read-alouds, we write daily. I share my own writing with students, revealing my process in drafting and revision. I meet with each writer through individual conferences. I show my students that writing belongs to everyone who has something to say. My students and I maintain a classroom blog to share our learning with the world: <http://mrsalanizclassblog.blogspot.com/>.

Third, coach problem-solvers with a work ethic. Citizens of the 21st century must have learning skills: thinking, problem-solving, and self-directional skills (Partnership for 21st Century Skills, 2003). By collaborating with classmates to solve problems, my students exercise reasoning and communicate new ideas. As my students work on real-world projects, I foster their leadership skills and create opportunities for them to work productively with others. My students learn that rewards are the result of hard work. I teach them motivation strategies so that they may monitor their learning and meet their own needs. I know the work force they will face requires them to “know how to learn.”

Teachers and students should learn together in a community, and classrooms should be places where knowledge is created, not just consumed. Permeating every activity, project, and lesson is my desire to make my classroom a globally connected one. Our learning goes beyond our classroom walls, beyond the calendar, and beyond the clock.







## POET LUNCHEON: NAOMI SHIHAB NYE

Naomi Shihab Nye describes herself as a “wandering poet.” She has spent 37 years traveling the country and the world leading writing workshops and inspiring students of all ages. Nye was born to a Palestinian father and an American mother and grew up in St. Louis, Jerusalem, and San Antonio. Drawing on her Palestinian-American heritage, the cultural diversity of her home in Texas, and her experiences traveling in Asia, Europe, Canada, Mexico, Central and South America, and the Middle East, Nye uses her writing to attest to our shared humanity.

Naomi Shihab Nye is the author and/or editor of more than 30 volumes. Her books of poetry include *19 Varieties of Gazelle: Poems of the Middle East*, *A Maze Me: Poems for Girls*, *Red Suitcase*, *Words Under the Words*, *Fuel*, and *You & Yours* (a best-selling poetry book of 2006). She is also the author of *Mint Snowball* (paragraphs); *Never in a Hurry and I'll Ask You Three Times, Are you Okay?*; *Tales of Driving and Being Driven* (essays); *Habibi* and *Going, Going* (novels for young readers); and *Baby Radar* and *Sitti's Secrets* (picture books). Other works include eight prize-winning poetry anthologies for young readers, including *Time You Let Me In*, *This Same Sky*, *The Space Between Our Footsteps: Poems and Paintings from the Middle East*, and *What Have You Lost?* Her recent collection of poems for young adults entitled *Honeybee* won the 2008 Arab American Book Award in the Children's/Young Adult category. Two new books are forthcoming in winter 2012: *There Is No Long Distance Now* (a collection of very short stories) and *Transfer* (poems).

Naomi Shihab Nye has been a Lannan Fellow, a Guggenheim Fellow, and a Witter Bynner Fellow (Library of Congress). She has received a Lavan Award from the Academy of American Poets, the Isabella Gardner Poetry Award, the Lee Bennett Hopkins Poetry Award, the Paterson Poetry Prize, four Pushcart Prizes, and numerous honors for her children's literature, including two Jane Addams Children's Book Awards. Her collection *19 Varieties of Gazelle* was a finalist for the National Book Award. She is a regular columnist for *Organica*. Her work has been presented on National Public Radio on *A Prairie Home Companion* and *The Writer's Almanac*. She has been featured on two PBS poetry specials: “The Language of Life with Bill Moyers” and “The United States of Poetry” and also appeared on *NOW with Bill Moyers*. She has been a visiting writer for full semesters for The Michener Center for Writers at the University of Texas at Austin and the University of Hawai'i at Manoa. In January 2010, she was elected to the Board of Chancellors of the Academy of American Poets.



## KEYNOTE ADDRESS: HARVEY “SMOKEY” DANIELS

Harvey Daniels has been a city and suburban classroom teacher and a college professor; he now works as a national consultant and author on literacy education. In language arts, Smokey is known for his pioneering work on student book clubs, as recounted in *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, and *Minilessons for Literature Circles*. Smokey has recently co-authored three bestselling books on content-area literacy: *Comprehension & Collaboration*; *Subjects Matter: Every Teacher's Guide to Content-Area Reading*; and *Content-Area Writing: Every Teacher's Guide*. He is also co-author of *Best Practice: Today's Standards for Teaching and Learning in America's Schools* and is editor of *Comprehension Going Forward*.

Smokey works with elementary and secondary teachers throughout the United States, Canada, and Europe, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Smokey shows colleagues how to simultaneously build students' reading strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong readers.



## KEYNOTE ADDRESS: KATIE WOOD RAY

Between her passion for elementary writing instruction and a love of children's literature, Katie Wood Ray found herself asking, "What if children were introduced to key qualities of good writing in the context of illustrations?" This question led to the research behind *In Pictures and In Words*. The answer was simple yet powerful: "The thinking students do while reading picture books can help them see the connection between what words and illustrations do to make meaning." As an author of bestselling Heinemann books such as *Already Ready*, *Study Driven*, *About the Authors*, and *What You Know By Heart* and as a member of Heinemann Professional Development Services, Katie has always given teachers resources and PD that transform writing instruction and help children discover a lifelong love of writing.

A former associate professor at Western Carolina University, Katie is now a full time writer and researcher of the teaching of writing. With a particular focus on the study of writing craft, she leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University. She was also the co-editor of the journal *Primary Voices K-6*, a publication of the National Council of Teachers of English.

Katie is also the author or co-author of several works, including *Spelling in Use: Looking Closely at Spelling in the Whole Language Classrooms* (1996, NCTE), *Wondrous Words: Writers and Writing in the Elementary Classroom* (1999, NCTE), and *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)* (2001, NCTE). A frequent speaker at conferences and summer institutes around the country, Katie also has extensive experience teaching teachers in workshop and demonstration settings.



## AUTHOR LUNCHEON: T.A. BARRON

"In everything I do," says T. A. Barron, "I'm a storyteller. As a dad, a writer, a documentary film maker, a conservationist, and a voice for young heroes—in all these ways, I tell stories. Why? Because there is no more powerful—or more exciting—way to convey an idea than through a story."

T.A. Barron grew up in Colorado ranch country then traveled widely as a Rhodes Scholar. Though he'd dreamed of becoming a writer, he couldn't find anyone to publish his first novel. He joined a business, eventually became president, then decided to try again. He changed careers, moving back to Colorado to become a writer and conservationist. Since then, he has written over 20 powerful, poetic books, many of which are international bestsellers. He is the winner of the 2011 de Grummond USM Medallion for "lifetime contribution to the field of children's and young adult literature."

Passion for the wonders of nature, deep concern for humanity and our fragile planet, and belief in the heroic potential of every person, radiate through all T. A. Barron's books. His highly acclaimed work has garnered the Nautilus Award Grand Prize, given to books that inspire a better world, as well as many other honors from the American Library Association and the International Reading Association. In the words of author Madeleine L'Engle, T.A. Barron's books are "a rare gift to be treasured for a lifetime." Robert Redford declared that "T.A. Barron's appreciation for nature shines through" his "extraordinary" work. And Book Sense labeled his books "the best of the best that is being written in children's literature."

T. A. Barron's novels include *The Lost Years of Merlin* (currently being developed into a feature film); the *Merlin's Dragon* trilogy; *The Great Tree of Avalon* (a *New York Times* best seller); and *The Ancient One* (the story of a brave girl and a redwood tree). He has also written several books for young readers, including *Tree Girl* and the illustrated children's books *High as a Hawk*, *The Day the Stones Walked*, and *Where is Grandpa?*. He greatly enjoys any chance to write nature books about Colorado's magnificent wilderness. His nonfiction book, *The Hero's Trail*, explores how any person from any background can make a positive difference to the world.

T.A. Barron also founded a national award to honor outstanding young people. The Gloria Barron Prize for Young Heroes (which he named after his mother) recognizes extraordinary, public-spirited young people from all backgrounds, in the hope that their examples will inspire others. He produced a documentary film, *Dream Big*, profiling seven young winners of the Barron Prize.



## FRIDAY MORNING WORKSHOPS

8:30 a.m. – 11:15 a.m.



Harvey "Smokey" Daniels

### ***Content-Area Reading***

Texas Ballroom B

In this interactive session, we'll begin with the curriculum we each have to teach and the text that's associated with it. Then we'll look at specific lessons that can help kids develop a repertoire of thinking strategies they can use to understand, remember, apply—and even care about—the subject matter they are studying. We'll try out many of these lessons ourselves, and through discussion and video of kids in action, adapt these strategies to our own classes.



Judith Youngers

### ***Building Savvy Info-Detectives: Notebook Foldable Tools for Comprehending and Interacting with Informational Text***

San Antonio Ballroom

Eighty-five to 90% of this fast-paced, hands-on session involves modeling and guided participant construction of evidence-based interactive graphic organizers, or Notebook Foldables. Demonstration via PowerPoint and actual student notebooks includes how dependent 3-D Graphic Organizers (Notebook Foldables) can be used as springboards and natural differentiators to help students study, immerse themselves in, and comprehend informational (nonfiction) text. Methods demonstrated underscore how Notebook Foldables are a key part of a lesson, used as anticipatory set builders and connectors to prior knowledge before reading, as guides and notetakers during reading, or used after reading to help students synthesize, evaluate, and apply concepts. Participants will discover how Notebook Foldables also can be used as formative assessment tools. Participants depart the session with examples of classroom-tested dependent graphic organizers that they can use in their classrooms.

## FRIDAY LUNCHEON: NAOMI SHIHAB NYE

11:45 a.m. – 1:00 p.m.



Naomi Shihab Nye

### ***Poet Luncheon***

Texas Ballroom

Where is the poetry in our lives? Has it been with us, very very close to us, all this time? THERE IS NO LONG DISTANCE NOW between people, countries, good dreams, hopes, moments—a sense of swirl and a calmer sense of focus. Nye will share poems, simple stories, and talk to aid our noontime digestion.

## GENERAL SESSION AND FRIDAY KEYNOTE: HARVEY "SMOKEY" DANIELS

1:30 p.m. – 2:45 p.m.



Harvey "Smokey" Daniels

### ***The Social Skills of Lifelong Learning***

Texas Ballroom

There is no "life skill" more important than getting along with other people. And all teachers desire a highly interactive and collaborative classroom, where kids can fluidly shift from working alone to working with a partner, a team, a book club, or an inquiry circle. But what happens when some kids don't like other kids, resist cooperating, or impede the functioning of their own or other groups? Just as we have learned that we must teach reading comprehension strategies explicitly, we now realize that the "collaboration strategies" of small-group interaction must also be named, modeled, taught, practiced, and reviewed.

In this interactive keynote, Harvey Daniels will engage participants in identifying the key "moves" used by proficient collaborators and will share specific lessons that help build these skills among elementary and secondary students.

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## CONCURRENT SESSION A: Session details on page 23.

3:00 p.m. – 4:00 p.m.

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## FRIDAY AFTERNOON WORKSHOPS

3:00 p.m. – 5:15 p.m.



Gretchen Bernabei

### ***The Secret Life of Chocolate: Infoshots and Expository Writing***

San Antonio Ballroom

How do we get students ready for informative writing? We'll use kernel essays, infoshots, and a build-a-prompt tool to get students ready to write informative pieces that are anything but formulaic.



Mary Cappellini

### ***Effectively Instructing and Integrating English Language Learners within Guided Reading Groups***

Executive Salon 3

The presenter will help mainstream classroom teachers who work with English language learners by suggesting strategies, focuses, and books to use during guided reading time with ELLs of all developmental levels. Guided Reading is a powerful tool to use with ALL students, especially ELLs, because it allows teachers to work with students' strengths as readers while also developing their language. Book selection will be highlighted as well as the differences between emergent/early and early fluent/fluent guided reading lessons.



Harvey "Smokey" Daniels

### ***What's New with Literature Circles?***

Executive Salon 4

In this interactive session, Harvey Daniels will share the newest developments in peer-led, small-group reading discussion groups. In a series of demonstrations, we'll go beyond picture and chapter books into all kinds of shorter fiction and nonfiction texts, using new tools that help kids to capture their responses as they read, deepen their comprehension, and reinforce the key social skills of effective small-group discussion. We'll view videos of elementary kids at work in a variety of Lit Circle formats. Bring your questions, concerns, and classroom stories—there will be plenty of time to discuss management and assessment issues.

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## CONCURRENT SESSION B: Session details on pages 24-25.

4:15 p.m. – 5:15 p.m.

## GENERAL SESSION AND SATURDAY KEYNOTE: KATIE WOOD RAY

8:00 a.m. – 10:15 a.m.



Katie Wood Ray

### ***When Words Make Pictures Make Words***

Texas Ballroom

Illustrators compose with pictures, and writers compose with words; but writers and illustrators make many of the same kinds of decisions as they compose in these different mediums. Explore as readers and as writers the fascinating, composing connections between pictures and words.

## CONCURRENT SESSION C: Session details on pages 26-27.

10:30 a.m. – 11:30 a.m.

## SATURDAY AUTHOR LUNCHEON: T.A. BARRON

12:00 p.m. – 1:00 p.m.



T.A. Barron

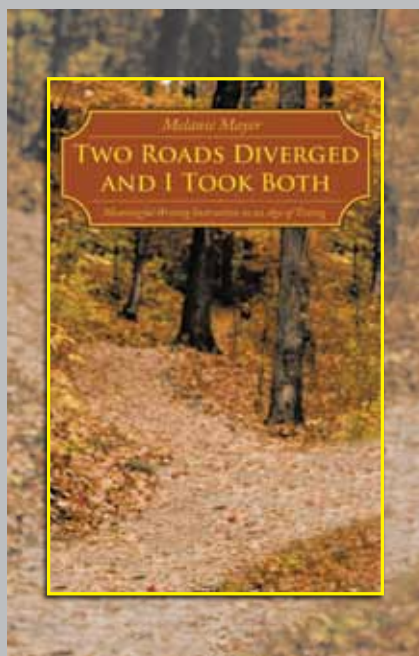
### ***Author Luncheon***

Texas Ballroom

Join your colleagues during the Saturday luncheon and participate in table talk about sessions attended and issues important to you. Then sit back and allow T.A. Barron, award-winning author of numerous highly acclaimed books, to take you on a journey of courage, heroism, and adventure. You'll enjoy his stories about the characters who find the good in life.

## CONCURRENT SESSION D: Session details on pages 28-29.

1:30 p.m. – 2:30 p.m.



To answer questions about revision, students must talk about writing.  
To connect across genres, they must read works by diverse authors, not just those by dead white guys.

Discover new ideas to teach the components  
of STAAR and EOC!

*Melanie Mayer presents:*  
**“Navigating the Yellow Wood”**

Saturday, January 21  
10:30 a.m. – 11:30 a.m.  
Texas Ballroom A

Look for Melanie's book signing and materials  
giveaway at her booth in the exhibit hall.



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## SATURDAY AFTERNOON WORKSHOPS

1:30 a.m. – 2:45 p.m.



Deborah Appleman

### ***Reading for Life: Engaging Adolescent Readers in Lifelong Literacy Learning***

San Antonio Ballroom

In this hands-on, interactive session, Deborah Appleman will offer a variety of classroom-tested strategies guaranteed to engage adolescent readers. She will draw from her work on teaching literacy theory to adolescents as well as from her most recent books, *Reading Better, Reading Smarter* (Heinemann), which focuses more specifically on reading, and *Adolescent Literacy and the Teaching of Reading* (NCTE). During the session, we will examine literary, nonfiction, and cultural texts, with an eye toward helping students to read not only these various types of texts but also their worlds... for life!



Jeff Anderson

### ***What Does Every Writer Need to Know? STAAR Edition***

Texas Ballroom A

Come get an overview of Jeff's new book and see what's in STAAR for you. Students learn to write by writing, but how do you get students' prose flowing and keep them writing? What actually inspires them to write and write well? In a time when education is being distilled down to formulaic scripts and measurable increments, it is imperative as writing teachers that we hold fast to what is essential and true for writing instruction in the 21st century. What are the non-negotiable strategies writers need to survive and flourish? Come learn how to get your writers in motion, using mentor texts, or the study of models, to sustain and inspire them. Help your writers find focus so they can write with a powerful selection of detail and appropriate form. Come think, laugh, talk, and write.



Katie Wood Ray

### ***Building a Strong Knowledge Base for the Teaching of Writing***

Executive Salon 1

To build a strong knowledge base for the teaching of writing, teachers must learn to notice genre, structure, craft, and convention as they read. The presenter will explore this kind of reading in a variety of texts and also will show examples of a teacher using her knowledge base to help writers in individual conferences.

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## CONCURRENT SESSION E: Session details on pages 30-31.

2:45 p.m. – 3:45 p.m.

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## CONCURRENT SESSION F: Session details on pages 32-33.

4:00 p.m. – 5:00 p.m.

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## SATURDAY POETRY READING

5:30 p.m. – 7:00 p.m.

Bluebonnet Room

Come join a poetry-reading community to celebrate our shared love of language. The annual poetry reading provides TCTELA members an opportunity to fellowship with others who practice the poetic arts that they teach. Bring an original poem to share, and we will laugh and cry together, or bring your journal to capture the experience in verse.

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## STATE BOARD OF EDUCATION CANDIDATE FORUM

5:30 p.m. – 7:30 p.m.

Texas Ballroom

## SUNDAY WORKSHOPS

9:00 a.m. – 10:30 a.m.



Victoria Young

### ***STAAR English I, II, and III: Measuring Authentic Reading and Writing in High School***

Texas Ballroom B

This session will focus on the most up-to-date information about the STAAR English I, II, and III reading and writing assessments. The presenter will use the new STAAR rubrics and sample student responses to discuss the level of performance required for student success on STAAR. The presenter will share what the 2011 English I assessment and English II and III field tests revealed about students' readiness for the new assessment program. Participants will have the opportunity to ask questions.

## SUNDAY WORKSHOPS

10:45 a.m. – 12:15 p.m.

### ***STAAR Writing at Grades 4 and 7: Raising Expectations for Students in Elementary and Middle School***

Texas Ballroom B

This session will focus on the most up-to-date information about the STAAR writing assessments at grades 4 and 7. The presenter will use the new STAAR rubrics and sample student responses to discuss the level of performance required for student success on STAAR. The presenter will share what the 2011 writing field tests revealed about students' readiness for the new assessment program at elementary and middle school. Participants will have the opportunity to ask questions.



Karin Miller

### ***TEA Presents: Curriculum Update Focusing on Elementary ELA/Reading***

San Antonio Ballroom

Karin Miller will share current developments related to Texas English Language Arts and Reading (ELA/R) education. This TEA session will include information on the ELA/R TEKS, the Texas Literacy Initiative, and educator resources including Project Share.

### ***TEA Presents: Curriculum Update Focusing on Secondary ELA/Reading***

San Antonio Ballroom

Karin Miller will share current developments related to Texas English Language Arts and Reading (ELA/R) education. This TEA session will include information on the ELA/R TEKS, the Texas Literacy Initiative, and educator resources including Project Share. Professional development opportunities for teachers will be discussed, including the online version of the Texas Adolescent Literacy Academy and courses highlighting the revised TEKS of the ELA/R electives. In addition, participants will learn about OnTRACK, the Project Share lessons for high school students.

# ENGLISH IN TEXAS

A JOURNAL OF THE TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS • FALL/WINTER 2011 • VOLUME 41.2

## ENGLISH IN TEXAS

**VOLUME 42.1 (SPRING/SUMMER 2012)**

**THEME: NURTURING LIFELONG LEARNING**

**Deadline: April 1, 2012**

### Call for Manuscripts:

The TCTELA annual conference theme is Nurturing Lifelong Learning. We encourage you to consider the ways that you engage your students in reading, writing, thinking, speaking, listening, viewing, and visually representing their thoughts and ideas in ways that help them to consider themselves as members of and contributors to literacy communities in your classroom and beyond.

### Call for Student Writing:

With the theme directed to Nurturing Lifelong Learning, share with us a piece that illustrates a hobby, an idea, or an activity that you plan to pursue for many years. For example, maybe you are a stamp collector and could write a piece about the history of some of the most interesting stamps you have learned about, or perhaps you are an avid fan of an author and want to share the knowledge you gain from reading his/her books. Learning takes many forms and happens in many places. Share your experiences with us!

## ENGLISH IN TEXAS

**VOLUME 42.2 (FALL/WINTER 2012)**

**THEME: INFORMATIONAL TEXTS OF THE 21ST CENTURY?**

**Deadline: September 1, 2012**

### Call for Manuscripts: Informational Texts of the 21st Century

#### Call for Submissions:

Because the majority of the sources on the Internet are expository, it appears that the 21st-century student has the opportunity to be engaged in the reading and writing of informational and nonfiction texts much more often than students of the past (Kamil & Lane, 1998). However, exposure to these types of texts and the ability to understand them and write them may very well be at different ends of the spectrum. Does ease of access to these text resources equal ease of understanding them? What do our students know about reading and writing informational and nonfiction texts? Think about ways that you have increased classroom instruction on the reading and writing of 21st-century informational and nonfiction texts. How do you define informational and nonfiction texts? Are they the same? What instructional methods and activities have been most effective in teaching your students to successfully navigate and evaluate these texts? How can teachers effectively link the academics of the classroom with the texts of the Internet? What are both digital and nondigital informational and nonfiction text resources that you have used in your classroom?

### Call for Student Writing: Informational Texts of the 21st Century

#### Call for Student Submissions:

Share some of your favorite Internet-based informational and nonfiction texts and/or topics. Why do you read and/or write about these texts? How do they inform your life in a way that is different from a fictional text?

# Literacy BRANCHING TO HUMANITY





## SESSION CODES

## Topics

AP Pre-AP/AP/Honors  
CR College Readiness  
ELL/Bilingual  
EM Emergent Literacy  
GT Gifted & Talented: *Please refer to page 39 for TAGT approval.*

L  
M  
NP  
RC  
T  
W

Literature/Poetry  
Multicultural Issues  
New to Profession  
Reading Comprehension  
Technology  
Writing

## Audience

Pre-K: Pre-Kindergarten  
E: Elementary School  
M: Middle School

H: High School  
C: College  
G: General Audience

## Icons



Workshop



Session



Bring Your Laptop



Repeated

## WORKSHOPS



## Content-Area Reading

*Harvey "Smokey" Daniels*

8:30 a.m. - 11:15 a.m.  
Texas Ballroom B  
Audience: G  
Topics: RC

In this interactive session, we'll begin with the curriculum we each have to teach and the text that's associated with it. Then we'll look at specific lessons that can help kids develop a repertoire of thinking strategies they can use to understand, remember, apply—and even care about—the subject matter they are studying. We'll try out many of these lessons ourselves, and through discussion and video of kids in action, adapt these strategies to our own classes.



## Building Savvy Info-Detectives: Notebook Foldable Tools for Comprehending and Interacting with Informational Text

*Judith Youngers*

8:30 a.m. - 11:15 a.m.  
San Antonio Ballroom  
Audience: E  
Topics: ELL, RC

Eighty-five to 90% of this fast-paced, hands-on session involves modeling and guided participant construction of evidence-based interactive graphic organizers, or Notebook Foldables. Demonstration via PowerPoint and actual student notebooks includes how dependent 3-D Graphic Organizers (Notebook Foldables) can be used as springboards and natural differentiators to help students study, immerse themselves in, and comprehend informational (nonfiction) text.



## The Secret Life of Chocolate: Infoshots and Expository Writing

*Gretchen Bernabei*

3:00 p.m. - 5:15 p.m.  
San Antonio Ballroom  
Audience: M, H  
Topics: W

How do we get students ready for informative writing? We'll use kernel essays, infoshots, and a build-a-prompt tool to get students ready to write informative pieces that are anything but formulaic.



## Effectively Instructing and Integrating English Language Learners within Guided Reading Groups

*Mary Cappellini*

3:00 p.m. - 5:15 p.m.  
Executive Salon 3  
Audience: E, M, H  
Topics: ELL

The presenter will help mainstream classroom teachers who work with English language learners by suggesting strategies, focuses, and books to use during guided reading time with ELLs of all development levels. Guided Reading is a powerful tool to use with ALL students, especially ELLs, because it allows teachers to work with students' strengths as readers while also developing their language. Book selection will be highlighted as well as the differences between emergent/early and early fluent/fluent guided reading lessons.



## What's New with Literature Circles?

*Harvey "Smokey" Daniels*

3:00 p.m. - 5:15 p.m.  
Executive Salon 4  
Audience: G  
Topics: L

In this interactive session, Harvey Daniels will share the newest developments in peer-led, small-group reading discussion groups. In a series of demonstrations, we'll go beyond picture and chapter books into all kinds of shorter fiction and nonfiction texts, using new tools that help kids to capture their responses as they read, deepen their comprehension, and reinforce the key social skills of effective small-group discussion. We'll view videos of elementary kids at work in a variety of Lit Circle formats. Bring your questions, concerns, and classroom stories—there will be plenty of time to discuss management and assessment issues.

## CONCURRENT SESSION A

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3:00 p.m. – 4:00 p.m.  
Director's Room 1  
Audience: M, H  
Topics: T, L, NP

### Enabling Literature of the Past to Come Alive in a Digital Age

*Edmund Farrell, The University of Texas at Austin*

To engage students in the work of deceased authors like Austen, Dickens, Whitman, or Melville, teachers should first encourage their students to systematically imagine how the world would differ without our modern-day electric artifacts such as television sets, computers, telephones, electric lights, air conditioners, airplanes, automobiles, and so forth. In short, students need to imagine the pace of people's lives in other times and places.



3:00 p.m. – 4:00 p.m.  
Executive Salon 1  
Audience: M, H  
Topics: ELL, CR, AP, NP,  
RC, W

### Short-Answer Responses with Multigenre Literature

*Pat Jacoby, Authentic Learning*

Participants will learn instructional strategies to help their students write insightful and sophisticated responses to multigenre literature. Responses to poetry, expository, and persuasive texts will be featured. A developmental continuum from literal to conceptual responses will be highlighted in preparation for the STAAR scoring expectations.



3:00 p.m. – 4:00 p.m.  
Executive Salon 2  
Audience: E, M, H, C  
Topics: ELL, AP, GT, NP,  
RC

### Illustrating the Holocaust: Picture Books and Graphic Novels

*Mary Webeck, Holocaust Museum Houston*  
*Cynthia Capers, Holocaust Museum Houston*

Want a new way to teach about the Holocaust? Try using picture books and graphic novels to introduce the content of this topic and to contextualize student understanding of the event. Based on this session, participants will be prepared to use these types of texts and to strengthen students' literacy skills.



3:00 p.m. – 4:00 p.m.  
Executive Salon 5  
Audience: Pre-K, E  
Topics: ELL, T

### The Sky Is the Limit – Technology in the Early Childhood Classroom

*Bobbi Prince, Somerset ISD*

Think technology is too hard to integrate into a PK or kindergarten classroom? Think again. Technology can easily be integrated into phonemic awareness and mathematics lessons. Learn to create lessons that will last a lifetime by incorporating digital cameras, the iPod touch, and open-source programs into your teaching.



3:00 p.m. – 4:00 p.m.  
Lone Star Room  
Audience: E  
Topics: RC, W

### Guiding Nonfiction Writing Through the Process of Inquiry

*Karen Sue Bradley, Texas A&M University at Kingsville*  
*Jack Bradley, Texas A&M University at Kingsville*

Elementary children can be guided to effective nonfiction writing through a process of inquiry. Children develop their own interests and select a topic related to it, create their own questions, make predictions, and begin the process of notetaking using a variety of sources. The teacher's role as facilitator is crucial.

## CONCURRENT SESSION B



4:15 p.m. – 5:15 p.m.  
Director's Room 1  
Audience: M, H  
Topics: ELL, T, P, RC

### Digital Readers in the Hands of Reluctant Middle School Readers

*Kay Johnson, The Reading Connection*  
*Twyla Miranda, Texas Wesleyan University*  
*Dara Williams-Rossi, Southern Methodist University*  
*Nancy McKenzie, Tarrant County College*

Participants will learn about research-based benefits of e-reader usage for secondary (6-12) struggling readers. Information presented is based on data from an original study conducted by the researcher-presenter. Qualitative findings indicated program-wide increases in reader self-confidence, while quantitative data showed interesting differences between male and female student perceptions.



4:15 p.m. – 5:15 p.m.  
Executive Salon 1  
Audience: M, H  
Topics: CR, AP, NP, W

### Models, Modes, & Mondays: Contemporary Expository for the English Classroom

*Michael Guevara, Our Lady of the Lake University*

According to Roy Peter Clark in his book, *Writing Tools*, too many people are left out of writing because they see it as a special talent rather than as a purposeful craft. By using writing examples from contemporary society that align with standards and curriculum, students create writing that can live outside the classroom.



4:15 p.m. – 5:15 p.m.  
Executive Salon 2  
Audience: M, H  
Topics: M, AP, NP, W

### eHarmony in the English Classroom: Getting to Know Your Students

*Joan Shiring, The University of Texas at Austin*

All good teachers recognize the critical importance of learning about their students' lives. In this session, you'll explore brief, exemplary multicultural texts (fiction, poetry, nonfiction) that can serve as effective springboards for oral and written response. We'll also model several fun, engaging activities that encourage adolescents to open up about their interests and preferences. Additional resources include ideas for media integration (photos, art, video clips) and options for student assessment.



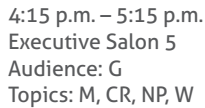
4:15 p.m. – 5:15 p.m.  
Executive Texas  
Ballroom A  
Audience: M, H  
Topics: CR, NP

### Does the Reader Have a Pulse? Revive Reading by Engaging Students with Inquiry

*Tracy Scholz, Alief ISD*

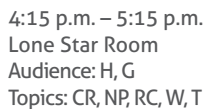
Re-energize and motivate readers — not only with the need to know, but also with the want to know — using inquiry-based instruction in the English language arts classroom. Generate big ideas and guiding questions first; then select appropriate texts that help students explore the issues.





*Kaye Price-Hawkins, Priceless Literacy*

Research about teaching grammar dictates the importance of integrated instruction and practice over time. The presenter will share several strategies that begin with recognition (to envision the possibilities) and move into the application stage (to see what the student's writing reveals and to encourage experimentation and growth).



*Molly Adams, Longview ISD*

It's the latest hot topic in the educational supermarket: project-based learning. Maybe you've attended a training on it. Maybe you've heard experts talk about it. But do you really know how to make project-based learning a reality in your classroom on a daily basis? The research isn't new. But the possibilities for projects are endless and fresh. What if every project you facilitated actually fostered 21st-century skills and was grounded in real-life application that aligned with local, state, and national standards? What have you been waiting for? Come to the table. Sit down. Get your hands dirty. Want learning that leaves them hungry for more? Come see what's cooking. Not only will your students' souls be fed, but yours will, too.



Saturday, January 21 • 4:00 p.m. to 4:30 p.m.  
**Jeff Anderson**

[illegible]

## CONCURRENT SESSION C



10:30 a.m. – 11:30 a.m.  
San Antonio Ballroom  
Audience: E, M  
Topics: CR, RC

### STAAR Power in the Reading Classroom

*Charles Fuhrken, Independent*

Just in time for STAAR, which goes live this spring, an assessment industry insider tackles the buzzwords (such as “rigor” and “readiness”), interprets particularly enigmatic reading standards, and shares approaches for teaching the standards in ways that matter to students’ reading lives (and show up in their test scores).



10:30 a.m. – 11:30 a.m.  
Director’s Room 1  
Audience: E  
Topics: ELL, W

### Unleashing the Primary Writer

*Catherine Roth, Spring Branch ISD*  
*Meredith Ramey, Spring Branch ISD*

Tap into that undaunted excitement, that unbridled enthusiasm, that “I can do this” demeanor of our youngest writers! Come let us show you the magic of making books with kindergarteners and first graders and give you our step-by-step plan to turn your young students into authors for life!



10:30 a.m. – 11:30 a.m.  
Executive Salon 1  
Audience: E, M, H, C  
Topics: T, NP, RC, W

### Twitter Schmitter: You Really Believe There’s a Place for This Social Media in Education?

*Amy Rasmussen, Carrollton-Farmers Branch ISD*  
*Heather Cato, Grapevine-Colleyville ISD*  
*Molly Adams, Longview ISD*

More and more educators are joining the flock. Your turn? Chirp into the conversation, flap into the Twittersphere. Learn the language of tweeting, grow a Personal Learning Network, join chats and introduce microblogging to your students. We’ll help you nurture the matter (digital, that is) in this interactive session.



10:30 a.m. – 11:30 a.m.  
Executive Salon 2  
Audience: M, H, C  
Topics: AP, GT, NP

### Incorporating Diaries and Survivor Narratives in Holocaust Lessons

*Cynthia Capers, Holocaust Museum Houston*  
*Mary Webeck, Holocaust Museum Houston*

Do your students not “get” the Holocaust? Need to help personalize the experiences? The presenters will use textual and video resources to share methods you can implement in your existing units of study of the Holocaust.



10:30 a.m. – 11:30 a.m.  
Executive Salon 3  
Audience: M, H  
Topics: M, ELL, CR, NP, RC, W

### A Picture Is Worth a Thousand Words

*Emily Faulk, Alvin ISD*

The presenter will offer several strategies using visual images that support the reading and writing connection. Examples of student work will be shared so that participants can see the classroom application. Handouts with research and additional reading and writing minilessons will be provided.

## CONCURRENT SESSION C - CONTINUED



10:30 a.m. – 11:30 a.m.  
Executive Salon 4  
Audience: G  
Topics: W

### **Adding to Your Professional Bucket List: Tips on Presentation Proposals and Professional Writing**

*Katrina Gonzales, Schleicher County ISD*  
*Kay Shurtleff, ESC Region 10*  
*Leigh Van Horn, University of Houston-Downtown*  
*Kim Pinkerton, University of Houston-Downtown*  
*Carol Bedard, University of Houston-Downtown*

Attending this conference demonstrates your commitment to lifelong learning. Another way to show your commitment is by sharing your knowledge with others, nurturing them in their quest for lifelong learning. Have you ever considered writing for TCTELA's *English in Texas* journal? Or have you toyed with submitting a proposal to present at next year's TCTELA conference? Are you just a little intimidated? There's no need to be. It's time you added "author" and "presenter" to your professional bucket list! Designed to jump-start your journey into writing and/or presenting, this session includes practical and important tips to help get you on your way.



10:30 a.m. – 11:30 a.m.  
Executive Salon 5  
Audience: E, M, H  
Topics: T

### **Bring Your Own Laptop: Web 2.0 in the ELA/R Classroom**

*Arden McLean, Northside ISD*



Repeated in Session D

Technology applications for the classroom are becoming more accessible and applicable. So why do we, as English teachers, often fall into the trap of using our computers for little more than word-processing? Bring your laptop to this hands-on session and discover how to move publication from paper to digital media using free 2.0 applications.



10:30 a.m. – 11:30 a.m.  
Lone Star Room  
Audience: H, C  
Topics: CR, P, RC

### **"Hey Ms., this is fun!": Engaging Struggling High School Readers in Literary Interpretation**

*Emily Wender, Austin Community College*

The presenter addresses literary interpretation through narrator and character emotion. Together we will read a very short story, construct the textual situation using a semantic map of feeling, and engage in a brief interpretive exercise. How did this approach engage us in literary experience? What difference could this make for our students?



10:30 a.m. – 11:30 a.m.  
Texas Ballroom A  
Audience: M, H, C  
Topics: W

### **Navigating the Yellow Wood: Meaningful Writing Instruction in an Age of Testing**

*Melanie Mayer, Port Aransas ISD*

Teaching good writing is a daunting task. It is easy to feel overwhelmed, especially now as we make the switch to STAAR and EOC. Author, presenter, and award-winning classroom teacher, Melanie Mayer, takes the pressure off with fresh, fun, and engaging activities that connect and elevate student writing for and beyond the STAAR and EOC. Attendees at this inspirational and humorous "do this instead of that" PowerPoint session will receive assignments and student samples that immediately revolutionize classrooms and make a difference for students, particularly in areas of grammar instruction, revision activities, connecting across genres, and style analysis – all components of the new test.



10:30 a.m. – 11:30 a.m.  
Texas Ballroom C  
Audience: M, H, C  
Topics: M, ELL, RC, W

### **Create Lifelong Readers by Screening Subtitled Foreign Films: *The Twilight Samurai***

*Colin Dalton, University of Houston-Downtown*

Learn how to use the reading of subtitled foreign films to engage students in extended reading, thinking, and writing activities. The presenter will model a foreign film reading enhancement lesson using excerpts from the Japanese film, *The Twilight Samurai*. In addition, participants will engage in a critique and discussion of other foreign films for use in the classroom.



## WORKSHOPS



1:30 p.m. - 3:45 p.m.  
San Antonio Ballroom  
Audience: M, H  
Topics: R

### Reading for Life: Engaging Adolescent Readers in Lifelong Literacy Learning

*Deborah Appleman*

In this hands-on, interactive session, Deborah Appleman will offer a variety of classroom-tested strategies guaranteed to engage adolescent readers. She will draw from her work on teaching literacy theory to adolescents as well as from her most recent books, *Reading Better, Reading Smarter* (Heinemann), which focuses more specifically on reading, and *Adolescent Literacy and the Teaching of Reading* (NCTE). During the session, we will examine literary, nonfiction, and cultural texts, with an eye toward helping students to read not only these various types of texts but also their worlds for life!



1:30 p.m. - 3:45 p.m.  
Executive Salon 1  
Audience: E  
Topics: W

### Building a Strong Knowledge Base for the Teaching of Writing

*Katie Wood Ray*

To build a strong knowledge base for the teaching of writing, teachers must learn to notice genre, structure, craft, and convention as they read. The presenter will explore this kind of reading in a variety of texts and also will show examples of a teacher using her knowledge base to help writers in individual conferences.



1:30 p.m. - 3:45 p.m.  
Texas Ballroom A  
Audience: E, M  
Topics: CR

### What Does Every Writer Need to Know? STAAR Edition

*Jeff Anderson*

Come get an overview of Jeff's new book and see what's in STAAR for you. Students learn to write by writing, but how do you get students' prose flowing and keep them writing? What actually inspires them to write and write well? In a time when education is being distilled down to formulaic scripts and measurable increments, it is imperative as writing teachers that we hold fast to what is essential and true for writing instruction in the 21st century. What are the non-negotiable strategies writers need to survive and flourish? Come learn how to get your writers in motion, using mentor texts, or the study of models, to sustain and inspire them. Help your writers find focus so they can write with a powerful selection of detail and appropriate form. Come think, laugh, talk, and write.

## CONCURRENT SESSION D



1:30 p.m. - 2:30 p.m.  
Director's Room 1  
Audience: H  
Topics: W

### Bite-Sized Pieces: Using Scaffolding, Modeling, and Repetition to Establish Strong Writing and Research Skills

*Tiffany Larson, Denton ISD*  
*Alyscia Clark, Denton ISD*

Do you dread the research paper as much as your students? Are you tired of trite or plagiarized papers? By scaffolding bite-sized pieces of the process into tangible skills, we can help students with specific problems during the research and writing process so that the end result is a better paper.

## CONCURRENT SESSION D - CONTINUED



1:30 p.m. – 2:30 p.m.  
Executive Salon 2  
Audience: M, H  
Topics: M, ELL, T, CR,  
AP, GT, W

### The New Experience: Civic Engagement and Creative Nonfiction

*Amy Stengel, North East ISD*

Developing student-designed community writing projects that benefit students, the community, and the writing goals a student needs to master is an exciting way to blend together the interests of the students, the needs of a community, and the learning needs of each individual writer. Thoughtfully constructed service-learning projects encourage students to be more engaged and civically responsible. The student writing generated from these experiences is fresh, honest, and meaningful in a myriad of ways. Civic engagement and the creative nonfiction writing that results from such an experience can become an integral part of a program or class and can alter a student's view of and engagement with literacy, improving the student's ability to write and to read. In this session, creative nonfiction as expository writing will be the focus.



1:30 p.m. – 2:30 p.m.  
Executive Salon 3  
Audience: M, H  
Topics: ELL, CR

### Preparing ELLs for College and Career Readiness

*Lisa Rowlette, Hurst-Euless-Bedford ISD*

The College and Career Readiness Standards are intended to ensure that all Texas students leave high school with the skills necessary to continue to learn on the job or in post-secondary education. Despite the additional challenge of becoming literate in a new language, English Language Learners are very capable of meeting these standards! Come learn from a former ESL and high school English teacher, current language arts curriculum coordinator, and member of The Higher Education Coordinating Board Phase 3 Committee on the CCRS, how to help ELLs leave high school ready for continuing education.



1:30 p.m. – 2:30 p.m.  
Executive Salon 4  
Audience: M, H, C  
Topics: M, ELL, NP

### Reading and Teaching Mexican American Young Adult Literature

*Amy Cummins, The University of Texas-Pan American*  
*Carol Bedard, University of Houston-Downtown*  
*Margaret Cantú-Sánchez, The University of Texas at San Antonio*  
*Laurie López Coleman, San Antonio College*

In this session, we will provide teachers with new ideas for our diverse English classrooms in Texas. The presenters describe strategies, student responses, and practical approaches to contemporary Mexican American authors such as Jimmy Santiago Baca, Viola Canales, Barbara Renaud Gonzalez, Diana López, Pat Mora, Ben Saenz, René Saldaña, Jr., and Carmen Tafolla. Handouts list resources for teachers and students.



1:30 p.m. – 2:30 p.m.  
Executive Salon 5  
Audience: E, M, H  
Topics: T

### Bring Your Own Laptop: Web 2.0 in the ELA/R Classroom

*Arden McLean, Northside ISD*



Repeated from Session C

Technology applications for the classroom are becoming more accessible and applicable. So why do we, as English teachers, often fall into the trap of using our computers for little more than word-processing? Bring your laptop to this hands-on session and discover how to move publication from paper to digital media using free 2.0 applications.



1:30 p.m. – 2:30 p.m.  
Lone Star Room  
Audience: E  
Topics: ELL, RC, W

### Informational Literacy: Empowering ALL Students to Read, Research, and Report

*Margaret Thompson, Baylor University*  
*Linda Cox, Baylor University*

What strategies do young readers need in order to comprehend informational text? How can these strategies enable students to do independent research? Learn about researched-based strategies that support K-3rd grade students as they read, research, and report using informational text. A detailed handout will be provided, and a video and examples of research products will be shown.

## CONCURRENT SESSION E



2:45 p.m. – 3:45 p.m.  
Director's Room 1  
Audience: G  
Topics: T, NP, RC, W

### Reader's and Writer's Workshop Beyond Primary Grades

*Richard James, Wylie ISD*

How can we take reader's/writer's workshop into the upper elementary, middle, and secondary classrooms? Let's talk about identifying concepts and resources that will blend workshop elements with 21st century skills and technology resources. We'll explore how workshop settings and strategies can engage our students in their digital learning modes.



2:45 p.m. – 3:45 p.m.  
Executive Salon 2  
Audience: G  
Topics: M, ELL, T, W

### Literacy Narratives & Digital Maps: (Re) Conceptualizing Literacy Practices in Bilingual, Transnational Students

*Carol Brochin-Ceballos, The University of Texas at El Paso*  
*Lisa Lyons, The University of Texas at El Paso*  
*Sarah de la Garza, The University of Texas at El Paso*  
*Ana Diaz, The University of Texas at El Paso*

In this session, the presenters discuss literacy narratives and digital maps enacted with students from the U.S./Mexico border region. The presenters document the ways in which these literacy activities have the potential to transform the future of literacy instruction to better serve an increasingly multilingual, multicultural student population.



2:45 p.m. – 3:45 p.m.  
Executive Salon 3  
Audience: M, H  
Topics: CR, AP, GT, RC, W

### Inquiry-Based Instruction: A Path to Lifelong Learning

*Valerie Taylor, Eanes ISD*

In this session, participants will explore a variety of ways to establish an inquiry-based curriculum in both reading and writing instruction. By examining a model unit and practicing some strategies, we will explore how critical inquiry can help students become more engaged in their learning.



2:45 p.m. – 3:45 p.m.  
Executive Salon 4  
Audience: M, H  
Topics: M, NP

### Teaching Media/Multiple Literacies Through Graphic Novels

*Gretchen Schwarz, Baylor University*

Graphic novels are growing in number, popularity, and quality. Graphic novels are excellent vehicles for teaching media or multiples literacies in an age dominated by the image. We will practice secondary classroom activities, teaching visual, informational, and other literacies through graphic novels. Many resources will be shared, too.



2:45 p.m. – 3:45 p.m.  
Executive Salon 5  
Audience: E, M, H  
Topics: T

### Bring Your Own Laptop: Create Lifelong Publishers by Adding Fun Technology to Your Lessons

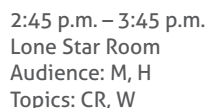
*Jennifer Lilly, Schleicher County ISD*



Repeated in Session F

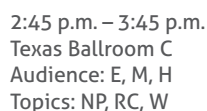
Animoto, Glogster, and Prezi are fun technology tools that heighten the publishing experience for students of all ages. These tools are simple to use in everyday instruction. The presenter will show sample projects done by students in Schleicher County ISD, and attendees will receive sample lesson ideas and rubrics along with helpful tips to create accounts on the three sites.





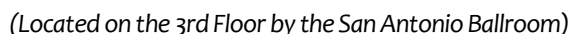
*Beatrice Mendez Newman, The University of Texas-Pan American*

Wanna work with wikis but stuck wistfully watching others way ahead of the curve? We'll show you how to create a wiki, and we'll discuss how wikis can be used to connect learning communities to provide content to ELA students and as a powerful platform for digital storytelling and a creative outlet for research.



Leigh Van Horn, University of Houston-Downtown  
Carol Bedard, University of Houston-Downtown  
Kim Pinkerton, University of Houston-Downtown

Movies, music videos, books—hook your students into a deeper study of genre. Learn how to use current mixed-genre texts to improve students' reading and writing. Participants will receive an annotated list of the mixed-genre texts introduced in the session that they can use in K-12 classrooms.



**Friday, January 20 · 11:15 a.m. to 11:45 a.m.**  
**Smokey Daniels**

**Saturday, January 21 • 10:15 a.m. to 10:45 a.m.**  
**Katie Wood Ray**

[illegible]

## CONCURRENT SESSION F



4:00 p.m. – 5:00 p.m.  
Director's Room 1  
Audience: M, H  
Topics: CR, AP, NP,  
RC, W

### Free from Fad: Achieving True Engagement in the ELA Classroom

*Lisa Thibodeaux, Plano ISD*  
*Marsha Cawthon, Plano ISD*

Avoiding the fads and the fluff, the presenters get right to the heart of true and meaningful student engagement—contribution, collaboration, and community. We'll explore seven specific classroom activities, both short- and long-term, which help to build a culture of engagement and support the real work of the English classroom—reading, writing, and thinking.



4:00 p.m. – 5:00 p.m.  
Executive Salon 2  
Audience: M, H  
Topics: M, AP, GT, RC,  
W

### And Then They Came for Me: Our Lifelong Responsibility for Each Other

*Carol Revelle, University of North Texas*  
*Melissa Alexander, Coppell ISD*

Never again? Genocide existed before the Holocaust, and it continues. How do we frame genocide instruction to help students make connections? Using Eve Bunting's *Terrible Things* and Maurice Ogden's *The Hangman*, participants will create an image for a gallery walk that will prompt students to consider the responsibility of bystanders.



4:00 p.m. – 5:00 p.m.  
Executive Salon 4  
Audience: M, H, C  
Topics: M, NP, RC, W

### Our Voices, Our Lives: Using Primary Sources to Develop Thinking and Writing

*Jeanette Pierce, The University of the Incarnate Word*

The presenters will highlight an oral history project which began with videotaped interviews of 20 San Antonio Holocaust survivors. English teacher volunteers wrote accounts of each person's story, developed original pieces, and lessons appropriate for classroom use. This session provides a model for participants to employ in their own communities.



4:00 p.m. – 5:00 p.m.  
Executive Salon 5  
Audience: E, M, H  
Topics: T

### Bring Your Own Laptop: Create Lifelong Publishers by Adding Fun Technology to Your Lessons

*Jennifer Lilly, Schleicher County ISD*



Repeated from Session E

Animoto, Glogster, and Prezi are fun technology tools that heighten the publishing experience for students of all ages. These tools are simple to use in everyday instruction. The presenter will show sample projects done by students in Schleicher County ISD, and attendees will receive sample lesson ideas and rubrics along with helpful tips to create accounts on the three sites.

## CONCURRENT SESSION F - CONTINUED



4:00 p.m. – 5:00 p.m.  
Lone Star Room  
Audience: E  
Topics: ELL, W

## Research Wonders: Helping Primary Students Explore Inquiry

*Sheryl Lew, San Antonio ISD*

Authentic research comes from students' own wonders and observations about the world. Learn how to set up an environment where students learn through inquiry. Primary students will follow the Carroll/Wilson Inquiry Schemata to explore topics of interest, locate and interpret information, and write research using their own unique voice.



4:00 p.m. – 5:00 p.m.  
Texas Ballroom C  
Audience: E, M, H  
Topics: W

## The Writing Academy K-12 Key Strategies

*Randi Whitney, The Writing Academy*

Discover how to build a brain-based, K-12 vertical alignment for teaching excellent writing. Hear about the new STAAR narrative and expository writing tasks. Walk away with STAAR prompts and tactile-kinesthetic ways to teach successful writing.

## Notes

[illegible]

## WORKSHOPS



9:00 a.m. – 10:30 a.m.  
Texas Ballroom B  
Audience: H  
Topics: STAAR

### STAAR English I, II, and III: Measuring Authentic Reading and Writing in High School

*Victoria Young, Texas Education Agency*

This session will focus on the most up-to-date information about the STAAR English I, II, and III reading and writing assessments. The presenter will use the new STAAR rubrics and sample student responses to discuss the level of performance required for student success on STAAR. The presenter will share what the 2011 English I assessment and English II and III field tests revealed about students' readiness for the new assessment program. Participants will have the opportunity to ask questions.



9:00 a.m. – 10:30 a.m.  
San Antonio Ballroom  
Audience: E  
Topics: STAAR

### TEA Presents: Curriculum Update Focusing on Elementary ELA/Reading

*Karin Miller, Texas Education Agency*

Karin Miller will share current developments related to Texas English Language Arts and Reading (ELA/R) education. This TEA session will include information on the ELA/R TEKS, the Texas Literacy Initiative, and educator resources including Project Share.



10:45 a.m. – 12:45 p.m.  
Texas Ballroom B  
Audience: E, M  
Topics: STAAR

### STAAR Writing at Grades 4 and 7: Raising Expectations for Students in Elementary and Middle School

*Victoria Young, Texas Education Agency*

This session will focus on the most up-to-date information about the STAAR writing assessments at grades 4 and 7. The presenter will use the new STAAR rubrics and sample student responses to discuss the level of performance required for student success on STAAR. The presenter will share what the 2011 writing field tests revealed about students' readiness for the new assessment program at the elementary and middle school. Participants will have the opportunity to ask questions.



10:45 a.m. – 12:45 p.m.  
San Antonio Ballroom  
Audience: M, H  
Topics: STAAR

### TEA Presents: Curriculum Update Focusing on Secondary ELA/Reading

*Karin Miller, Texas Education Agency*

Karin Miller will share current developments related to Texas English Language Arts and Reading (ELA/R) education. This TEA session will include information on the ELA/R TEKS, the Texas Literacy Initiative, and educator resources including Project Share. Professional development opportunities for teachers will be discussed, including the online version of the Texas Adolescent Literacy Academy and courses highlighting the revised TEKS of the ELA/R electives. In addition, participants will learn about OnTRACK, the Project Share lessons for high school students.



Texas Board of Education Certification Verification Form

TCTELA is an approved CPE Provider  
Provider ID 500444

TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS  
January 20-22, 2012  
Nurturing Lifelong Learning

This is to certify that \_\_\_\_\_ has attended each checked session. Sessions are equivalent to one, two, or three hours of continuing education.

  
Martha Medlock

**FRIDAY**

**Workshops (2 Hours CPE)**

*Friday, 8:30 a.m. – 11:15 a.m.*

- ☐ Content-Area Reading
- ☐ Building Savvy Info-Detectives: Notebook Foldable Tools for Comprehending and Interacting with Informational Text

**Workshops (2 Hours CPE)**

*Friday, 3:00 p.m. – 5:15 p.m.*

- ☐ The Secret Life of Chocolate: Infoshots and Expository Writing
- ☐ Effectively Instructing and Integrating English Language Learners within Guided Reading Groups
- ☐ What's New with Literature Circles?

**Friday – Keynote and Luncheon (1 Hour CPE)**

- ☐ Poet Luncheon: Naomi Shihab Nye
- ☐ The Social Skills of Lifelong Learning

**Concurrent Session A (1 Hour CPE)**

*Friday, 3:00 p.m. – 4:00 p.m.*

- ☐ Enabling Literature of the Past to Come Alive in a Digital Age
- ☐ Short-Answer Responses with Multigenre Literature
- ☐ Illustrating the Holocaust: Picture Books and Graphic Novels
- ☐ The Sky Is the Limit - Technology in the Early Childhood Classroom
- ☐ Guiding Nonfiction Writing Through the Process of Inquiry

**Concurrent Session B (1 Hour CPE)**

*Friday, 4:15 p.m. – 5:15 p.m.*

- ☐ Digital Readers in the Hands of Reluctant Middle School Readers
- ☐ Models, Modes, & Mondays: Contemporary Expository for the English Classroom
- ☐ eHarmony in the English Classroom: Getting to Know Your Students
- ☐ Does the Reader Have a Pulse? Revive Reading by Engaging Students with Inquiry
- ☐ Going GREEN for Grammar
- ☐ The Entrée, Not Dessert: Serving Real Soul Food in the Classroom with PBL

**SATURDAY**

**Saturday – Keynote (1 Hour CPE)**

- ☐ When Words Make Pictures Make Words

**Concurrent Session C (1 Hour CPE)**

*Saturday, 10:30 a.m. – 11:30 a.m.*

- ☐ STAAR Power in the Reading Classroom
- ☐ Unleashing the Primary Writer
- ☐ Twitter Schmitter: You Really Believe There's a Place for This Social Media in Education?
- ☐ Incorporating Diaries and Survivor Narratives in Holocaust Lessons
- ☐ A Picture Is Worth a Thousand Words
- ☐ Adding to Your Professional Bucket List: Tips on Presentation Proposals and Professional Writing
- ☐ Bring Your Own Laptop: Web 2.0 in the ELA/R Classroom
- ☐ "Hey Ms., this is fun!": Engaging Struggling High School Readers in Literary Interpretation
- ☐ Navigating the Yellow Wood: Meaningful Writing Instruction in an Age of Testing
- ☐ Create Lifelong Readers by Screening Subtitled Foreign Films: *The Twilight Samurai*

**Saturday – Luncheon (1 Hour CPE)**

- ☐ Author Luncheon: T.A. Barron

**Workshops (2 Hours CPE)**

*Saturday, 1:30 p.m. – 2:45 p.m.*

- ☐ Reading for Life: Engaging Adolescent Readers in Lifelong Literacy Learning
- ☐ What Does Every Writer Need to Know? STAAR Edition
- ☐ Building a Strong Knowledge Base for the Teaching of Writing

**Concurrent Session D (1 Hour CPE)**

*Saturday, 1:30 p.m. – 2:30 p.m.*

- ☐ Bite-Sized Pieces: Using Scaffolding, Modeling, and Repetition to Establish Strong Writing and Research Skills
- ☐ The New Experience: Civic Engagement and Creative Nonfiction
- ☐ Preparing ELLs for College and Career Readiness
- ☐ Reading and Teaching Mexican American Young Adult Literature
- ☐ Bring Your Own Laptop: Web 2.0 in the ELA/R Classroom
- ☐ Informational Literacy: Empowering ALL Students to Read, Research, and Report

*Saturday continued on page 36.*

Texas Board of Education Certification Verification Form

TCTELA is an approved CPE Provider  
Provider ID 500444

TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS  
January 20-22, 2012  
Nurturing Lifelong Learning

This is to certify that \_\_\_\_\_ has attended each checked session. Sessions are equivalent to one, two, or three hours of continuing education.



Martha Medlock

**SATURDAY (CONTINUED)**

**Concurrent Session E (1 Hour CPE)**

*Saturday, 2:45 p.m. – 3:45 p.m.*

- ☐ Reader's and Writer's Workshop Beyond Primary Grades
- ☐ Literacy Narratives & Digital Maps: (Re) Conceptualizing Literacy Practices in Bilingual, Transnational Students
- ☐ Inquiry-Based Instruction: A Path to Lifelong Learning
- ☐ Teaching Media/Multiple Literacies Through Graphic Novels
- ☐ Bring Your Own Laptop: Create Lifelong Publishers by Adding Fun Technology to Your Lessons
- ☐ Creating Writing Stars: Strategies for Success on STAAR EOC Essays
- ☐ Mixed-Genre Study: The Key to Good Reading and Writing

**Concurrent Session F (1 Hour CPE)**

*Saturday, 4:00 p.m. – 5:00 p.m.*

- ☐ Free from Fad: Achieving True Engagement in the ELA Classroom
- ☐ And Then They Came for Me: Our Lifelong Responsibility for Each Other
- ☐ Our Voices, Our Lives: Using Primary Sources to Develop Thinking and Writing
- ☐ Bring Your Own Laptop: Create Lifelong Publishers by Adding Fun Technology to Your Lessons
- ☐ Research Wonders: Helping Primary Students Explore Inquiry
- ☐ The Writing Academy K-12 Key Strategies

**SUNDAY**

**Workshops (1.5 Hours CPE)**

*Sunday, 9:00 a.m. – 10:30 a.m.*

- ☐ STAAR English I, II, and III: Measuring Authentic Reading and Writing in High School
- ☐ TEA Presents: Curriculum Update Focusing on Elementary ELA/Reading

**Workshops (1.5 Hours CPE)**

*Sunday, 10:45 a.m. – 12:15 a.m.*

- ☐ STAAR Writing at Grades 4 and 7: Raising Expectations for Students in Elementary and Middle School
- ☐ TEA Presents: Curriculum Update Focusing on Secondary ELA/Reading

# 2 WALK THE SHOES

The 2013 conference committee reviews each presentation proposal form against the rubric found on [tctela.org](http://tctela.org). Please take the time to review the rubric and complete the form. Incomplete information will either disqualify your proposal or delay notification. TCTELA communicates to the primary presenter, as a representative of the proposal team. The primary presenter is required to communicate with the additional speakers and respond to TCTELA requests.

## PRESENTER(S) INFORMATION

Print clearly, check all that apply, and provide information for all presenters if this is a joint presentation. Attach another sheet if necessary. Your program confirmation will be sent via e-mail. Please make sure your e-mail address is correct. Presenter experience is for information only and is not scored on the rubric.

- ☐ First-time presenter  
☐ Previous presenter at TCTELA Conference (most recent years \_\_\_\_, \_\_\_\_, \_\_\_\_)  
☐ Previous presenter at a national conference (list organization(s))

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Primary Contact	Title/Position	School District	Campus
-----------------	----------------	-----------------	--------

Mailing Address	City, State Zip
-----------------	-----------------

Work Telephone	Home Telephone	E-mail Address
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## ADDITIONAL SPEAKERS

Additional Speaker	Title/Position	School District	Campus
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Additional Speaker	Title/Position	School District	Campus
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Additional Speaker	Title/Position	School District	Campus
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Additional Speaker	Title/Position	School District	Campus
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## PRESENTER NOTES

Please initial each statement to indicate your agreement.

- ☐ It is the obligation of each presenter to register for the conference and incur hotel and travel expenses.  
☐ A screen will be provided. All other AV equipment is the responsibility of the presenter.  
☐ Presenter(s) must be a current member of TCTELA. Membership in NCTE does not qualify.  
☐ Proposals must be postmarked on or before June 15, 2012.  
☐ Incomplete proposals will not be considered.  
☐ Presenters and their representatives are prohibited from advertising and/or selling products or services before, during, or after concurrent session presentations. Presenters who wish to do so must purchase an exhibitor booth.  
☐ Wireless Internet will be available for the 2013 conference at the Sheraton Dallas Hotel. However, speakers should not rely on wireless connection to conduct their presentation.  
☐ Presenters are welcome to e-mail handouts to TCTELA for Web posting by December 1, 2012.

**SESSION TITLE** As you wish it to appear in the program. (Do not use abbreviations.)

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**SESSION ABSTRACT** Please limit to 50 words or less. This abstract will be listed in the program book.

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**SUPPORTING THEORY/PRACTICE/RESEARCH RESOURCES AND/OR TRADE BOOKS/TOPICS OF EMPHASIS**

With each resource, please identify how it relates to the proposed topic. Research and trade book information is offered to our bookstore vendors at the conference.

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**INTENDED AUDIENCE**

☐ Pre-Kindergarten    ☐ Elementary (K-5)    ☐ Middle School (6-8)    ☐ High School    ☐ College  
☐ General (proposals of interest at all instructional levels)  
☐ Other \_\_\_\_\_

**TYPE OF PRESENTATION**

☐ Concurrent Session (1-hour program)  
☐ Student Mosaic (student-led tabletop presentation supported by a teacher)

**ORGANIZATION OF SESSION**

☐ Interactive    ☐ Lecture    ☐ Student Models    ☐ Panel    ☐ Bring Your Own Laptop

Explain how the session is organized and what, if any, materials are provided to attendees: \_\_\_\_\_

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**AUDIO VISUAL EQUIPMENT**

☐ I would like to order a laptop/LCD projector system. I agree to pay for the equipment rental before the conference. (\$300)  
☐ I will need an overhead projector and screen.

**\*\*Please note, TCTELA will provide a screen. Speakers are required to bring their own laptop, laptop speakers, and LCD projector.**

**TOPIC(S) OF EMPHASIS** Check all that apply.

<input type="checkbox"/> Multicultural Issues	<input type="checkbox"/> ELL/Bilingual Education	<input type="checkbox"/> Technology
<input type="checkbox"/> College Readiness	<input type="checkbox"/> Emergent Literacy	<input type="checkbox"/> Pre-AP®/AP®/Honors
<input type="checkbox"/> New to the Profession	<input type="checkbox"/> Gifted and Talented*	<input type="checkbox"/> Literature/Poetry
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Writing	<input type="checkbox"/> Other _____

\*For Gifted and Talented and Pre-AP®/AP®/Honors, please send copies of the documentation of your G/T hours and yearly updates along with a resume showing your degrees, certifications, work history, etc. This information is sent to the Texas Association for the Gifted and Talented for G/T credit approval.

Note: Presenters will be notified of the status of the proposal by August 30, 2012. All program participants must pay the conference registration fee (and membership fee if nonmember) in order to present at the TCTELA Annual Conference. Incomplete proposals will not be considered.

Complete this form and return by June 15, 2012 to: TCTELA, 701 Brazos Street Suite 500, Austin, TX 78701, or complete online at [www.tctela.org](http://www.tctela.org). TCTELA members submitting online are able to track their presentation proposal form.



# GIFTED AND TALENTED STRAND SUMMARY AND CONTINUING EDUCATION

## TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

**47th Annual Conference**  
**Nurturing Lifelong Learning**  
**January 20 – 22, 2012**  
**San Antonio, Texas**

There is one opportunity for participants to earn one GT credit per concurrent session. Pages 22-34 provide a complete listing of the session descriptions. GT credit forms will be stamped at the end of each session.

The Texas Association for the Gifted and Talented has approved these sessions for professional development in Creativity and Instructional Strategies. These hours count toward the 45 hours required for the TAGT Awareness Certificate. To verify attendance, at the end of each session, ask the facilitator to stamp your certificate.

Session	Date	Stamp
A	Illustrating the Holocaust: Picture Books and Graphic Novels	
B	The Entree, Not Dessert: Serving Real Soul Food in the Classroom with PBL	
C	Incorporating Diaries and Survivor Narratives in Holocaust Lessons	
D	The New Experience: Civic Engagement and Creative Nonfiction	
E	Inquiry-Based Instruction A Path to Lifelong Learning	
F	And Then they Came From Me: Our Lifelong Responsibility for Each Other	

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## **Academic Core Group**

P.O. Box 979  
Ingram, TX 78025

## **Apple ABC Teacher Gifts**

2526 Timber Ridge Drive  
Garland, Texas 75044

## **Applied Practice, Ltd**

3519 Cedar Springs Road, Suite A  
Dallas, Texas

## **Bedford St. Martins**

413 Cedarbrook Drive  
Cranbury, NJ 08512

## **Benchmark Education**

629 Fifth Avenue  
Pelham, NY 10803

## **Cengage Learning**

1905 Bentwood Court  
Grapevine, Texas 76051

## **Dina-Might Adventures**

PO Box 690328  
San Antonio, Texas 78269

## **Everbond Books**

8 Primrose Drive  
Rockport, TX 78382

## **The Gift Solution**

2901 S. Capital of Texas Highway  
Austin, TX 78746

## **Heinemann Publishers**

361 Hanover Street  
Portsmouth, New Hampshire 03801

## **Holt McDougal**

1175 N. Stemmons Frey  
Lewisville, Texas 75067

## **Iversen Publishing**

26002 Oak Ridge Pkwy  
The Woodlands, Texas 77380

## **Knowsys Test Prep**

9300 S. IH 35, Suite A-500 #452  
Austin, Texas 78748

## **Melanie Mayer**

7125 Windbrook Lane  
Corpus Christi, Texas 78414

## **McGraw-Hill**

420 E. Danieldale Road, Suite 2  
Desoto, Texas 75115

## **Craig Steven Mullenix**

5443 Forest Springs  
Kingswood, Texas 77339

## **Pearson Curriculum**

6026 Commerce Drive, Suite 550  
Irving, Texas 75063

## **Perfection Learning**

13318 Rock Hampton  
San Antonio, Texas 78232

## **QEP Professional Books**

3273 Independence Pkwy  
Plano, Texas 75075

## **Sadlier Oxford**

9 Pine Street  
New York, NY 10005

## **Sam Houston State University - Library Science**

1921 Avenue J  
Huntsville, TX 77341

## **Schoolwide, Inc**

4250 Veterans Memorial Highway, Suite 2000W  
Holbrook, NY 11741

## **Shurley Instructional Materials**

366 SIM Drive  
Cabot, AR 72023

## **Texas Commission on the Arts**

PO Box 13406  
Austin, TX 78711

## **Townsend Press**

439 Kelley Drive  
West Berlin, NJ 08091

## **Triumph Learning**

136 Madison Avenue  
New York, NY 10016

## **Walden University**

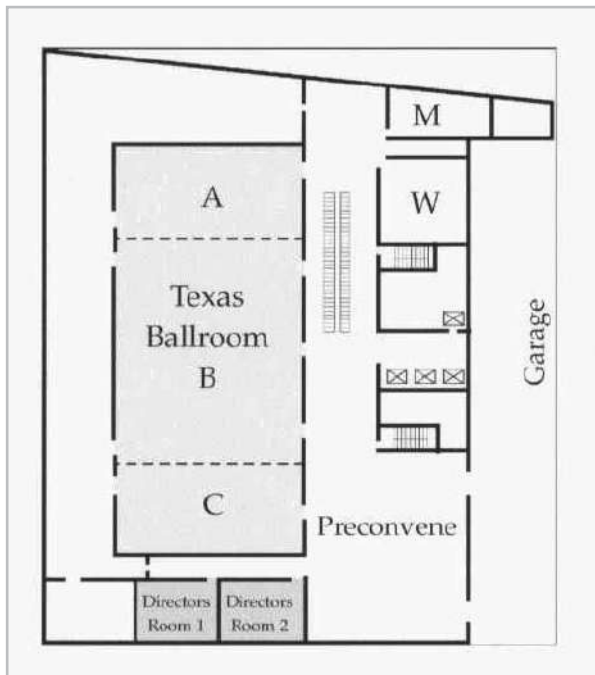
650 Exeter Street  
Baltimore, MD 21202

## **The Word Station**

25 Highland Park Village, #100-144  
Dallas, TX 75205-2789

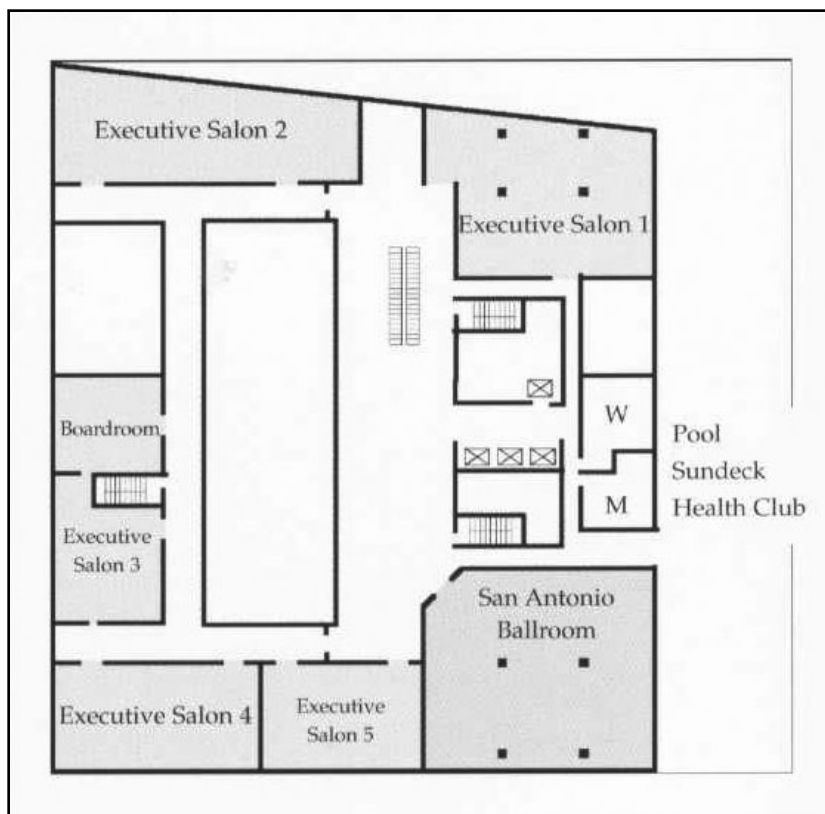
## Crowne Plaza San Antonio Riverwalk

The Lone Star room is on the first floor next to the hotel registration desk.



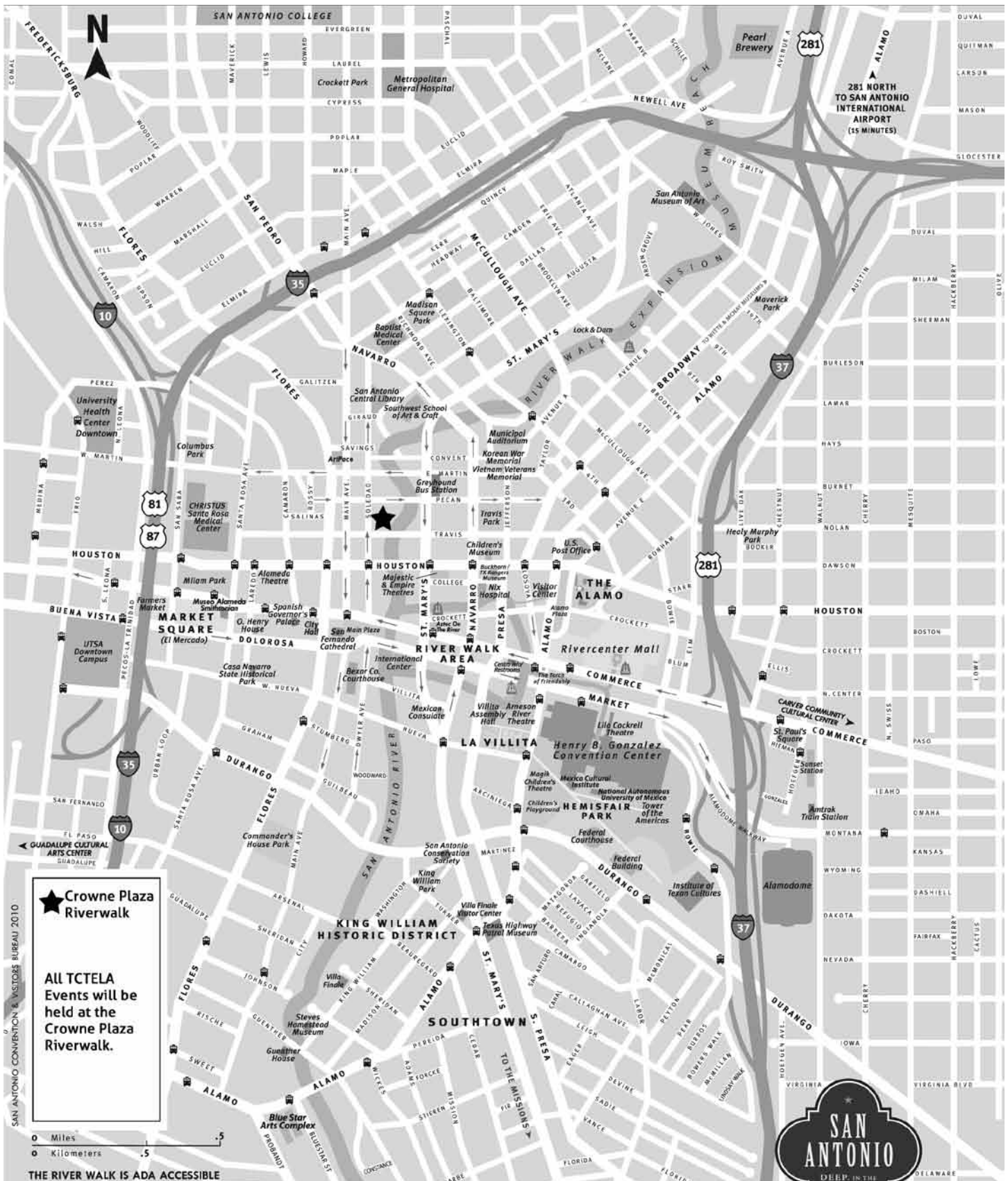
Second Floor

Third Floor





# MAP OF DOWNTOWN SAN ANTONIO



FOR MORE INFORMATION ON HOTELS, RESTAURANTS, AND EVENTS, COME BY OR CALL THE OFFICIAL VISITOR CENTER  
AT 317 ALAMO PLAZA, DIRECTLY ACROSS FROM THE ALAMO. OPEN SEVEN DAYS A WEEK.  
(CLOSED THANKSGIVING, CHRISTMAS, AND NEW YEAR'S DAY). TOLL FREE (800) 447-3372

VISITSANANTONIO.COM

# 2 WALK MY SHOES

## Texas Council of Teachers of English Language Arts 48TH ANNUAL CONFERENCE AND EXPOSITION January 18-20, 2013

Sheraton Dallas Hotel  
400 North Oliver Street  
Dallas, Texas 75201  
Central Reservations: 888-627-8191  
Hotel Reservations: 214-922-8000 Option 1

Rate: \$118 (current state rate + \$5) is available until December 21, 2012. Reference Texas Council of Teachers of English Language Arts (discounted rate is limited). Book early. All conference activities will be held at the Sheraton Dallas Hotel.

### REGISTRANT INFORMATION

**Registration:** To avoid a delay in processing and email confirmation, all fields are required to be completed.

Registration is also available online at [tctela.org](http://tctela.org).

☐ I am a new member.

Membership Number: \_\_\_\_\_

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone (H): \_\_\_\_\_ (W): \_\_\_\_\_

E-mail (H): \_\_\_\_\_ (W): \_\_\_\_\_

District name / ESC / Institution: \_\_\_\_\_

School Campus: \_\_\_\_\_

☐ Elementary ☐ Middle ☐ High

☐ College ☐ Administration

First Year TCTELA Attendee: ☐ Yes ☐ No

☐ Please check if you require specific aids or services under the Americans with Disabilities Act in order to participate in this conference.

### TCTELA MEMBERSHIP AND REGISTRATION

Photocopy and return for each registration. Check amount can be combined for multiple registrations. Registration must be postmarked with payment by April 15, 2012.

**Membership:** TCTELA Membership is \$35 and is active for 12 months from the date of joining or renewing. Membership will expire in December 2012 for attendees renewals who pay in January 2013. Membership is non-refundable.

☐ \$35 TCTELA Membership

**Three-Day, A La Carte Registration:** Includes Friday through Sunday workshops and evening events. Does not include professional development lunches.

☐ \$185 Member

☐ \$235 Non-member

### PAYMENT INFORMATION

**Payment is being made by:**

☐ Credit Card

☐ Company Check

☐ Personal Check

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Made payable to TCTELA. Complete form and postmark with payment by April 15, 2012 to:



**TCTELA**  
701 Brazos Street, Suite 500  
Austin, Texas 78701



# 2 WALKSHOES

Texas Council of Teachers of English Language Arts

48th Annual Conference & Exposition  
Sheraton Dallas • Dallas, Texas  
January 18-20, 2013



[tctela.org](http://tctela.org)



# T E X A S

## reading & writing

*...Stimulating staff development  
for intentional teachers.*

### 2012 EVENTS



**Jeff Anderson**

Everyday Editing & 10 Things  
Every Writer Needs to Know

June 6, 13 & August 8



**Donalyn Miller**

The Book Whisperer

June 14



**Mark Overmeyer**

Troubleshooting The Writing  
Workshop

October 10



**Cris Tovani**

How Do I Know What Students  
Know?... & When Reading Is Hard...

October 17 & 18



**Terry Thompson**

Scaffolding Comprehension Instruction  
With Graphic Novels And Comics

June 7



**Charles Fuhrken**

What Every Teacher Needs To Know  
About Reading Tests, Grades 3-8

August 9



**Aimee Buckner**

Notebook Know-How

October 11

Attend thought-provoking presentations that  
celebrate the connections between reading and  
writing led by top authors and literacy leaders  
in an intimate setting. All events at the Witte  
Museum in San Antonio.

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