

CONFERENCE PROGRAM

Texas Council of Teachers of English Language Arts

TCTELA

**JANUARY
22-24, 2021**

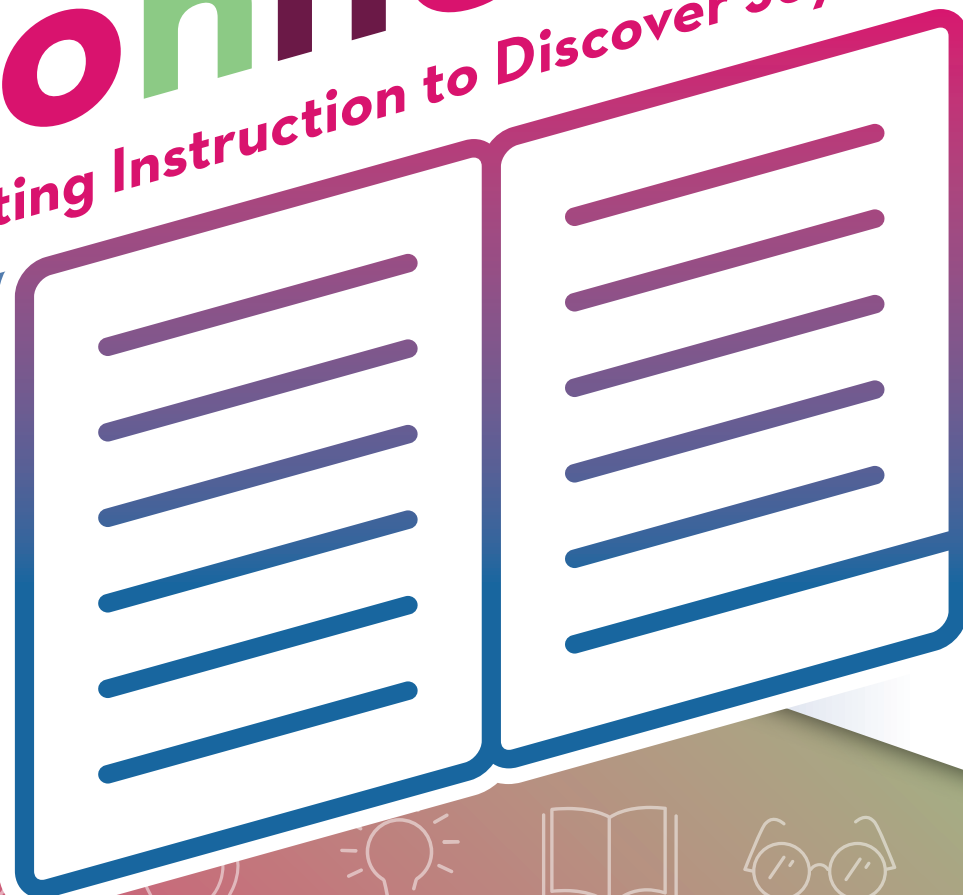
TCTELA.org

**56TH
ANNUAL**

2021
VIRTUAL
CONFERENCE
& EXHIBITION

Connections

Crafting Instruction to Discover Joy in Literacy



WELCOME



Stephen Winton

TCTELA PRESIDENT

the tragedy of the COVID-19 pandemic and metaphorically divided by social and political events.

Therefore, as we collaborate, I invite you to share thoughts on the following questions:

How do we stay connected during the time of COVID-19? As we learn together, we might consider new ways to deliver instruction in an online environment. We might reflect on how literacy can help us stay connected to one another, help others, and heal emotionally during the pandemic.

How can literacy help fight against racism and promote other positive change? The unjust killing of George Floyd, and other acts of violence and oppression against Black, Indigenous, and People of Color, have challenged the conscience of the world. TCTELA stands with those working for equity and justice. Cornelius Minor said, “Change begins with a question.” We might discuss how literacy can help promote social justice and fight against racism and oppression.

How can literacy help celebrate diversity? Rudine Sims Bishop wrote that reading diverse texts can serve as “mirrors, windows, and sliding glass doors.” We might reflect on the importance of diverse texts for our students and our world.

Our keynote and workshop speakers have explored instructional connections and how literacy connects us as human beings. Authors Jacqueline Woodson and Matt de la Peña’s books celebrate diversity and offer themes that touch the heart and soul. Educators Ernest Morrell, Colleen Cruz, Lester Laminack, Penny Kittle, and Matt Glover have written essential texts on instructional connections and how literacy can change ourselves and the world. Along with our concurrent and vendor presenters, these speakers are sure to enlighten and inspire us.

Thanks to all educators who are offering professional development and attending the conference. All are working hard for our students in a difficult time; your dedication to professional learning is noble. We are here because we know the work is important.

We live in a divided time, and literacy can help connect us. We look forward to connecting and learning with you!

Stephen Winton
TCTELA President

The theme of the 56th TCTELA Annual Conference is Connections: Crafting Instruction to Discover Joy in Literacy. When I wrote this (with helpful contributions from colleagues), I was thinking primarily of instructional connections found in the 2017 ELAR Texas Essential Knowledge and Skills. Indeed, the connections in the standards are profound, and I invite you to explore these as we learn from one another.

However, historic events in 2020 gave the theme of connections added meaning. We found ourselves physically separated by

2020 has become a meme favorite, the butt of jokes, and considered something of a hex likely to join the ranks of the number 13—destined to be skipped and avoided. The pandemic is an obvious reason, but that neglects other significant stressors such as deep political tension, a country reckoning with unresolved racism, and the busiest hurricane season on record. While dealing with all of this, individuals struggled to find ways to meaningfully connect in a world where physical gatherings were suddenly taboo.

At the end of the 2020 TCTELA Annual Conference, when then President-Elect Stephen Winton shared his vision for the 2021 conference, who could have imagined how timely and relevant this year’s theme would become?

The entire world has been forced to learn new ways to connect with friends, families, and colleagues. Education literally reinvented in a matter of days how students and teachers connect. To do this, we clung to our professional learning communities and leaned heavily on one another. We connected. It’s a work in progress, but we are crafting instruction and working together to discover the joy of literacy in an entirely new digital environment.

In order to embrace this new reality, our annual conference has transformed into a virtual celebration of learning. Even with the challenge of presenting digitally, TCTELA had close to 90 session submissions. We established a committee that worked through the fall to blind review the submissions and select 28 sessions to be offered concurrently throughout the conference. You will find sessions that focus on this year’s theme of making connections and finding joy, but also on navigating the challenges of doing this in digital and hybrid learning environments.

The TCTELA Annual Conference has always been a haven for teachers to find fellowship, camaraderie, and rejuvenation. Let this year be no different. The delivery has changed, but the message and the individuals are the same. Come find your people. It’s time once again to connect and discover joy together.

Amanda Palmer
TCTELA President-Elect



Amanda Palmer

TCTELA PRESIDENT-ELECT

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ENGLISH IN TEXAS – CALL FOR MANUSCRIPTS

English in Texas, Vol. 51.1

Spring/Summer 2021

Theme: Connections: Crafting Instruction to Discover Joy in Literacy

Manuscript Deadline: April 1, 2021

Column Deadline: April 15, 2021

Call for Submissions: The 2021 conference theme is “Connections: Crafting Instruction to Discover Joy in Literacy.” Our 2020 TCTELA president, Stephen Winton, could not know when he “crafted” the theme for the 2021 TCTELA Conference, how much both our personal and our teaching lives would change in 2020. Now, more than ever, we are impelled to discover different ways to create joy in literacy and learning, not only for our students, but for ourselves.

In this issue of *English in Texas*, we want readers to think not only about how teachers of English language arts are “crafting instruction to discover joy in literacy,” but also how, during the tumult in our country and in education in recent months, you have crafted literacy instruction to build connections between the students in your classrooms, working to increase empathy, and celebrate diversity.

As you consider how the “next normal” has changed your classroom instruction and/or your views on the importance of literacy inside and outside the classroom, think about the following questions:

- What new connections are you making with students?
- As instructional designers, how does your work connect the TEKS while guiding students to form positive social connections?
- Are there things we need to “undo?”
- When choosing trade books are there certain ones that you have found to be explicit on empathic themes while also allowing students to discover their own learnings?
- Writing can be a form of journalistic expression. Are there topics/themes that can be combined within the standards and across all grade levels to discover joy in literacy and in each other?

We welcome you to share your experiences and learnings through articles that are practical, research-based, and/or theoretical, as related to this topic of “Connections: Crafting Instruction to Discover Joy in Literacy.” Please refer to *English in Texas* on the TCTELA website https://www.tctela.org/english_in_texas for manuscript submission guidelines. Do not hesitate to contact the editorial team at EnglishinTX@hbu.edu should you have any questions.

Furthermore, we invite interested individuals to submit ideas for our Spring/Summer columns, “Putting It All Together” and “The Tech-Savvy Teacher” as related to the theme of “Connections: Crafting Instruction to Discover Joy in Literacy.” The following descriptions detail each column as well as provide information for contacting the editorial team regarding your column idea. Please query the editorial team **BEFORE** submitting your full column.

Putting It All Together: This column focuses on how teachers differentiate for special populations, including gifted/talented, English learners, struggling readers, and other students with special needs. What experiences have you had in integrating reading, writing, listening, and speaking with these populations? What resources have you consulted? What challenges have you faced and how did you address them? To submit a column for publication consideration, please contact the editorial team at EnglishinTX@hbu.edu.

The Tech-Savvy Teacher: This column focuses on ways to incorporate technology into your daily teaching. What are some technology tools you’ve found useful? How do these tools inform your instruction? How do students respond to these tools? What is required to use these tools? To submit a column for publication consideration, please contact the editorial team at EnglishinTX@hbu.edu.

English in Texas, Vol. 51.2

Fall/Winter 2021

Theme: Parking Lot Planning and Drive-Through Instruction? Let’s Change Direction!

Manuscript Deadline: September 1, 2021

Column Deadline: September 15, 2021

Call for Submissions: The Fall/Winter 2021 issue will focus on moving away from “instant” everything and thinking instead about slowing down our processing and taking time to internalize our learning, while also giving our students time to really let the learning “percolate” through them. Ayers, Kumashiro, Meiners, Quinn, and Stovall (2016) purport that “a call to slow education points to the fact that even in our hurry-up, instant-everything world, the growth of a child takes time” (p. 69).

In this issue of *English in Texas*, we want readers to share their experiences and insights into how to “slow down” and allow time for reading, internalizing, learning, making connections, and retaining what is learned. As you consider this, think about the following questions:

- Are there special times in your instruction when you deliberately slow things down instead of bulldozing through a book or unit plan?
- Have there been times when the slow-down occurred because you and the students were caught up in an idea or passage or discussion and you stopped your plan for the day and let learning happen?
- In your planning, do you leave space for reflection and the slow-down that brings?
- Do you plan time/make time for your students to grow? If so, how?

We welcome you to share your experiences and learnings through articles that are practical, research-based, and/or theoretical, as related to this topic of “Parking Lot Planning and Drive-Through Instruction?”

Let’s Change Direction!” Please refer to *English in Texas* on the TCTELA website https://www.tctela.org/english_in_texas for manuscript submission guidelines. Do not hesitate to contact the editorial team at EnglishinTX@hbu.edu should you have any questions. Furthermore, we invite interested individuals to submit ideas for our Fall/Winter columns, “Putting It All Together” and “The Tech-Savvy Teacher” as related to the theme of “Parking Lot Planning and Drive-Through Instruction? Let’s Change Direction!” See https://www.tctela.org/english_in_texas for descriptions that detail each column as well as provide information for contacting the editorial team regarding your column idea.

#TCTELA2021



Sarah Baker

LOCAL ARRANGEMENTS
COMMITTEE CHAIR

**Thank you to our
rising leaders!**

Ande Parlow
Bobbi Sinclair
Markesha Tisby
Isabel Tuliao
Chevondolyn Williams
LaWanda Williams

**Thank you to our
volunteers!**

Alexandra Allison
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Natalie Bazar
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Helen Hernandez
Caitlin Quinn
Elizabeth Urena
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The Local Arrangements Committee would like to welcome you to the 2021 TCTELA Conference. Although we are not gathering in Galveston as originally planned, the board is excited to offer a virtual learning experience during this unique time for educators.

The theme for this year is Connections: Crafting Instruction to Discover Joy in Literacy. It is interesting to note that the theme for this conference was established before the world changed in early 2020. Never has there been a time when educators had to jump into action in order to reinvent how schools and classrooms function. It is now more important than ever to connect with students through joyful literacy experiences as we continue to work through this ongoing situation.

We are particularly excited to have several keynote speakers during our virtual conference, particularly some of the authors who we routinely turn to for classroom read-alouds and discussions. During the past couple of months, I have kept a copy of *Love* by Matt de la Peña in a basket next to my work-from-home desk. There have been many tough moments during this time, personally and professionally, where it has been helpful for me to revisit his book and his words and remind myself of why I choose to be an educator. He writes about “love that seems lost” and prompts his readers to “learn to recognize a love overlooked.” And in between hundreds of Microsoft Teams notifications and endless virtual meetings, I try my best to pause and look for evidence of love and joy—whether it is by reviewing the comments that students write during read-alouds or the happiness they reveal when they share their writing. I try hard to not let the daily toll and grind of pandemic teaching take away from what is most important—the students and the impact we have on their literacy journey.

We hope you have time during the conference to pause and connect with other literacy educators. Above all, we hope that you leave with ideas that inspire and rejuvenate your practice in order to continue to craft instruction that promotes joy in literacy.

The committee would like to thank the board for their guidance and support throughout the planning process. We also would like to thank all of the volunteers who have helped to make this conference possible. We hope that you enjoy the conference!

Sincerely,

Sarah Baker
Local Arrangements Committee Chair

SCHEDULE AT A GLANCE

FRIDAY – JANUARY 22, 2021

12:30pm-1:00pm	Kick off with Sponsors (Under Sponsors Tab)
1:00pm-2:30pm	Welcome with Stephen Winton and TEA Reading Language Arts Update
2:45pm-3:45pm	Concurrent Session A <ul style="list-style-type: none"> › Virtual Language Arts: Using Constructivist Theory to Design Engaging Online Learning Spaces › Culturally Relevant Coaching: Empowering New Teachers › Video as Crucial Tool During the Pandemic: Educators Who YouTube › Curating Our World Through Multimodal Literacy › I Think Therefore I Feel: SEL (Social Emotional Learning) Self-Selected Middle Grade/YA Book Clubs › Enough With the Webinars: Online PD That Connects Teachers and Transforms Practice
4:00pm-5:00pm	Concurrent Session B <ul style="list-style-type: none"> › Choosing Texts to Support Student Voice, Choice, and Identity › Why Read Poetry (at a time like this)? › Crafting the Joy of Reading
5:00pm-5:45pm	Section Social Time
6:00pm-7:30pm	Opening Keynote With Ernest Morrell (Including TCTELA elections)

SATURDAY - JANUARY 23, 2021

8:30am-10:15am	General Session With Matt de la Peña (Including all awards)
10:30am-11:30am	Concurrent Session C <ul style="list-style-type: none"> › Discovering Joyful Learning by Connecting Play and Literacy in Early Childhood Classrooms › The Power of the Mother Tongue › Academic Writing Glue: Connecting Through Transformative Peer-to-Peer Mentorship › Connecting Students With the Joy of Success With Teaching Tools That Show, Not Tell › Generative Vocabulary Development: Increasing Joy in the English Language › Conferring Connections › Make Learning Purposeful
11:45am-12:45pm	TEA Focus Group on Future Reading and Language Arts Assessments (Limited to 90 people), and Visit With Sponsors
1:00pm-2:00pm	Concurrent Session D <ul style="list-style-type: none"> › Fixing Feedback for Impact in the Writing Conference › Teaching ESL Through a Social Justice Framework: Bringing Together Language, Literacy, and Activism › Pan-Age Assessment: Using Formative Measures for Summative Success › Joyful Practice: Writer's Notebook Strategies That Generate Thinking, Deepen Connections, and Sustain Meaningful Writing Instruction › Gueros y Huevos: A Mexican White Boy's Journey Beyond Soto and Cisneros to Latinx Texts in the ELAR Classroom › Transforming Student Thinking About Immigration Through the Use of Language Charts › Virtually Growing Great Student Writers With Writable
2:15pm-3:15pm	Concurrent Session E <ul style="list-style-type: none"> › Like a Bridge Over Literacy Waters: Picture Books as a Passport to Critical Conversations in the Secondary Classroom › Small Stories for Big Kids: How to Use Critical Literacy and Picture Books to Teach Advanced Literacy Concepts › Writing Fluency: Spark Joy and Creativity › Kids Are People Too: Cultivating Growth Through Student-Owned Inquiry › The Tie That Binds: Connecting Independent Reading to Whole-Group Instruction › Candies in Jars: Using Culturally Relevant Writing Instruction to Explore Racism, Discrimination, and Culture in the ELAR Classroom › Free Writing Tools with NoRedInk

SCHEDULE AT A GLANCE (continued)

3:30pm-5:00pm	<ul style="list-style-type: none">› Elementary Workshop With Lester L. Laminack: Building a House of Fiction on a Foundation of Nonfiction› Secondary Workshop With Colleen Cruz: Writers Read Better: Lessons That Turn Writing Craft Into Powerful Genre Reading
6:00pm-7:00pm	Rising Leaders Meet and Greet (Invitation Only)
7:15pm-8:00pm	Poetry Reading

SUNDAY – JANUARY 24, 2020

8:30am-9:00am	Visit With Sponsors (Under the Sponsors Tab)
9:00am-10:00am	General Session With Jacqueline Woodson
10:15am-12:00pm	<ul style="list-style-type: none">› Elementary Workshop With Matt Glover: Increasing Engagement Through Choice of Genre› Secondary Workshop With Penny Kittle: The Literacy Lessons I Learned From <i>Hamilton</i>

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FRIDAY WELCOME SESSION

1:00pm-1:20pm **WELCOME WITH STEPHEN WINTON, TCTELA PRESIDENT**

1:20pm-2:30pm **TEA READING LANGUAGE ARTS UPDATE**

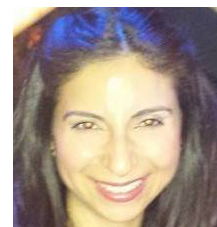
CATEGORY: CURRICULUM AND ASSESSMENT
This session provides the most up-to-date information on the STAAR assessment program and on the instructional resources available for the English and Spanish Language Arts and Reading TEKS.

TEA presenters will discuss implementation of the assessments aligned to the revised standards, federal assessment requirements, and recent state legislative changes.

Attendees will be given the opportunity to ask questions.



Chelaine Marion
Director of Reading and Language Arts, Texas Education Agency



Valerie Pannell
Reading Language Arts Education Specialist, Texas Education Agency

FRIDAY CONCURRENT SESSIONS

SESSION CODES

INTENDED AUDIENCE

P	Pre-Kindergarten
E	Elementary
M	Middle School
H	High School
C	College
NP	New to the Profession
G	General

TOPICS

ADV	AP/Pre-AP/IB/Honors
CMR	College/Career/Military Readiness
CRT	Culturally Responsive Teaching
EL	EL / Bilingual Education
GT	Gifted & Talented*
P	Pedagogy & Practice
S	Learners with Special Needs
TD	Teacher Development
T	Technology

*See page 25 for a list of all GT sessions.

CONCURRENT SESSION A 2:45pm-3:45pm

A1 VIRTUAL LANGUAGE ARTS: USING CONSTRUCTIVIST THEORY TO DESIGN ENGAGING ONLINE LEARNING SPACES

INTENDED AUDIENCE: M, H

TOPICS: GT, TD, T

Holly Durham, Fort Bend ISD
Shifting learning into a blended or fully online environment is difficult to do effectively or long-term. How do you create a robust environment where students are actively problem solving, instead of watching videos or reading a text online? Even in collaborative online spaces, students can easily fall into a routine of passive learning. This session provides guidance for creating meaningful online learning experiences that shift using technology for teaching to students constructing meaning with technology.

A2 CULTURALLY RELEVANT COACHING: EMPOWERING NEW TEACHERS

INTENDED AUDIENCE: P, E, M

TOPICS: TD, CRT, S

Carolyn Gadsden Holliday, Region 4 ESC
How do coaches equip novice teachers to address the needs of a culturally diverse student population in the ELAR classroom? In this session, the presenter will provide a coaching model/framework to develop/prepare novice teachers to infuse culturally relevant practices into an existing curriculum.

A3 VIDEO AS CRUCIAL TOOL DURING THE PANDEMIC: EDUCATORS WHO YOUTUBE

INTENDED AUDIENCE: P, E, M, C

TOPICS: EL, S, TD, T

Robin Jocius, The University of Texas at Arlington
Peggy Semington, The University of Texas at Arlington
Clairessa Cruz, St. Maria Goretti Catholic School

Learning how to create videos on YouTube is essential during this new age of remote and virtual teaching and learning. This session is presented by elementary teachers and teacher educators who use video-based instruction for teaching. The two elementary educators make use of YouTube to teach early literacy during the pandemic, with a focus on early literacy. Learn ways to plan, script, and create videos focusing on language and literacy development for elementary learners.

Continued on next page.

Registered Attendees Join the Virtual Conference [HERE](#)

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FRIDAY CONCURRENT SESSIONS (continued)

SESSION CODES

INTENDED AUDIENCE

P Pre-Kindergarten

E Elementary

M Middle School

H High School

C College

NP New to the Profession

G General

TOPICS

ADV AP/Pre-AP/IB/Honors

CMR College/Career/Military Readiness

CRT Culturally Responsive Teaching

EL EL / Bilingual Education

GT Gifted & Talented*

P Pedagogy & Practice

S Learners with Special Needs

TD Teacher Development

T Technology

*See page 25 for a list of all GT sessions.

A4

CURATING OUR WORLD THROUGH MULTIMODAL LITERACY

INTENDED AUDIENCE: M, H

Meagan Davis, Northwest ISD
Meredith Lee, Northwest ISD

TOPICS: GT, CMR, TD, T

The term multimodal is a crucial addition to the new TEKS, and for good reason. In the real world, modes of texts are expanding, and our students MUST be well-versed in order to wield these new modes. Join us in using the art of today's vast multimodal texts to encourage students to become advocates for themselves and their beliefs while becoming curators of their own world through the "texts" that matter most to them.

A5

I THINK THEREFORE I FEEL: SEL (SOCIAL EMOTIONAL LEARNING) SELF-SELECTED MIDDLE GRADE/YA BOOK CLUBS

INTENDED AUDIENCE: M, H

Rebecca Perryman, Northwest ISD
Olivia Myers, Northwest ISD

TOPICS: TD

With an increased focus on the importance of social-emotional development in our students, book clubs offer an authentic opportunity for students to experience a variety of viewpoints that will stretch their understanding of their own world. Differentiating through texts, themes, big ideas, and structures, students are able to engage in discourse that crosses curricular boundaries and helps to develop students' emotional IQ.

A6

ENOUGH WITH THE WEBINARS: ONLINE PD THAT CONNECTS TEACHERS AND TRANSFORMS PRACTICE

INTENDED AUDIENCE: G

Ann David, University of the Incarnate Word
Katrina Jansky, Texas State University

TOPICS: TD

We are in an online professional development world now. So how can you make the online PD relevant and meaningful for your teachers? The presenters in this session have offered quality online PD to teachers and will share what they've learned. Two key takeaways include how to manage time so that teachers can engage with the material and how to leave space for teachers to create with and use their new learning.

CONCURRENT SESSION B 4:00pm-5:00pm

B1

CHOOSING TEXTS TO SUPPORT STUDENT VOICE, CHOICE, AND IDENTITY

INTENDED AUDIENCE: E

Franki Sibberson, NCTE
Clare Landrigan, Author
Lynsey Burkins, Dublin ISD
Laura Jiménez, Boston University

TOPICS: GT, TD

Choice, in any area of learning, increases agency and engagement. Books are teachers' tools to invite students to grow as readers and as human beings. How we curate texts and give students access to texts influences student growth, identity, and reading behaviors. What are some innovative ways we can organize texts to engage and scaffold for every student in every classroom? We'll explore new ideas for organizing collections with instructional needs and student preference in mind.

Continued on next page.

SESSION CODES

INTENDED AUDIENCE

P Pre-Kindergarten

E Elementary

M Middle School

H High School

C College

NP New to the Profession

G General

TOPICS

ADV AP/Pre-AP/IB/Honors

CMR College/Career/Military Readiness

CRT Culturally Responsive Teaching

EL EL / Bilingual Education

GT Gifted & Talented*

P Pedagogy & Practice

S Learners with Special Needs

TD Teacher Development

T Technology

*See page 25 for a list of all GT sessions.

B2

WHY READ POETRY (AT A TIME LIKE THIS)?

INTENDED AUDIENCE: M, H, C, G

TOPICS: GT, TD

Carol Jago, University of California, Los Angeles

Galway Kinnell said, "Poetry is someone standing up and saying, with as little concealment as possible, what it is for him or her to be on earth at this moment." The presenter will explore the purposes of poetry along with practical methods for engaging students in reading, reflecting, responding, and writing about contemporary poems. This session will also demonstrate ways of using poetry to inspire students to write their own poems while developing intellectual stamina and fluency.

B3

CRAFTING THE JOY OF READING

INTENDED AUDIENCE: M, H

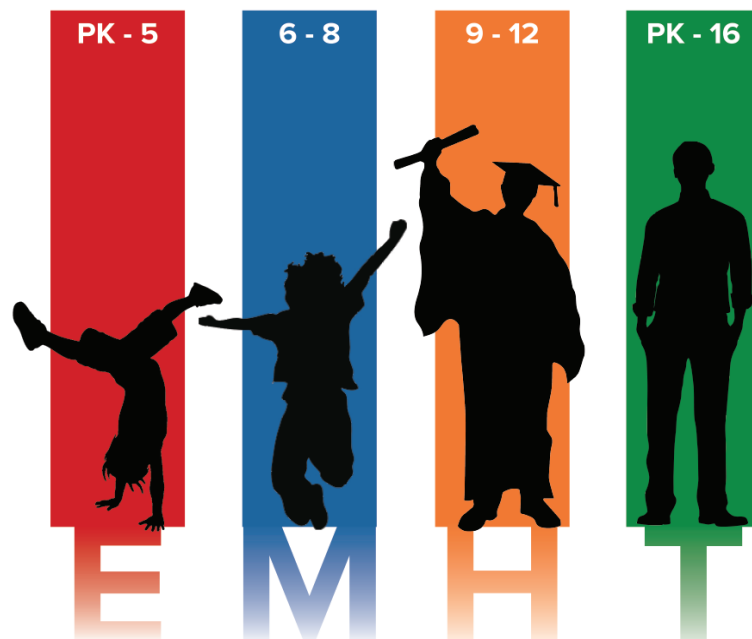
TOPICS: TD

Teri S. Lesesne, Sam Houston State University

More than a century ago, Plummer (1910) discussed seven joys of reading. She asserted that if students failed to develop joy in reading that they were simply going through the paces. They might become school time readers, but they do not stand much of a chance of becoming lifetime readers (Pearson, 2013). This session focuses on developing the seven joys.

SECTION SOCIAL TIME 5:00pm-5:45pm

Each section will visit and discuss section successes, concerns for their grade band, opportunities to publish both in *Texas Voices* and in *English in Texas*, and how to join virtual meetings from across the state with your section throughout the rest of the year. Where will you get involved? Join us in a section that best fits your interest: Elementary Section, Middle School Section, High School Section, and Teacher Development Section.





PRESIDENT-ELECT

Roni Burren

Redwood Learning

(Uncontested)

The literacy lives of students matter in the classroom, but they also matter for the life outcomes of students. In order to profoundly impact our students, we must steer clear of the single voice narrative. As an organization that advocates for teachers and children in Texas, TCTELA must be diverse in every way. If I'm elected as president of this organization, my position is that we must focus our efforts and be intentional about diversifying TCTELA leadership and membership.

We can reflect that in a diverse approach to writing instruction, our expressed choices in books. My great hope is to lead in such a way that will equip, encourage, and empower ELAR teachers with timeless teaching strategies that are pedagogically sound and culturally relevant.



VICE PRESIDENT-ELECT OF MEMBERSHIP AND AFFILIATES

Caty Dearing

ESC Region 11

(Uncontested)

Literacy is power. When we provide high quality, meaningful literacy instruction, we provide students with an opportunity to grow in their knowledge and understanding of concepts, feelings, people. Students learn to recognize their own voice and are able to use that voice to advocate for themselves and others. Literacy teaching creates global citizens who are able to view the world around them with critical lenses, deciding how and when they want to engage that world, able to make that choice rather than having the choice made for them.

Literacy is identity. Who among us hasn't learned something about ourselves in the pages of a book? When we put engaging, thought-provoking books into the hands of young people, we are giving them a means to see themselves, or to see others in a new way. When our students put pen to paper, often they do not know their own thoughts until processing them in the lines of a notebook.

Being a teacher of literacy means opening the gate of change wide for our students—a gate of opportunity, of autonomy, and of agency.



RECORDING SECRETARY

Alissa Crabtree

Waller ISD

Effective literacy instruction incorporates multiple opportunities for students to apply their new knowledge in a variety of ways. Through reading, writing, listening, and speaking, students can dive deeper into real-world skills and better understand the world around them. Students deserve to see themselves represented in literature. We grow a more tolerant and empathetic society when we provide opportunities for learners to communicate their experiences, read about differing worlds, and listen to those around them.



RECORDING SECRETARY

Alexandrea Ingraham

Houston ISD

As an educational leader, it is imperative to foster an innate love for learning in reading and writing for leaders, teachers, and students alike. Through inquiry and investigation, learners are able to deeply engage in a variety of texts. Using the reading and writing workshop models to facilitate classroom instruction allows for students to excel at developmentally appropriate levels. Building upon the ability to connect with texts and imitate mentor authors allows students to experience their own reading and writing lives firsthand. Spending time engaged in the act of writing allows young writers to explore all areas of writing past the pieces required by school and state assessments.

Research by experts such as Kylene Beers, Bob Probst, Lucy Calkins, Ralph Fletcher, and Jeff Anderson guides educators to directly teach the author's craft as a form of comprehension and understanding of written texts. Providing time for students to explore and dig deeper into a text yields the opportunity for rich discussion, collaboration, and creation of responses. More than ever, students must read and write with an analytical eye, curating their precise thoughts through a variety of lenses.

This research drives my conversations and learning with colleagues about the learning process for elementary students.

Voting will be open Friday from 6:00pm-7:30pm.



Links will be provided online.

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FRIDAY OPENING KEYNOTE WITH ERNEST MORRELL 6:00pm-7:30pm

Ernest Morrell

Ernest Morrell is the Coyle Professor in Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame. He was recently named Director of the National Council of Teachers of English (NCTE) James R. Squire Office for Policy Research in the English Language Arts. Dr. Morrell is an elected Fellow of the American Educational Research Association, a past president of NCTE, and a co-convenor of the African Diaspora International Research Network. His scholarly interests include literacy studies, the teaching of English, critical media pedagogy, youth popular culture, and literatures of the African Diaspora. Dr. Morrell has authored 90 articles, research briefs, and book chapters as well as ten books including *Stories from Inequity to Justice in Literacy Education*, *New Directions in Teaching English*, and *Critical Media Pedagogy: Teaching for Achievement in City Schools*. He received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley where he was the recipient of the Outstanding Dissertation award in 2001. He is chair of the Planning and Advisory Committee for the African Diaspora Consortium and he sits on the Executive Boards of LitWorld and the Education for Democracy Institute.



SATURDAY GENERAL SESSION WITH MATT DE LA PEÑA 8:30am-10:15am

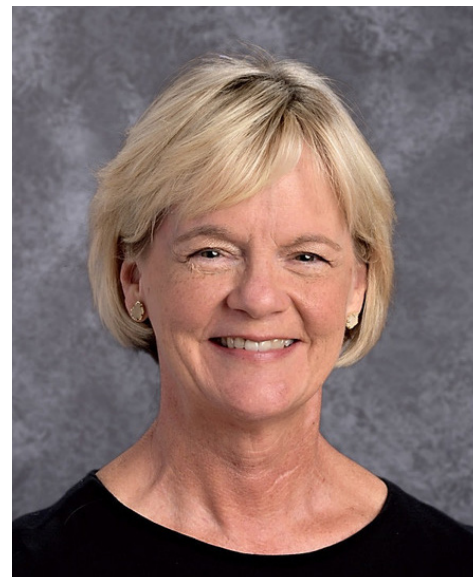
Matt de la Peña

Matt de la Peña is the author of *Last Stop on Market Street*, which won the Newbery Medal and was chosen for the Caldecott Honor. He is also the author of the award-winning picture book *A Nation's Hope: The Story of Boxing Legend Joe Louis* and six critically acclaimed young adult novels. Matt teaches creative writing and visits schools and colleges throughout the country. Matt lives in Brooklyn, New York.



Teri Marshall

Dr. Teri Marshall, current English Department Chair for the Upper School at St. Mary's Hall in San Antonio, is this year's recipient of the Dr. Edmund J. Farrell Distinguished Lifetime Achievement Award. This award recognizes Dr. Marshall's lasting impact in the profession of English language arts education, commitment to excellence in the teaching of English, and continued dedication to service and support of the mission of the Texas Council of Teachers of English Language Arts. The 2020 recipient for this award proves each of these distinguished elements true in her near 40-year career.



Marshall's work for The College Board and the Advanced Placement (AP) program serve as high distinctions in her career. She has worked on numerous College Board publications, including both versions of the AP English Vertical Teams Guide, and she served several terms on the test development committee for AP English Language and Composition. She has worked alongside countless teachers whom she has inspired, like Alfonso Correa from Dallas ISD who recalls fondly her "leadership, wisdom, dedication, and friendship." Marshall was also the lead author for Pre-AP: Setting the Cornerstones for the AP Vertical Team—a College Board initiative that equipped schools to set up successful and maintainable systems for Pre-AP and AP vertical teams across the country. Kelly Tummy, Past-President for TCTELA, was trained by Dr. Marshall to present this workshop nationwide and remarked, "Teri is the gold standard in College Board work. This work helped reach smaller communities in Texas, Alice ISD and Robstown ISD, that may never have had the opportunity to set up strong vertical teams. To be trained by Teri was simply a highlight of my career."

Marshall has also inspired generations of teachers through her work at AP Summer Institutes. Teaching an Advanced Placement course for the first time can be a daunting task, but Marshall's summer institutes puts teachers in front of a master teacher and a master supporter of teachers. As another nominator stated, "Her knowledge and encouragement make other teachers, especially me, aspire to her level."

Marshall exemplifies the continued dedication to service and support of the mission of TCTELA. Since serving as President of our organization in the 1990s, she has been supporting involvement in the language arts community ever since. Teri is the teacher of teachers who, simply put, will never let go. Her threads in Texas education reach out to the fabric of all of Texas. From a Dallas teacher whom Marshall tapped to be her colleague at St. Mary's Hall and who called this "no greater honor for her to trust me to work at her beloved school," to a lifelong friend from the Waco area who still "seeks her advice in the development of curriculum and teacher training," to the Houston area once-timid Pre-AP teacher who now is a curriculum director for Harris County, who credits Marshall for teaching her "how to rise above the fray of educational politics and see my worth as a professional again," Marshall's legacy will live on for generations to come.

For all of these reasons and so many more, Dr. Teri Marshall truly personifies what it means to be deserving of this Distinguished Lifetime Service Award.

2021 TEACHER OF THE YEAR AWARDS

MIDDLE SCHOOL TEACHER OF THE YEAR

Jennifer Bass *Conroe ISD*

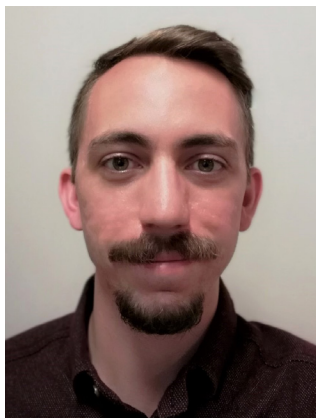
Jennifer Bass is the TCTELA 2021 Middle School Teacher of the Year. She is currently a seventh-grade teacher and team leader at York Junior High in Conroe ISD. She is a well-respected member of her staff and a leader on her campus. She has led district professional development and continues to lead the district's efforts in writer's workshop as part of the implementation team. She is hailed not only for her efficiency in teaching but in her dedication and passion for the profession. She coaches her teachers, leads them in stronger instructional practices, and continues to showcase what good writers can do, even in spite of high stakes testing. She strives each day to be better at her craft, attending each and every district training offered. She works on units to increase student engagement, all the while working on mentor relationships with students. And in a year with COVID-19 restricting all the normalcy in education, Jennifer took on the role of remote teacher for her campus, teaching more than 200 seventh graders online while aligning their instruction to in-person instruction. She is the consummate professional who strives every day to be her very best—what more could we ask for in a teacher of the year?



HIGH SCHOOL TEACHER OF THE YEAR

Austin Darrow *Clear Creek ISD*

Austin Darrow, the TCTELA High School Teacher of the Year for 2021, is a teacher who pushes others to be better teachers. While only in the literacy profession for a few short years, his impact on his students and on his colleagues will last a lifetime. He is a person you need and want on your campus. "His leadership in the way he expresses his humanity influences those around him to explore their humanity", writes Charles Moore, colleague and nominator. Austin's work as a high school teacher at Clear Creek High School has been the work of champions—he pursues literacy excellence as a football coach pursues wins and excellence. He strives every day, in a female-dominated profession, to be the male role model many students are missing in an ELAR classroom. As an English I and AP English literature teacher, he is able to see both ends of the teaching spectrum in high school. He sees students at the beginning of their tenure in high school and is lucky enough to push them to excellence at the end of their high school years. He inspires teachers on his team and students in his classes. Through his leadership, Austin exemplifies the TCTELA High School Teacher of the Year.



MERCEDES BONNER AWARD

Georgina Pérez *State Board of Education, Region 1*

Georgina Pérez, the Mercedes Bonner Leadership Award winner, is no stranger to challenge. As a fierce advocate for students and teachers on the Texas State Board of Education, Georgina has had many difficult conversations. And while these conversations were not always easy, they were and continue to be necessary. Her advocacy for the two ethnic studies courses will make Texas a more well-rounded and broader-minded state. While these courses are listed as social studies electives, the work literacy professionals can do in support of these courses is obvious. Her advocacy drives us to be cross-curricular support for social studies, and she pushes us forward into more 21st century inclusiveness. She continues to fight daily for the best representation for her State Board of Education Region 1, and she is a female leader of a diverse background who tirelessly supports public education in Texas, and for those reasons, she is an incredible choice for this year's award.



SATURDAY CONCURRENT SESSIONS

SESSION CODES

INTENDED AUDIENCE

P	Pre-Kindergarten
E	Elementary
M	Middle School
H	High School
C	College
NP	New to the Profession
G	General

TOPICS

ADV	AP/Pre-AP/IB/Honors
CMR	College/Career/Military Readiness
CRT	Culturally Responsive Teaching
EL	EL / Bilingual Education
GT	Gifted & Talented*
P	Pedagogy & Practice
S	Learners with Special Needs
TD	Teacher Development
T	Technology

*See page 25 for a list of all GT sessions.

CONCURRENT SESSION C 10:30am-11:30am

C1	DISCOVERING JOYFUL LEARNING BY CONNECTING PLAY AND LITERACY IN EARLY CHILDHOOD CLASSROOMS
INTENDED AUDIENCE: P, E	Kim Pinkerton , Texas A&M University–Commerce Amelia Hewitt , University of Houston–Downtown Isabel McHan , Houston ISD
TOPICS: EL, TD	Children can experience learning where they inquire about literacy in a way that piques curiosity. Through inquiry-based play with fellow participants, relive the joy that children experience when they are allowed to explore literacy naturally. Hear from a dual language, prekindergarten teacher, see videos from her classroom, and analyze literacy pieces produced by her students. Investigate children's texts as you develop a plan for your inquiry-based classroom that connects children to literacy and joyful learning.
C2	THE POWER OF THE MOTHER TONGUE
INTENDED AUDIENCE: E, M, H	Lois Marshall Barker , Houston ISD
TOPICS: EL	Too often English Learners are asked to assimilate in order to connect with texts that do not reflect them or do not acknowledge their various cultures. The mandate of erasing one's mother tongue is detrimental to second language development and social-emotional development. The mother tongue helps ELs develop an authentic voice as writers and become highly engaged readers when given texts that serve as mirrors.
C3	ACADEMIC WRITING GLUE: CONNECTING THROUGH TRANSFORMATIVE PEER-TO-PEER MENTORSHIP
INTENDED AUDIENCE: G	Diane Miller , University of Houston–Downtown Chyllis E. Scott , University of Nevada Kelly E. Tomy , Harris County Department of Education Charles Moore , Clear Creek ISD
TOPICS: TD	Unlike formal mentoring arrangements, peer-to-peer mentoring develops symbiotically, providing transformative professional and personal growth for both mentor and mentee. The presenters will discuss the ways mentorship "glues" academic writers together through aspects of purpose, planning, and positivity. We found that by rooting our work in relevant literature and lived experiences, we made that glue stick! Participants will engage with the presenters to grow the sources for and roles of mentorship in their own professional journeys.
C4	CONNECTING STUDENTS WITH THE JOY OF SUCCESS WITH TEACHING TOOLS THAT SHOW, NOT TELL
INTENDED AUDIENCE: M, H	Pattie Parker , Conroe ISD
TOPICS: TD, T	We often say "show not tell," but how often do we achieve this in our teaching? Not simply in modeling or thinking aloud, but in providing clearly laid out examples, steps, visual reminders, and explanations? Building in supports can really pay off. Applicable to reading and writing, in-person and virtual teaching, tools such as microprogressions, checklists, annotated mentor texts, repertoire charts, and demonstration pages can be the difference between students "not getting it" and students "excelling."

Continued on next page.

SESSION CODES

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C5

GENERATIVE VOCABULARY DEVELOPMENT: INCREASING JOY IN THE ENGLISH LANGUAGE

INTENDED AUDIENCE: M, H

TOPICS: CMR, EL, S, TD

Careese LaRoque, North East ISD

Instructors have long understood vocabulary to be a predictor for comprehension success. Yet with time limitations, inclusive classrooms, varying levels of reading comprehension, and the use of authentic texts, teachers are often left with questions of which vocabulary is the most important to teach. Generative vocabulary development makes learning visible, creating connections for students while empowering them to take charge of their learning. This power increases their enjoyment and comprehension.

C6

CONFERRING CONNECTIONS

INTENDED AUDIENCE: M

TOPICS: GT, TD

Isabel Tuliao, Klein ISD

Bringing together great minds and ideas starts with a conversation. This session will offer ways to connect with students in the reading and writing classroom through the use of the research, decide, compliment, and teach conferring structure. We'll talk about how to create a classroom culture conducive to daily conferences, and we'll look at effective ways to document notes and goals both in the virtual and face-to-face classroom.

C7

MAKE LEARNING PURPOSEFUL

INTENDED AUDIENCE: M, H

TOPICS: CMR

Karen Primavera, Carnegie Learning

Bailey Rapert, Texas A&M University

"Why do we have to do this?" Does this sound familiar? Learn ways to get students actively engaged by providing more authentic learning experiences and opportunities for student choice in your ELAR classroom. Hear from students to find out why instruction feels more meaningful through inquiry-based projects, real-life learning opportunities, and student-driven activities. Consider ways to make learning more purposeful and to keep students connected through remote and in-classroom learning.

**CARNEGIE
LEARNING**

TEA FOCUS GROUP ON FUTURE READING AND LANGUAGE ARTS ASSESSMENTS 11:45am–12:45pm

CURRICULUM AND ASSESSMENT

Chelaine Marion, Texas Education Agency

Facilitators will solicit input from educators on the extended constructed response (essay) portion of the STAAR assessment. Educators will be shown a sample essay question with the associated rubric and asked to provide feedback regarding that sample as well as supports teachers might need to successfully prepare students for these item types. This session is limited to 90 participants.

**BE SURE TO SUPPORT OUR
SPONSORS BY VISITING THEM
UNDER THE SPONSORS TAB!**

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S Learners with Special Needs

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T Technology

*See page 25 for a list of all GT sessions.

CONCURRENT SESSION D 1:00pm-2:00pm

D1 FIXING FEEDBACK FOR IMPACT IN THE WRITING CONFERENCE

INTENDED AUDIENCE: E, M, H, C

TOPICS: T

Shona Rose, Region 16 ESC

Feedback is a powerful influence in learning. But it is also one of the most variable in terms of impact. Recent research provides insight into connecting and responding to writers in ways that significantly improves their performance as well as provides opportunities for teacher refinement and sophistication. Traditional and virtual options help us preserve the connection and contributions between readers and writers.

D2 TEACHING ESL THROUGH A SOCIAL JUSTICE FRAMEWORK: BRINGING TOGETHER LANGUAGE, LITERACY, AND ACTIVISM

INTENDED AUDIENCE: M, H

TOPICS: EL

Mandy Stewart, Texas Woman's University

Our emergent bilingual students see images on TV that trouble them. They want to understand what is going on in our society and they have unique perspectives to take action on behalf of others. In this session, we'll share how we taught language, literacy, and principles of activism in a high school ESL classroom through analyzing and taking action on real-world social justice issues such as #BlackLivesMatter, immigration, and gun violence.

D3 PAN-AGE ASSESSMENT: USING FORMATIVE MEASURES FOR SUMMATIVE SUCCESS

INTENDED AUDIENCE: M, H

TOPICS: TD

Helen Becker, Clear Creek ISD
Charles Moore, Clear Creek ISD

"Assessment is assessment" write Fisher, Frey, and Hattie (2020) in the *Distance Learning Playbook* (p.148). And in our Pandemic-Age climate (Pan-Age), as teachers across the globe adapt instruction to multiple delivery environments, it is more important than ever to design an assessment system of formative and summative testing tools that can be consistently implemented across teaching modalities. Rubrics are one such way to narrow complex tasks into performance standards that measure student performance and growth.

D4 JOYFUL PRACTICE: WRITER'S NOTEBOOK STRATEGIES THAT GENERATE THINKING, DEEPEN CONNECTIONS, AND SUSTAIN MEANINGFUL WRITING INSTRUCTION

INTENDED AUDIENCE: G

TOPICS: TD

Tracy Kriese, Central Texas Writing Project

In his book *Joy Write*, Ralph Fletcher laments that the pressures of standardized testing have led to a proliferation of academic genres in writing workshop. He argues that space must be made for what he calls greenbelt writing: writing that is personal, passionate, and joyful. This session will look at how the new TEKS support such writing and share strategies for generating authentic student writing that then becomes meaningful material for mentor text work and genre study.

Continued on next page.

#TCTELA2021

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T Technology

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D5 GUEROS Y HUEVOS: A MEXICAN WHITE BOY'S JOURNEY BEYOND SOTO AND CISNEROS TO LATINX TEXTS IN THE ELAR CLASSROOM

INTENDED AUDIENCE: M, H

TOPICS: GT, ADV, TD, CRT

Michael Guevara, Judson ISD

According to the Pew Research Center, Hispanics account for more than half of the total of US population growth in the last decade with Texas being one of the three states with the most growth in Hispanic population. Yet unless students take a Latinx studies course, they are rarely exposed to diverse Latinx voices in our English classes. How many times can we read "Oranges" or "Eleven"? Come discover ways to help teachers authentically incorporate varied Latinx voices into the curriculum in ways that support the new ELAR TEKS, student engagement, and academic growth.

D6 TRANSFORMING STUDENT THINKING ABOUT IMMIGRATION THROUGH THE USE OF LANGUAGE CHARTS

INTENDED AUDIENCE: P, E

TOPICS: EL, CRT, P, TD

Jessica Murdter-Atkinson, University of Texas at Austin

Elizabeth Ries, University of Texas at Austin

This session will share how to use children's literature and language charts as tools for examining and possibly shifting student thinking around critical issues. This session seeks to invite teachers to think around how they may support students in disrupting dominant narratives through picture books. The presenters will share work drawn from an inquiry project completed in a fifth-grade classroom. Picture books, descriptions, visual images, and artifacts will be shared.

D7 VIRTUALLY GROWING GREAT STUDENT WRITERS WITH WRITABLE

INTENDED AUDIENCE: E, M, H, G

TOPICS: CMR, EL, S, TD, T



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Alisha Taylor, Houghton Mifflin Harcourt

Becoming a successful writer is crucial to a student's overall trajectory. Writing enables success in all academic areas and prepares students for college, career, and life, which is why it remains one of the most important elements of K-12 education. Learn how Writable's digital instructional approach improves writing with flexible tools that guide students to develop purposeful drafts, incorporate personalized feedback, and produce writing that shines.

Continued on next page.

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S Learners with Special Needs

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T Technology

*See page 25 for a list of all GT sessions.

CONCURRENT SESSION E 2:15pm-3:15pm

E1 LIKE A BRIDGE OVER LITERACY WATERS: PICTURE BOOKS AS A PASSPORT TO CRITICAL CONVERSATIONS IN THE SECONDARY CLASSROOM

INTENDED AUDIENCE: M, H **Chevondolyn Williams, Cedar Hill ISD**

TOPICS: TD Picture books in the secondary classroom? But of course! In this session, we will explore a variety of picture books that can be used as a gateway to critical conversations in the secondary classroom—from identity to race to culture to politics. Join us as we anchor our instruction with these powerful texts that can bridge the divide in creating a safe and open space for powerful classroom discussions.

E2 SMALL STORIES FOR BIG KIDS: HOW TO USE CRITICAL LITERACY AND PICTURE BOOKS TO TEACH ADVANCED LITERACY CONCEPTS

INTENDED AUDIENCE: E, M **Sonam Shahani, St. John's School**

TOPICS: GT, TD, CRT, CMR, P In this session, learn how to approach picture books through a critical lens. Learn strategies for using diverse picture books as mentor texts to teach symbolism, sentence structure, theme, dialogue, imagery, and social action. Learn how to pair these books with high-quality nonfiction for a rigorous study of social justice in the middle grades.

E3 WRITING FLUENCY: SPARK JOY AND CREATIVITY

INTENDED AUDIENCE: E **Regina Balane, Klein ISD**

TOPICS: TD, P Never more than now does knowledge and understanding of how the brain works matter. Literacy instruction, which includes writing, needs to be able to spark joy to inspire and engage students. Writing fluency is just as critical as reading fluency. Teachers need to use information on how the brain works in order to plan for effective writing instruction to spark joy. Strategies such as visual prompts, mentor text, videos, song, and movement will be shared.

E4 KIDS ARE PEOPLE TOO: CULTIVATING GROWTH THROUGH STUDENT-OWNED INQUIRY

INTENDED AUDIENCE: H **Charity Hughes, Conroe ISD**

TOPICS: GT, TD Inquiry turns a skills task list into a playground. It shifts ownership from teacher to student. It facilitates transfer. In this session, learn how to make Strand 7 the heart of your classroom. We will challenge common teacher assumptions impeding engagement. We will explore how to train students to develop their own questions and equip them with tools to find the answers. Bring your own unit to make it a well-crafted learner experience.

Continued on next page.

#TCTELA2021

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E5

THE TIE THAT BINDS: CONNECTING INDEPENDENT READING TO WHOLE-GROUP INSTRUCTION

INTENDED AUDIENCE: M, H

Tamara Meigh, Crosby ISD
Sarah Flusche, Goose Creek CISD

TOPICS: TD

Reading instruction benefits from productive practice, where the habits of a good reader are modeled by a teacher who then invites students to try on their own. Yet classroom time devoted to independent reading often feels disconnected from whole-group instruction. Join us as we explore how independent and self-selected text can extend our classroom readers' curiosity and joy.

E6

CANDIES IN JARS: USING CULTURALLY RELEVANT WRITING INSTRUCTION TO EXPLORE RACISM, DISCRIMINATION, AND CULTURE IN THE ELAR CLASSROOM

INTENDED AUDIENCE: M, H

Adam Whitaker, Desoto ISD

TOPICS: S, CRT

This session discusses a research study that explored eighth-grade English I students' middle school reading and writing preferences, writing experiences, the impact of culturally relevant writing instruction, and the impact, if any, it had on increasing students' writing self-efficacy. The participants in this study consisted of 63 students who were enrolled in an eighth-grade English I course at the research site and participated in a three-week writing unit.

E7

FREE WRITING TOOLS WITH NOREDINK

INTENDED AUDIENCE: M, H

Sheryl Colaur, NoRedInk Corp
Tedra Ault, Wylie ISD

TOPICS: CMR, EL, S, T

noredink

Teaching writing can be challenging, especially when you have 100 or more students! How do you differentiate for every student's needs? How can you support student writing when time is limited? Join us to learn how NoRedInk's free (and premium) platform can support building better writers in all learning structures. Leverage our powerful tools to differentiate and personalize learning, monitor growth, develop writing skills, and facilitate feedback around the writing process.

JOIN OUR MONTHLY WEBINARS!

Who: Presented by our Novel Level Sponsors: bulb Digital Portfolios, and Carnegie Learning, as well as TCTELA Board Members, and Guest Speakers.

When: The Second Wednesday of Each Month from 6:30pm-7:30pm

Where: Under the PD2Teach Tab on our Conference Platform

What: Building a Reading Foundation With Phonological Awareness, Thinking Forward: Practice With Disrupting Texts, The Reading and Writing Connection, and How Reading Works K-12: Learn to Address the Real Problem

SATURDAY WORKSHOPS

3:30pm-5:00pm

ELEMENTARY WORKSHOP WITH LESTER L. LAMINACK



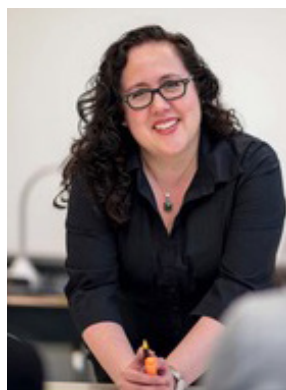
Lester L. Laminack

Building a House of Fiction on a Foundation of Nonfiction

We will explore the idea of delving into nonfiction through the doorway of fiction. Lester will take you on an exploration of one topic beginning with two fiction selections that will set up an exploration of moving through a series of nonfiction texts moving deeper and deeper into the topic, building vocabulary and conceptual understanding to support the acquisition of information.

Lester L. Laminack is Professor Emeritus at Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching. Lester is now a full-time writer and consultant working with schools throughout the United States and abroad. He is an active member of the NCTE and ILA, recently serving as editor (2017) of the Writing Department for the ILA journal *Reading Teacher*. Lester's academic publications include *Learning with Zachary*, *Spelling in Use*, *Volunteers Working with Young Readers*, and he has contributed to numerous others. Lester is also the author of several children's books including *The Sunsets of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Tea Cakes*, *Jake's 100th Day of School*, *Snow Day!*, *Three Hens and a Peacock* (2012 Children's Choice K-2 Book of the Year Award), and *The King of Bees* in addition to a forthcoming nonfiction poetry collection, *Voices for Civil Rights*. His newest books for teachers, *The Ultimate Read-Aloud Resource: Making Every Moment Intentional and Instructional with Best Friend Books* (Scholastic) and *The Best Friend Fiction Collection* (Scholastic) are available now. Connect with Lester on his website, LesterLaminack.com, or on Twitter at @Lester_Laminack.

SECONDARY WORKSHOP WITH COLLEEN CRUZ



Colleen Cruz

Writers Read Better: Lessons That Turn Writing Craft Into Powerful Genre Reading

Writing is one of the most crucial subjects we teach. It is exponentially more vital when we consider that writing is also a pathway for critical reading work. Most teachers are well aware of reading and writing reciprocity and its power, particularly the ways reading can lift writing. However, fewer of us have really dug into all the ways writing can be a powerful lever for deepening reading comprehension. Participants will consider which reading skills are easier to teach when taught first in writing, explore lessons you can try with students right away in the expository and narrative genres, and discover ways these lessons can be leveraged to teach students to be analytical readers of the deluge of texts they encounter daily.

Colleen Cruz is the author of several titles for teachers, including *Risk. Fail. Rise.*, the Writers Read Better series, and *The Unstoppable Writing Teacher*, as well as the young adult novel *Border Crossing*, a Tomás Rivera Mexican American Children's Book Award Finalist. She was a classroom teacher in general education and inclusive settings before joining the Teachers College Reading and Writing Project, where she shares her passion for accessibility, 21st century learning, and social justice as the Director of Innovation.

RISING LEADERS MEET AND GREET (INVITATION ONLY) 6:00pm-7:00pm

The TCTELA Rising Leaders program is designed to prepare diverse educators for leadership roles in TCTELA and its constituent groups. Join us for a meet and greet and a Q&A session about the program and its requirements.

POETRY READING 7:15pm-8:15pm

A long held TCTELA tradition goes virtual! Join TCTELA leadership and poetry enthusiast alike as we delve into the fun of reading, writing and sharing poetry.

Registered Attendees Join the Virtual Conference [HERE](https://www.tctela.org)

Texas Council of Teachers of English Language Arts | [#TCTELA2021](https://www.tctela.org) | www.tctela.org

9:00am-10:00am

GENERAL SESSION WITH JACQUELINE WOODSON



Jacqueline Woodson

A Conversation With Jacqueline Woodson

Jacqueline Woodson (www.jacquelinewoodson.com) is the recipient of the 2020 Hans Christian Andersen Award, the 2018 Astrid Lindgren Memorial Award, and the 2018 Children's Literature Legacy Award. She was the 2018–2019 National Ambassador for Young People's Literature, and in 2015, she was named the Young People's Poet Laureate by the Poetry Foundation. She received the 2014 National Book Award for her *New York Times* bestselling memoir *Brown Girl Dreaming*, which was also a recipient of the Coretta Scott King Award, a Newbery Honor, the NAACP Image Award, and a Sibert Honor. She wrote the adult books *Red at the Bone*, a *New York Times* bestseller, and *Another Brooklyn*, a 2016 National Book Award finalist. She lives with her family in Brooklyn, New York.

WORKSHOPS 10:15am-12:00pm

ELEMENTARY WORKSHOP WITH MATT GLOVER



Matt Glover

Increasing Engagement Through Choice of Genre

Choice, in any area of learning, increases energy and engagement. In writing teachers often grapple with choice of topic, but less frequently consider choice of genre. Yet, choice of genre significantly impacts engagement, especially for reluctant writers. In this session we will make the case for including some writing workshop units of study that allow for choice of genre a year. We will also troubleshoot common challenges of non-genre specific units, including considering possible non-genre units, balancing them with genre specific studies, pulling stacks of texts, and conferring.

Matt Glover has been a teacher, principal, and consultant for over 30 years. He is the author and co-author of many Heinemann titles including *I Am Reading*, *Engaging Young Writers*, *Projecting Possibilities for Writers*, *Already Ready*, and *Watch Katie and Matt . . . Sit Down and Teach Up*, a video-enhanced ebook. Matt was also co-editor with Ellin Oliver Keene of a best-selling collection of essays, *The Teacher You Want to Be*. An international literacy consultant, Matt frequently speaks on topics related to nurturing writers of all ages, early reading, and supporting children's intellectual development.

SECONDARY WORKSHOP WITH PENNY KITTLE



Penny Kittle

The Literacy Lessons I Learned From Hamilton

The Pulitzer Prize winning play by Lin-Manuel Miranda has lessons to teach us all about passion, creativity, genre, and the process of writing. Each year we have the opportunity to help students construct identities of power and opportunity, to challenge themselves as readers and writers, and to act with agency in our classrooms. We will unpack the classroom conditions and practices that are grounded in key principles for motivation: relevance, engagement, and community.

Penny Kittle teaches freshman composition at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years, 21 of those spent at Kennett High School in North Conway. She is the co-author of *180 Days* with Kelly Gallagher, and is the author of *Book Love*, and *Write Beside Them*, which won the James Britton award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write*. She is the president of the Book Love Foundation and was given the Exemplary Leader Award from NCTE's Conference on English Leadership. Penny travels across the U.S. and Canada (and sometimes quite a bit farther) speaking to teachers about empowering students through independence in literacy. Connect with Penny at pennykittle.net and booklovefoundation.org, or follow her on Twitter.

GIFTED AND TALENTED STRAND SUMMARY

Texas Board of Education Certification Verification
TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

TCTELA is an approved CPE Provider: ID 500444

56th Annual Conference

January 22-24, 2021

The conference program provides a complete listing of the session descriptions.



Clinton Rodriguez, GT Consultant, ESC Region 11

DATE	SESSION TIME	TITLE	PLEASE CHECK
Friday January 22	2:45pm-3:45pm	Virtual Language Arts: Using Constructivist Theory to Design Engaging Online Learning Spaces Holly Durham, <i>Fort Bend ISD</i>	
Friday January 22	2:45pm-3:45pm	Curating Our World Through Multimodal Literacy Meagan Davis, <i>Northwest ISD</i> Meredith Lee, <i>Northwest ISD</i>	
Friday January 22	4:00pm-5:00pm	Choosing Texts to Support Student Voice, Choice, and Identity Franki Sibberson, <i>NCTE</i> Clare Landrigan, <i>Author</i> Lynsey Burkins, <i>Dublin ISD</i> Laura Jiménez, <i>Boston University</i>	
Friday January 22	4:00pm-5:00pm	Why Read Poetry (at a time like this)? Carol Jago, <i>UCLA</i>	
Saturday January 23	10:30am-11:30am	Conferring Connections Isabel Tuliao, <i>Klein ISD</i>	
Saturday January 23	1:00pm-2:00pm	Gueros y Huevos: A Mexican White Boy's Journey Beyond Soto and Cisneros to Latinx Texts in the ELAR Classroom Michael Guevara, <i>Judson ISD</i>	
Saturday January 23	2:15pm-3:15pm	Small Stories for Big Kids: How to Use Critical Literacy and Picture Books to Teach Advanced Literacy Concepts Sonam Shahani, <i>St. John's School</i>	
Saturday January 23	2:15pm-3:15pm	Kids Are People Too: Cultivating Growth Through Student-Owned Inquiry Charity Hughes, <i>Conroe ISD</i>	

Registered Attendees Join the Virtual Conference [HERE](#)

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TEXAS BOARD OF EDUCATION CERTIFICATION VERIFICATION FORM

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TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

January 22-24, 2021

Connections: Crafting Instruction to Discover Joy in Literacy

This is to certify that

_____ has attended each checked session. Sessions are equivalent to one, one and a half, or two hours of continuing education.



Stephen Winton, TCTELA President

FRIDAY WELCOME (1.5 Hour CPE)

___ TEA Reading Language Arts Update

CONCURRENT SESSION A (1 Hour CPE)

- ___ Virtual Language Arts: Using Constructivist Theory to Design Engaging Online Learning Spaces
- ___ Culturally Relevant Coaching: Empowering New Teachers
- ___ Video as Crucial Tool During the Pandemic: Educators Who YouTube
- ___ Curating Our World Through Multimodal Literacy
- ___ I Think Therefore I Feel: SEL (Social Emotional Learning) Self-Selected Middle Grade/YA Book Clubs
- ___ Enough With the Webinars: Online PD That Connects Teachers and Transforms Practice

CONCURRENT SESSION B (1 Hour CPE)

- ___ Choosing Texts to Support Student Voice, Choice, and Identity
- ___ Why Read Poetry (at a time like this)?
- ___ Crafting the Joy of Reading

FRIDAY OPENING KEYNOTE (1.5 Hour CPE)

___ Opening Keynote With Ernest Morrell

SATURDAY - GENERAL SESSION (2 Hour CPE)

___ General Session With Matt de la Peña

CONCURRENT SESSION C (1 Hour CPE)

- ___ Discovering Joyful Learning by Connecting Play and Literacy in Early Childhood Classrooms
- ___ The Power of the Mother Tongue
- ___ Academic Writing Glue: Connecting Through Transformative Peer-to-Peer Mentorship
- ___ Connecting Students With the Joy of Success With Teaching Tools That Show, Not Tell
- ___ Generative Vocabulary Development: Increasing Joy in the English Language
- ___ Conferring Connections
- ___ Make Learning Purposeful

TEA FOCUS GROUP (1 Hour CPE)

- ___ TEA Focus Group on Future Reading and Language Arts Assessments

TEXAS BOARD OF EDUCATION CERTIFICATION VERIFICATION FORM *(continued)*

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Stephen Winton, TCTELA President

CONCURRENT SESSION D (1 Hour CPE)

- ☐ Fixing Feedback for Impact in the Writing Conference
- ☐ Teaching ESL Through a Social Justice Framework: Bringing Together Language, Literacy, and Activism
- ☐ Pan-Age Assessment: Using Formative Measures for Summative Success
- ☐ Joyful Practice: Writer's Notebook Strategies That Generate Thinking, Deepen Connections, and Sustain Meaningful Writing Instruction
- ☐ Gueros y Huevos: A Mexican White Boy's Journey Beyond Soto and Cisneros to Latinx Texts in the ELAR Classroom
- ☐ Transforming Student Thinking About Immigration Through the Use of Language Charts
- ☐ Virtually Growing Great Student Writers With Writable

CONCURRENT SESSION E (1 Hour CPE)

- ☐ Like a Bridge Over Literacy Waters: Picture Books as a Passport to Critical Conversations in the Secondary Classroom
- ☐ Small Stories for Big Kids: How to Use Critical Literacy and Picture Books to Teach Advanced Literacy Concepts
- ☐ Writing Fluency: Spark Joy and Creativity
- ☐ Kids Are People Too: Cultivating Growth Through Student-Owned Inquiry

CONCURRENT SESSION E (1 Hour CPE) *(continued)*

- ☐ The Tie That Binds: Connecting Independent Reading to Whole-Group Instruction
- ☐ Candies in Jars: Using Culturally Relevant Writing Instruction to Explore Racism, Discrimination, and Culture in the ELAR Classroom
- ☐ Free Writing Tools With NoRedInk

SATURDAY AFTERNOON WORKSHOP (1.5 Hour CPE)

- ☐ Elementary Workshop With Lester L. Laminack
- ☐ Secondary Workshop With Colleen Cruz

EVENING EVENT (1 Hour CPE)

- ☐ Poetry Reading

SUNDAY GENERAL SESSION (1 Hour CPE)


- ☐ General Session With Jacqueline Woodson

SUNDAY MORNING WORKSHOPS (2 Hours CPE)

- ☐ Elementary Workshop With Matt Glover
- ☐ Secondary Workshop With Penny Kittle

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THANK YOU FOR ATTENDING TCTELA 2021!