

CONFERENCE PROGRAM

Texas Council of Teachers of English Language Arts

VISION & VOICE

RAISING LITERACY VOLUME ACROSS TEXAS

55TH ANNUAL CONFERENCE & EXPOSITION

JANUARY 24-26, 2020

FRISCO, TEXAS

TCTELA





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Kelly E. Tummy

TCTELA PRESIDENT

In the September 2017 issue of NCTE's journal *Voices from the Middle*, Laurie Halse Anderson penned these words: "Leap, and the net will appear." These words continue to be my challenge to everyone attending the conference this weekend. What leap needs to be made to raise the Texas literacy volume so that others hear us, so that we reach more students in better ways? What do the voices of hundreds of Texas teachers sound like at the top of their game?

I challenge everyone to think about three questions to move us toward this conference. Those three questions also

embody the medley of speakers—teachers, every one of them—before us this weekend. Each has a distinct tune to share with everyone here.

How do we see classrooms changing? Clint Smith and Carol Jago will be at the forefront of this discussion this weekend, leading us to imagine new structures in our classrooms but also to be aware of the nuances of instruction that will reach more students and make them stronger citizen rhetors. Katie Stover Kelly will move us to challenge even our youngest students to learn in new ways and embrace cognitive struggles that will only yield stronger students, more well-rounded students.

How will we teach students to think? We highlight this addition of thinking to the standards on Friday with Colin Seale and on Sunday with Kristin Ziemke. These two teachers challenge us each day to see the world around us as a place to gather inspiration, as a place to grow from in teaching. On Saturday, Chris Barton will highlight none other than Texas's Barbara Jordan, all the while making students see that a single voice can make people think more openly and change the world.

Finally, **what is your "artistic promise to yourself" as an educator?** Rebekah O'Dell will regale us twice with how she created a publishing path for herself as a classroom teacher; Jarred Amato will talk about his work in starting a grassroots movement that has spanned our nation, all while teaching high school English day in and day out; and Jim Burke, one of our longest practicing teachers here, will show us how to raise the volume from the classroom each day and impact students' futures as well as teachers' futures.

All these speakers have, in one way or another, challenged me to be the best teacher I can be. I hope you feel in their sessions the same kind of energy I feel from listening to them speak, and glean from their writings the same kind of motivation I have to sing at the top of my lungs, "This is who I am as a teacher, and I am proud of myself and this profession." Thank you for taking this journey with me and have an incredible conference.

Kelly E. Tummy
TCTELA President

Katie Wood Ray wrote in *Study Driven*, "Before revision, vision," speaking of the need for a vision of what good writing is like. The same applies in a broader sense to best-practice instruction. Vision, and the voice with which to express it, is needed in education today. This makes the theme of the 55th Annual TCTELA Conference "Vision & Voice: Raising Literacy Volume Across Texas" so relevant. We welcome educators from across Texas to Frisco to explore ideas about best-practice instruction. Over this weekend, we hope you enjoy both this wonderful town and the fellowship of our literacy community.



Stephen Winton

TCTELA PRESIDENT-ELECT

TCTELA received a record 162 session submissions, and out of so many quality proposals, those we selected truly support vision and voice in English language arts. We have 45 concurrent sessions from presenters from across Texas, and these present a vision for teaching the new Texas Essential Knowledge and Skills (TEKS) and support both teachers and students in finding voice in the classroom. Two roundtable sessions entitled *Exploring Vision & Voice Through Research* and *Exploring Vision & Voice Through Practice* offer participants further opportunities to collaborate and learn.

We hope all utilize this time together to both reflect on new ideas on best-practice instruction and share their expertise with others. The proposal review committee endeavored to offer varied content on literacy along with grade-level bands appropriate to all attendees. We utilized a blind review process to ensure the selection process was equitable and sought to find the highest quality sessions by presenters from all corners of Texas.

As I researched the city of Frisco, I noticed it hosts the Museum of the American Railroad. This called to mind an image of travelers on a train, crossing the great American landscape. English language arts educators in Texas are all on this journey together, with the destination of improving literacy for our students. The 2020 TCTELA Conference is one stop along that journey, and we hope it is a good one. We invite you to reflect and recharge as you attend sessions, visit vendors, and connect with colleagues across the state. As we refine our vision and increase our voice, this time together promises to be special.

Stephen Winton
TCTELA President-Elect



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December 13, 2019

Dear Texas Council of Teachers of English Language Arts:

Greetings from the National Council of Teachers of English!

As you gather today with your fellow educators to share ideas and best practices, know that NCTE stands ready to support you. We applaud your efforts in organizing this conference and your dedication to your students through your own professional learning. Literacy teachers are committed, passionate, and dynamic professionals, and NCTE is proud to be your national professional home.

There is no doubt you face myriad complex issues in the classroom and an evolving student body. We applaud your creativity and determination to try new approaches to the teaching and learning of English, English language arts, and literacy at all grade levels. This conference not only enables presenters to share their research, tips, and ideas, but also gives attendees the opportunity to share their own. Together, you will collaborate to enhance your classroom practices and better support your students' learning.

"Teacher learning communities position all participants as contributors, thereby fostering 'collaborative resonance' that enables teachers to work together toward transformative, against-the-grain teaching" –NCTE Policy Brief on Teacher Learning Communities

NCTE, too, offers a number of ways to increase professional learning. Through our books, journals, and *The Council Chronicle*, NCTE publishes the best in literacy research and teaching strategies. Thousands of educators gather at our annual conventions and meetings to collaborate and share best practices. NCTE issues resolutions and position statements to address a variety of topics affecting the teaching of English, English language arts, and literacy. Lastly, NCTE members share their expertise on literacy teaching and learning with policymakers at the local, state, and national levels as they consider new policies and laws.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, provide access to colleagues across the country, and supply love for the profession. We invite you to continue your journey with NCTE! We also invite you to share your thoughts, suggestions, and questions. Please feel free to contact Linda Walters-Moore, Administrative Liaison, lwaltersmoore@ncte.org

Sincerely,

A handwritten signature in black ink that reads "Emily Kirkpatrick".

Emily Kirkpatrick
NCTE Executive Director

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ENGLISH IN TEXAS CALL FOR MANUSCRIPTS

English in Texas, Vol. 50.1

Spring/Summer 2020

Theme: Vision and Voice: Raising the Literacy Volume in Texas

Manuscript Deadline: April 1, 2020

Column Deadline: April 15, 2020

Call for Submissions: The 2020 conference theme is "Vision and Voice: Raising the Literacy Volume in Texas." Many professionals have spoken of the need for a voice to lead us forward in the teaching profession. Don Graves served as one of those voices, but we lost him in 2010. Tom Newkirk, at a 2013 NCTE breakfast, called for voices to carry Graves' wisdom forward.

In this issue of *English in Texas*, we want readers to see pieces that do just that: create a Texas voice, a Texas vision, and carve a new path in teaching. We want you to show the state how our very best can change the world for the better. We know that Texas teachers are creative and innovative every day in every class, and we'd like you to submit manuscripts that let readers see you, hear you, and learn from you.

Think about how you see classrooms changing. How do we engage students with integrated standards and teach them to absorb a variety of texts? With new standards comes much responsibility to teach them well. How is your classroom changing to fit the new landscape of integration and fluency in reading, writing, listening, speaking, and thinking? How will we teach students to THINK? Finally, what is your promise to yourself as an educator?

We encourage you to think about these questions, and we invite interested individuals to submit manuscripts, conceptual, pedagogical, research-based, and theoretical, as related to this topic of "Vision and Voice: Raising the Literacy Volume in Texas." Please refer to the TCTELA website 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 "Voice and Vision: Raising the Literacy Volume in Texas." Please query the editorial team **BEFORE** submitting your full column.

English in Texas, Vol. 50.2

Fall/Winter 2020

Theme: Academic Language in an Emoji World

Manuscript Deadline: September 1, 2020

Column Deadline: September 15, 2020

Call for Submissions: The theme for this call is "Academic Language in an Emoji World." This theme will focus on the importance of academic language in this culture of emojis rather than words. Bailey (2007) states that "Academic language proficiency is knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures – all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others."

In this issue of *English in Texas*, we want readers to see how teachers design academic language instruction. How do you validate and build on students' conversational/social language proficiency to develop their academic language fluency? Students are well versed in communicating through emojis, Instagram, and abbreviated texts. What approaches do you use to help them translate to both oral and written academic language for instruction and learning? What instructional choices do you make to help develop students' listening, speaking, reading, writing, and visual literacy for academic purposes?

We welcome you to share your voice through articles that are practical, research-based, and/or theoretical, as related to this topic of "Academic Language in an Emoji World." Please refer to the TCTELA website 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 "Academic Language in an Emoji World." The below 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.

The columns to be published in this issue include:

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.



Laura Moore

Wylie ISD
LOCAL ARRANGEMENTS
COMMITTEE CHAIR



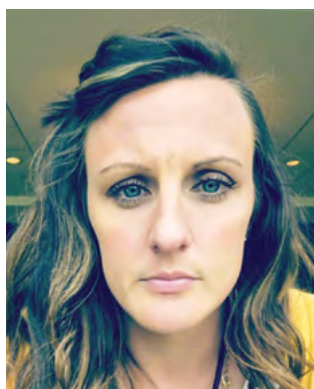
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Welcome to DFW and Frisco!

Our Local Arrangements Committee welcomes you to the 2020 TCTELA Conference in the bustling city of Frisco, Texas. With so much to learn during the day and things to explore at night, your time in North Dallas will be full of memorable experiences.

Our theme this year is "Vision & Voice: Raising Literacy Volume Across Texas." Students and teachers across the state are striving to use their voices to advocate for a vision of a literate Texas. At the conference, expect to hear from some of the leading authors and speakers in the areas of reading, writing, discourse, and digital literacy. Collaborate and connect with other educators whose vision is to elevate the love of literacy. In the evenings, explore some of the surrounding fun and sights of North Dallas. Consider exploring The Star, Legacy West, The Museum of the American Railroad, or many of the area shopping destinations. Frisco offers a wide variety of dining and entertainment that is sure to appeal to everyone!

Our committee would like to thank the TCTELA board as well as our Executive Director, Amy Laine, for their continued guidance and support throughout the planning process. Special thanks to our many volunteers and local area businesses that have helped to make this conference possible. We hope that your experience at the TCTELA 2020 conference is the best yet!

With sincere appreciation,
The TCTELA Local Arrangements Team

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SCHEDULE AT A GLANCE

THURSDAY - JANUARY 23, 2020

6:00pm - 10:00pm	Registration	Frisco Foyer
6:30pm - 8:30pm	TCTELA Board Meeting (TCTELA Leadership)	Indian Trail (2 nd Floor)

FRIDAY - JANUARY 24, 2020

6:00am - 7:30am	Breakfast on Your Own (For Overnight Guests)	Atrium
6:30am - 5:15pm	Registration	Frisco Foyer
7:30am - 5:15pm	Exhibits	Frisco Foyer
7:30am - 5:15pm	Bookstores – Monkey and Dog Books / QEP Professional Books	Erudia
7:30am - 3:30pm	Proclamation Playground	
	bulb Digital Portfolios	Bush
	Pearson	Bass
7:30am - 8:45am	TEA Reading and Language Arts Update	Frisco 7, 8
9:00am - 11:15am	MORNING WORKSHOPS	
	Integrating Tech Tools to Foster Literacy Engagement and Learning - Katie Stover Kelly	Frisco 1
	Shady Goldilocks and Other Problematic Characters in Children's Literature: Critical Thinking Strategies for Elementary Teachers - Colin Seale	Frisco 2
	Project LIT Community: Empowering Students as Readers and Leaders - Jarred Amato	Frisco 4, 5
	Teaching Social-Emotional Skills Through Literature - Carol Jago	Frisco 9
11:15am - 11:45am	Book Signing with Carol Jago & Katie Stover Kelly / Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
11:30am - 12:45pm	Edmund J. Farrell Award and Luncheon with Laurie Halse Anderson	Frisco 6
12:45pm - 1:15pm	Book Signing with Laurie Halse Anderson / Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
1:15pm - 2:30pm	General Session with Rebekah O'Dell	Frisco 7, 8, 9
2:30pm - 3:00pm	Book Signing with Rebekah O'Dell / Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
3:00pm - 5:15pm	Language Field Guides: A Vocabulary Workshop for Language Exploration and Discovery - Rebekah O'Dell	Frisco 1
3:00pm - 4:00pm	CONCURRENT SESSION A	
	Voices of Readers: How We Come to LOVE Books and Reading	Frisco 2
	Why Teach Handwriting? #askingforafriend	Frisco 3
	Not Your Mama's Grammar Class: Empowering Students Through Rhetorical Grammar	Frisco 4
	Making Meaning of Mentors: Using Mentor Texts as the Anchor in Instruction	Frisco 5
	Level Up: Using Picture Books as Bridges to Novels to Address Complex Themes and Skills	Frisco 7
	Voicing Valuable Podcasts	Frisco 8
	The Power of Topic Strings and the Paragraph Chart	Frisco 9
4:15pm - 5:15pm	CONCURRENT SESSION B	
	Honor All Voices: Breaking the Silence and Creating Inclusive Spaces for LGBTQ+ Narratives	Frisco 3
	"Teachers Want to Write": Writing for Professional Journals, an Invitation	Frisco 4
	In Words and Color: Pairing Poetry and Visual Texts for Analysis	Frisco 5
	Amplify Student Voice Through Inquiry Workshop	Frisco 7
	Tracking What Matters: Marrying the Reader's Notebook With the Bullet Journal	Frisco 8
	Talking About Graphic Novels: Using Discussions to Increase Graphic Novel Meaning-Making	Frisco 9
5:30pm - 6:30pm	TEA Focus Groups on Future Reading and Language Arts Assessments	Frisco 6
5:30pm - 7:00pm	Membership Celebration	Frisco 2
7:30pm - 8:30pm	President's Reception (Invited Guests)	#1405 George Purefoy Suite (continued on next page)

SCHEDULE AT A GLANCE (continued)

SATURDAY - JANUARY 25, 2020

7:00am - 8:00am	Breakfast on Your Own (For Overnight Guests)	Atrium
8:00am - 5:15pm	Registration	Frisco Foyer
8:00am - 6:00pm	Exhibits	Frisco Foyer
8:00am - 6:00pm	Bookstores – Monkey and Dog Books / QEP Professional Books	Erudia
8:00am - 4:00pm	Proclamation Playground	
	Houghton Mifflin Harcourt	Bush
	SpringBoard	Bass
8:30am - 10:00am	General Session with Clint Smith	Frisco 7, 8, 9
10:00am - 10:30am	Book Signing with Clint Smith / Visit Proclamation Playground & Exhibits	Frisco Foyer / Bass / Bush
10:30am - 11:30am	CONCURRENT SESSION C	
	New Visions, New Voices: New Books	Frisco 1
	Becoming the Writer: Teachers Pursuing Excellence in Writing as a Model for Students	Frisco 2
	Using Visual Media to Scaffold Lessons for Diverse Learners	Frisco 3
	Empowering Educators to Select High Quality Materials	Frisco 4
	Supporting Student Voices: Increasing Student Talk in the Secondary Classroom	Frisco 5
	Book Clubs Matter: Vol. 2	Frisco 7
	Fake News in the Real World: Journalism Literacy for Navigating Sources and Author's Purpose	Frisco 8
	Bringing Vision, Voice, and Volume to Our Own Reading Lives #LEADYOURLITERACY	Frisco 9
11:30am - 11:45am	Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
11:45am - 1:00pm	Teacher of the Year Awards Luncheon with Chris Barton	Frisco 6
1:00pm - 1:30pm	Book Signing with Chris Barton / Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
1:30pm - 3:45pm	Book Backdrops: Connecting Literature and Primary Sources	Frisco 1
1:30pm - 2:30pm	CONCURRENT SESSION D	
	Honoring Student Voice and Choice in Secondary Reading Intervention Classrooms	Frisco 2
	Multilingual Pedagogy: Leveraging All of Students' Languages in the Secondary ELAR Classroom	Frisco 3
	I Am a Writer! The Intersection of Joy, Literacy and Social Skill Development in the Early Years	Frisco 4
	Stay Lit for Literacy! Read Alouds and Think Alouds as Tools for Igniting Culturally Relevant Teaching	Frisco 5
	Breaking Up With Expository: Developing a Vision for Informational Texts Across Multiple Genres	Frisco 7
	How to Develop Meaningful Project-Based Learning Opportunities in the Language Arts Classroom	Frisco 8
	Be Bold: Say Goodbye to Boring-OLD Research!	Frisco 9
2:30pm - 2:45pm	Visit Proclamation Playground / Exhibits	Frisco Foyer / Bass / Bush
2:45pm - 3:45pm	CONCURRENT SESSION E	
	A Fresh Opportunity: Retraining, Reorienting, and Rebooting With the New High School ELAR TEKS	Frisco 2
	But Will it Work With Language Learners? Reader's Workshop in Diverse Classrooms Grades 4-12	Frisco 3
	Developing Student Literacy Through TEKS Integration and Twitter Threads	Frisco 4
	Conferring With a Vision	Frisco 5

SCHEDULE AT A GLANCE (continued)

SATURDAY - JANUARY 25, 2020 *continued*

2:45pm - 3:45pm	CONCURRENT SESSION E <i>continued</i>	
	Poetry Circles: Harnessing the Power of Poems to Promote Language and Literacy Development	Frisco 7
	Can't Stop the Reading: How Choice Creates an Inclusive Environment in the Advanced Classroom	Frisco 8
	Engaging Students With Diverse Literature Through the Application of Literary Discussion Circles	Frisco 9
2:45pm - 3:45pm	ROUNDTABLES: EXPLORING VISION AND VOICE THROUGH PRACTICE <i>Frisco 6</i>	
	Finding Your Voice: How Student Talk Leads to Authentic Essay Writing	
	Engaging Reluctant Readers With Personalized Book Recommendations and Classroom Applications	
	Reimagining Tutorials: Planning With Passionate Vision and Authentic Voice	
	A New Vision for Vocabulary Teaching and Learning	
	I Think Therefore I Feel: SEL (Social-Emotional Learning) YA Book Clubs	
	Escaping Emergent Literacy: A Shift in Vision and Voice	
	Scaffolding Old and New Texts to Provide Relevance, Engagement, and Identity for Our Students	
4:00pm - 5:00pm	CONCURRENT SESSION F	
	Get LIT Already! YA Literature Conversations that are Culturally Inclusive and Sustaining	Frisco 1
	PD2Teach Challenge	Frisco 3
	What's in Your Feed? Navigating the Digital Divide to Advocate for Diverse Texts	Frisco 4
	Unpacking Characterization: Revealing Depth Through Close Reading in Pre-AP and AP Classrooms	Frisco 5
	Six Structures for Differentiation in Reading	Frisco 7
	Fixer Upper: Essay Edition	Frisco 8
	What on Earth Is a Microgenre?	Frisco 9
4:00pm - 5:00pm	ROUNDTABLES: EXPLORING VISION AND VOICE THROUGH RESEARCH <i>Frisco 6</i>	
	Engaging Preservice Teachers in Read Alouds	
	Teaching Multimedia Literacy: Reading and Creating Infographics	
	Flipgrid to Success: Integrating Technology to Raise Student Voice and Literacy	
	Come Together Right Now: Connecting Voices of the Past to Our Learning in the Present	
	Easy Readers—Not So Easy: A Comprehensive Look at Beginning to Read Books	
5:00pm - 6:00pm	Visit Exhibitors	Frisco Foyer
6:00pm - 7:00pm	Rising Leaders Meet and Greet (Invitation Only)	Frisco 2
7:00pm - 8:00pm	Poetry Reading	Frisco 3

SUNDAY - JANUARY 26, 2020

7:00am - 9:00am	Breakfast on Your Own (For overnight Guests)	Atrium
8:30am - 11:00am	Registration	Frisco Foyer
7:45am - 8:45am	TCTELA Section Gatherings: Coffee and Conversations	Frisco 4
8:30am - 12:20pm	Bookstores	Erudia
9:00am - 12:00pm	WORKSHOPS	
	Read the World: Rethinking Literacy for Empathy and Action in a Digital Age - Kristin Ziemke	Frisco 1-2
	The Essential Moves of Academic Reading and Writing - Jim Burke	Frisco 7-8
12:00pm - 12:20pm	Book Signing with Kristin Ziemke and Jim Burke	Frisco Foyer

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FRIDAY PROCLAMATION PLAYGROUND

7:30am-3:30pm

Bush

Bass



The 2020 community outreach project for TCTELA is Children's Health Plano and Dallas. To alleviate the threat of germs, the hospital provides a "treasure room" where children can choose new books, crafts, or toys. It is a great way to give a little happiness to children who need it.

Donations can be brought to the donation table in the exhibit hall.

- **New unwrapped toys**
- **Books for all ages (Spanish books are in need)**
- **Gift cards to Walmart, Target or Barnes and Noble**
- **For teens: headphones, bath products, art kits**
- **New Games**
- **Craft Supplies**

Thank you for helping to make a difference!

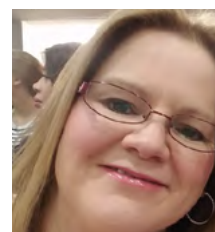
PRE-CONFERENCE SESSION 7:30am-8:45am Frisco 7, 8

**TOPIC: CURRICULUM
AND ASSESSMENT
TEA READING AND**

LANGUAGE ARTS UPDATE

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

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, Adopted 2017. TEA presenters will discuss implementation of the reading and language arts assessments aligned to the revised standards, federal assessment requirements, and recent state legislative changes, including HB 3906 highlights. Attendees will be given the opportunity to ask questions.



MORNING WORKSHOPS 9:00am-11:15am

FRISCO 1 **INTEGRATING TECH TOOLS TO FOSTER LITERACY ENGAGEMENT AND LEARNING**
INTENDED AUDIENCE: **Katie Stover Kelly**

E, M Participants will explore a number of digital tools to enhance students' engagement and learning
TOPIC: in English language arts. Specific ideas will be shared for engaging students in various literacy practices
TD including composition (narrative, opinion, and informational writing), storytelling, retelling, summarizing, book reviews, and reader response with authentic audiences. Participants will examine ways to incorporate technology to meet different learning styles. Authentic student work samples will be shared and time for interaction, discussion, and questions-and-answers will be allotted throughout.



FRISCO 2 **SHADY GOLDOCKS AND OTHER PROBLEMATIC CHARACTERS IN CHILDREN'S LITERATURE:
CRITICAL THINKING STRATEGIES FOR ELEMENTARY TEACHERS**
INTENDED AUDIENCE:

E **Colin Seale**
What kind of person commits breaking and entering crimes, has the audacity to eat someone else's porridge that isn't hers, and sleeps in a bed that isn't hers? The same type of person who subjects Little Boy Blue to brutal child labor conditions and falsely accuses the little boy from "A-Tisket, A-Tasket" of stealing a letter. Join Colin Seale, Founder and CEO of thinkLaw, to learn how the same "Thinking Like a Lawyer" critical thinking strategies teachers across the country use to unleash the full potential of all students. Then learn how to leverage these skills to transform rigor and engagement in your classrooms using compelling examples from children's literature. You will leave this session with powerful, but practical tools you can apply immediately to help students make the 21st century shift from asking "what" and "how to" to asking "why" and "what if."



FRISCO 4, 5 **PROJECT LIT COMMUNITY: EMPOWERING STUDENTS AS READERS AND LEADERS**
INTENDED AUDIENCE: **Jarred Amato**

M, H Attendees will learn how to get involved in Project LIT Community, a grassroots literacy movement. Specifically, this interactive session will walk participants through the Project LIT journey while sharing several resources, strategies, and book recommendations. Interested educators will also receive a "Project LIT Starter Kit" for launching a Project LIT chapter in their school and community. Project LIT Community started at one school in Nashville, Tennessee, and now includes more than 1,000 chapters across 48 states, including dozens in Texas. This session will provide tips for building an inclusive classroom library, creating a schoolwide literacy culture, and facilitating student-led book clubs, among other topics.



FRISCO 9 **TEACHING SOCIAL-EMOTIONAL SKILLS THROUGH LITERATURE**
INTENDED AUDIENCE: **Carol Jago**

M, H Studies demonstrate that well-designed social-emotional learning instruction can increase students' academic achievement and improve life outcomes. But social-emotional learning entails more than a simple checklist
TOPIC: of character traits. We need to help students envision the lives of others and expand their own repertoire for responding to others. For that, there is no better vehicle than literature. Books are safe spaces for exploring terrifying places. Books transport us to other times, other cultures, other worlds in ways that no other vehicle quite can. Carol Jago will demonstrate instructional moves for engaging students in powerful conversations about complex texts that both build empathy and deepen comprehension.
TD



FRIDAY BOOK SIGNINGS



Carol Jago
11:15am - 11:45am
Frisco 7 Foyer



Katie Stover Kelly
11:15am - 11:45am
Frisco 1 Foyer



Laurie Halse Anderson
12:45pm - 1:15pm
Frisco 1 Foyer

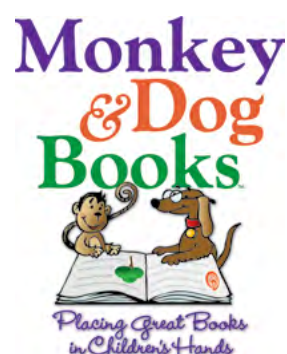


Rebekah O'Dell
2:30pm - 3:00pm
Frisco 7 Foyer

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EDMUND J. FARRELL LIFETIME ACHIEVEMENT AWARD



Carol Wickstrom

Frisco 6

11:30am - 12:45pm

The Dr. Edmund J. Farrell Distinguished Lifetime Achievement Award recognizes Dr. Farrell's profound impact on the profession of English language arts education, commitment to excellence in the teaching of English, and dedication to service and support of the mission and values of the Texas Council of Teachers of English Language Arts. The 2020 recipient of this award is Dr. Carol D. Wickstrom.

Dr. Wickstrom's teaching experience spans forty-five years, the last forty of which have been in Texas. She taught elementary school for twenty years and is now in her twentieth year at the University of North Texas, where she teaches, leads, and writes with some very lucky preservice teachers, who will soon extend Dr. Wickstrom's impact into their future classrooms. According to one nominator, "We will all long be influenced by and indebted to this phenomenal woman whose graciousness, sincerity, dedication, humor, and diligence have provided guidance to teachers in her own program and in other colleges of education as well as in pre-K through high school literacy programs."

When someone serves as a faculty member in higher education, research is a critical and necessary part of such work. However, Dr. Wickstrom deftly weaves her research into teaching practice. In describing Dr.

Wickstrom's classes, on nominator wrote, "Never content with the status quo, Carol Wickstrom spends much of her time reading the current professional book or journal on the teaching of literacy as well YA literature to share with both teachers and preservice teachers. Her classes are founts of information about what knowledge, skills, and strategies are grounded in the seminal research, supported by current research and continue to withstand the test of time. Every semester she is taking meticulous notes about what works and what her students, the future teachers of reading and writing, struggle with understanding. She reads, researches, and then revises her class for the next semester to see if students have a more thorough understanding. One of the few at the college level who does not lecture, Dr. Wickstrom really gives guidance and then steps back to let her students discover the learning that they need. Her practice is always grounded in proven research, and her teaching is innovative instead of repetitive."

Fortunately for organizations such as the Texas Council of Teachers of English, the National Council of Teachers of English, the North Star of Texas Writing Project, and the National Writing Project, Dr. Wickstrom is a passionate contributor to our professional identities as English language arts and reading educators. Since the early 1990s, Dr. Wickstrom has been a regular attendee, presenter, and board member of TCTELA, in addition to serving as an editor for *English in Texas*. She actively pursues grant funding to bring her students and colleagues along with her on this admirable professional journey of service.

One nominator reached out to the current leadership group of the North Star of Texas Writing Project to elicit feedback in support of Dr. Wickstrom's nomination, and the following highlights provide just a glimpse of the overwhelming praise that educators heaped upon Dr. Wickstrom:

- "Her passion for all matters literacy shines through her work, but, at the heart of this, lies the student."
- "She taught me to keep questioning and digging deeper for answers to my questions."
- "Dr. Wickstrom lives life as a student, always curious and wondering about the world situations ... modeling what an inquiry-based education can be."
- "She showed me (not just taught me) how to expertly merge literacy theory, research, and practice in a way that speaks to classroom teachers and school administrators as well as policymakers and academic researchers in ways that make a meaningful difference."
- "She provides the space and the materials for learners to grow as writers, mentors, and literacy leaders."
- "She fosters each student's individual learning ... and is a wonderful role model for women in education and academia."
- "Her belief that all children should have access to authentic, relevant literacy and language experiences shines through in all the conditions she sets for her pre-service teachers and graduate students."
- "She framed my thinking about writing instruction by facilitating my journey to find my writing voice."
- "This lovely lady is more than an educator, more than a human making an impact on the world. ... Dr. Wickstrom is someone who makes an impact upon hearts and souls through her words, her actions, and her continued service to EVERYONE she is around."
- "Dr. Wickstrom's solid position as a professor at UNT and head of the North Star Writing Project has allowed countless teachers to flourish personally and professionally in an interconnected community of readers and writers. Her efforts have rendered a creative and innovative space for those who teach the language arts in the classroom in turn bettering the learning experience for a generation that will one day lead the way. Undoubtedly, Dr. Wickstrom leads with fierce but gentle passion, using her influence to spread love, knowledge, and growth."

Through her authentic teaching, faithful service, and innovative mentorship, Dr. Carol D. Wickstrom exemplifies the "Distinguished Lifetime Service" that Dr. Ed Farrell has modeled so faithfully for the English language arts teachers of Texas. She is most deserving of this honor, as one nominator noted, "Texas classrooms are filled with excellent teachers, but ones as exemplary and committed as Dr. Wickstrom are few and far between."



Laurie Halse Anderson

Laurie Halse Anderson is a *New York Times* bestselling author whose writing spans young readers, teens, and new adults. Her books have sold more than eight million copies. She has been twice nominated for the Astrid Lindgren Memorial Award. Two of her books, *Speak* and *Chains*, were National Book Award finalists, and *Chains* was short-listed for the prestigious Carnegie Medal.

Laurie was selected by the American Library Association for the 2009 Margaret A. Edwards Award and has been honored for her battles for intellectual freedom by the National Coalition Against Censorship and the National Council of Teachers of English. In addition to combating censorship, Laurie regularly speaks about the need for diversity in publishing and is a member of RAINN's National Leadership Council. She lives in Philadelphia, where she enjoys cheesesteaks while she writes.

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PRESIDENT-ELECT

Amanda Palmer

Katy ISD

(Uncontested)

The digital age has forever altered the field of education requiring English teachers to learn new concepts and adjust practices while maintaining high standards. Teachers are charged with using innovative approaches to ensure all students become readers, writers, and thinkers capable of moving the world forward. It is our responsibility as an organization to support teachers, provide an avenue for their voices, and create opportunities to collaborate and improve the craft of language arts instruction in this digital age.



VICE PRESIDENT-ELECT OF MEMBERSHIP AND AFFILIATES

Charles Moore

Clear Creek ISD

(Uncontested)

Literacy is a human right. Literacy is an equalizer. Literacy leaders must defend and promote reading and writing in their every move.

Never before in human history has literacy been more important. This digital age and the rise of social media pushes the human brain to consume massive amounts of information and learning to evaluate that information becomes more difficult by the terabyte. Examining media critically, discerning messages that attempt to deceive, and sifting through mountains of stimuli require thinkers to be nuanced and perceptive. Literacy instruction works to counteract the pressure applied by technology in the 21st century.

Additionally, we need to move our assessment practices, with respect to writing, towards a place that frees our teachers rather than binds them to paper-lined cells of depression. That freedom will engage teachers to improve their craft through their own writing, through presentation proposals, through candid and powerful conversations with their professional peers and leaders. Perhaps, if we take their minds off the kinds of assessment practices that benefit no one and invite them into a feedback cycle that grows both the student and the teacher, maybe then, we can change the world.



RECORDING SECRETARY

Donna Brown

Santa Fe ISD

Being a member of TCTELA is one of my biggest joys. I love learning from and sharing with the diverse population of educators, students, and leaders in the field of English language arts. Each meeting and TCTELA publication allows me to learn and share the knowledge with those I work with on a daily basis. I enjoy giving back to the organization by serving in any capacity to further the mission of TCTELA. My goal as the recording secretary is to provide a clear documentation of the work that TCTELA provides for the teachers in Texas and throughout our country.



Josh Cooper

Conroe ISD

As a successful instructional leader for the content of English language arts, it has been my experience that in order to be a great leader, one must have passion, motivational skills, and the ability to provide clarity and support for the educators they work with. These qualities are key to helping students, teachers, administrators, and communities achieve success in reading and writing. Throughout my career, I have cultivated these qualities and worked hard to become a viable member of an educational team. I have a passion for teaching reading and writing skills to students and educators and as a member of the TCTELA board, I would look to bring that passion with me in order to serve the ELAR educators of Texas to the best of my ability by being a part of a great community of educators.



Rebekah O'Dell

You Have a Story to Tell: Empowering Teacher-Writers Toward Vision and Voice

Rebekah O'Dell believes in the power of choice, authenticity, and students' voices in the reading and writing classroom. In both public and independent schools, she has taught middle and high school students at all levels—from inclusion to AP and IB classes. Presently, Rebekah teaches seventh and eighth grade English in Richmond, Virginia. She is the founder of Moving Writers and the author of *Writing With Mentors* (Heinemann), *Beyond Literary Analysis* (Heinemann), and the forthcoming *Classroom Essentials: A Teacher's Guide to Using Mentor Texts* (6-12).

AFTERNOON WORKSHOP 3:00pm-5:15pm Frisco 1

Rebekah O'Dell

Language Field Guides: A Vocabulary Workshop for Language Exploration and Discovery

INTENDED AUDIENCE:

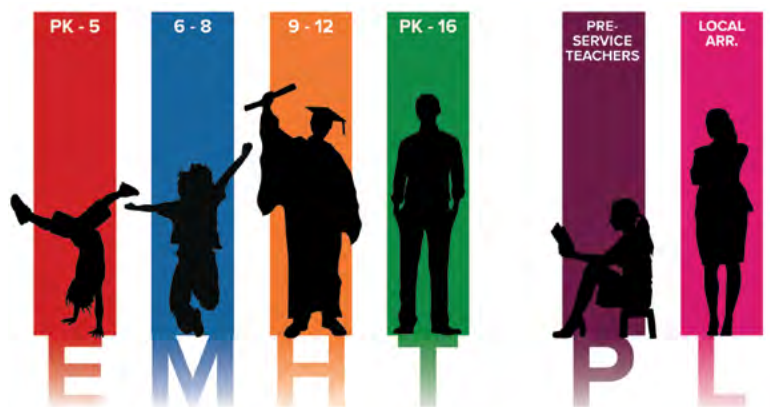
M, H

We know what doesn't work in vocabulary instruction, and research tells us what *does* work. How can we meaningfully weave authentic vocabulary instruction into our classroom rhythms so that students will not only learn words but retain them and learn new words on their own in the future? In this workshop, teachers will gain experience in exploring words and making language discoveries in a vocabulary workshop setting. Teachers will create language field guide entries and discuss how this tool can adapt to the intentions of their teaching—connecting word study to literature study and student writing.

GET INVOLVED!

Around the Frisco Convention Center at the Embassy Suites, participants will see four distinct gathering areas—one for each of our academic sections: Elementary Section, Middle School Section, High School Section, and Teacher Development Section. There, we will have opportunities to discuss section successes, concerns for your grade band, and how to stay connected with your section through virtual meetings from across the state, throughout the year.

Each academic section will also have information to help you get involved with our Preservice Teacher Committee or our Local Arrangements Committee, for future conferences.



**Connect with a section today to
continue the work to raise the literacy
volume across Texas!**

CONCURRENT SESSION A 3:00pm-4:00pm

SESSION CODES

QUICK TIP: IN THE APP YOU CAN SEARCH BY AUDIENCE.

INTENDED AUDIENCE

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

YOU CAN FURTHER REFINE YOUR SEARCH IN THE APP BY THE DESIGNATIONS BELOW:

TOPICS

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

TEKS CORRELATION

S1	Developing and sustaining foundational language skills
S2	Comprehension skills
S3	Response skills
S4	Multiple genres
S5	Author's purpose and craft
S6	Composition
S7	Inquiry and research

* See the GT Professional Development Form for all sessions.

FRISCO 2

INTENDED AUDIENCE:

E, M

TOPICS:

S1, S3, S4, S5, TD

VOICES OF READERS: HOW WE COME TO LOVE BOOKS AND READING

Teri Lesesne, Sam Houston State University

Karin Perry, Sam Houston State University

The title of our session is taken from a book now sadly out of print by G. Robert Carlsen and Ann Sherrill (NCTE, 1989) that reports on research into the common experiences shared by readers (and non-readers). Built on this research, the presenters will discuss those experiences in light of today's readers (and non-readers).

FRISCO 3

INTENDED AUDIENCE:

E, C

TOPICS:

S1, S3, S6, TD

WHY TEACH HANDWRITING? #ASKINGFORAFRIEND

Aaron Penton, Texas A&M University

Over the years, handwriting instruction has become an often neglected and overlooked component of effective literacy instruction. A recent national survey suggests that 75% of the elementary teachers surveyed believe they are not adequately prepared to teach handwriting. Whether you are one of those teachers or just "asking for a friend," come experience this inspiring, interactive, and entertaining session on the benefits of giving students a writer's voice through handwriting instruction.

FRISCO 4

INTENDED AUDIENCE:

M, H

TOPICS:

GT, S4, S5, S6, CMR, TD

NOT YOUR MAMA'S GRAMMAR CLASS: EMPOWERING STUDENTS THROUGH RHETORICAL GRAMMAR

Karen Otto, Carroll ISD

Jim Warren, The University of Texas at Arlington

What is the best way to teach grammar? In this session, a veteran high school teacher and a tenured university professor discuss their collaborative findings on how to effectively teach grammar to students. Providing classroom-ready ideas, both presenters will explain how to empower student writers through language study, creating storytellers who are confident writers. Participants will learn ways for students to use their voices, allowing them to deliver their ideas with passion.

FRISCO 5

INTENDED AUDIENCE:

M, H

TOPICS:

S4, S5, S6, TD

MAKING MEANING OF MENTORS: USING MENTOR TEXTS AS THE ANCHOR IN INSTRUCTION

Kristi Gonzales, Mansfield ISD

Theresa Pollok, Mansfield ISD

The new ELAR TEKS are designed to be integrated and interconnected, but what does this look like in the classroom? This session focuses on how mentor texts drive the instruction in the classroom—listening, speaking, reading, writing, and thinking. Specifically, the presenters will demonstrate how Strands 4, 5, and 6 all connect and work in tandem with one another. Participants will learn how to take examples of great mentor texts and apply them to their block of time and curriculum.

FRISCO 7
INTENDED AUDIENCE:
M, H
TOPICS:
GT, S7, TD

LEVEL UP: USING PICTURE BOOKS AS BRIDGES TO NOVELS TO ADDRESS COMPLEX THEMES AND SKILLS

Lois Barker, Houston ISD

Texts are typically evaluated for literary quality, readability, and age-appropriateness in most secondary classrooms. Educators tend to focus on ensuring students master assessed standards. They must walk a fine line between finding social relevance to boost engagement and at the same time, abiding by district curriculum. Too often, picture books are overlooked in the secondary classroom. Current picture books address important global issues while still maintaining literary value.

FRISCO 8
INTENDED AUDIENCE:
M, H
TOPICS:
EL, T, S1, S3, S5, S6

VOICING VALUABLE PODCASTS

Ande Parlow, Amarillo ISD

The new ELAR TEKS strongly emphasize the importance of speaking opportunities in addition to reading and writing. For many students, especially ELLs, employing voice can be a terrifying experience. Podcasting creates opportunities to use voices and safely record relevant products to extend writing. This workshop explores promoting students' voices from written to audio development. Let's take a look at the NPR podcast challenge and ways to differentiate in making podcasts work for all students.

FRISCO 9
INTENDED AUDIENCE:
H
TOPICS:
S6

THE POWER OF TOPIC STRINGS AND THE PARAGRAPH CHART

Michael Degen, Jesuit College Preparatory School

Need a concrete strategy for improving paragraph coherence? Once students understand the topic string location and how to manipulate it, both coherence and voice strengthen almost instantly. And research tells us that meta-writing activities that force students to reflect on their syntactical movements push student learning and the internalization of skills more deeply into their psyche. You'll be amazed at the power of this simple technique!

WHO ARE TCTELA RISING LEADERS?

RISING LEADERS:

- Demonstrate a passion for teaching, learning, and leadership in English language arts
- Collectively exhibit a broad range of diversity in position, location, cultural background, and perspective
- Hold promise as leaders; and
- Are committed to TCTELA's Mission and the pursuit of leadership opportunities in the organization.

The TCTELA Rising Leaders program is designed to prepare diverse educators for leadership roles in TCTELA and its constituent groups. By the conclusion of their participation in this two-year program, rising leaders will have at a minimum: developed an understanding of TCTELA's mission and goals; explored TCTELA leadership pathways through formal and informal roles; networked with a variety of diverse educators from across Texas; and encouraged others to get involved in TCTELA.

Apply to join the 2020 cohort at bit.ly/TCTELARLApp

Applications must be completed no later than **March 1, 2020.**

The next class of Rising Leaders will be announced in April 2020.

Talk to a board member for more information!

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CONCURRENT SESSION B 4:15pm-5:15pm

FRISCO 3
INTENDED AUDIENCE:
M, H
TOPICS:
S1, S4, TD

HONOR ALL VOICES: BREAKING THE SILENCE AND CREATING INCLUSIVE SPACES FOR LGBTQ+ NARRATIVES

Caty Dearing, *Region 11*

Do you struggle with meeting the diverse social/emotional needs of your students? In this session, we will explore ways to foster an open and nonthreatening classroom community in which all students feel valued. We will examine practical action steps on how to increase text access and accessibility, enabling our LGBTQ+ students to truly see themselves in text. You will walk away feeling informed and inspired to truly pursue an inclusive space for all students!

FRISCO 4
INTENDED AUDIENCE:
G
TOPICS:
N, S5, S6

“TEACHERS WANT TO WRITE”: WRITING FOR PROFESSIONAL JOURNALS, AN INVITATION

R. Joseph Rodriguez, *English Journal*

Margaret Hale, *University of Houston*

Angelia Durand, *Houston Baptist University*

Polly Trevino, *Houston Baptist University*

Mary White, *Houston Baptist University*

Vickey Giles, *Houston Baptist University*

In this joint *English in Texas* and *English Journal* event, the coeditors will guide participants through the process of becoming a teacher who writes for publication. Steps to publication, tips for moving ideas forward, suggestions for using student artifacts, and key content that peer reviewers seek will be shared. A few ELAR teacher-authors with recent published manuscripts will speak about their writing journeys and provide advice about writing for a professional journal. Join us!

FRISCO 5
INTENDED AUDIENCE:
H, C
TOPICS:
GT, S2, S3, S4, S5, S6

IN WORDS AND COLOR: PAIRING POETRY AND VISUAL TEXTS FOR ANALYSIS

Renee Shea, *Bowie State University*

Robin Aufses, *Bowie State University*

Kate Cordes, *Billings Schools*

This session will introduce strategies for close reading complex poetry and visual texts. The presenters will model ways to read, ask questions, and analyze poetry, fine art, photography, and graphic design. They will then pair poems with visual texts to demonstrate the ways those pairings help students refine their close reading skills. They will consider the poets' and artists' choices and the way their work functions alone and in conversation with other works.

FRISCO 7
INTENDED AUDIENCE:
E, M
TOPICS:
S2, S3, S4, S5

AMPLIFY STUDENT VOICE THROUGH INQUIRY WORKSHOP

Amy Bettis, *Hurst-Euless-Bedford ISD*

Valinda Kimmel, *Kimmel Consulting*

Mentoring lifelong learners who leverage their voice is critical for today's educators. How do we design learning that amplifies student voice through sustained recursive inquiry (Strand 7 TEKS)? Inquiry Workshop capitalizes on the intersection of ELAR TEKS across content areas and motivates students to transition from curiosity to inquiry to advocacy. In this session, participants will explore the elements of Inquiry Workshop and practice instructional moves that support students' ability to learn, create, and communicate.

CONCURRENT SESSION B (continued)

FRISCO 8

INTENDED AUDIENCE:

M, H, G

TOPICS:

S3, S5

TRACKING WHAT MATTERS: MARRYING THE READER'S NOTEBOOK WITH THE BULLET JOURNAL

Lisa Johnson, Eanes ISD

This session levels up reader's notebooks by infusing ideas from the planner, bookbento, and bullet journal world to provide engaging strategies to make the reader's notebook an authentic tool for the present and future. Starting with assessing values for goal setting and then delving into how to develop healthy habits using habit trackers that can track study and personal habits, mood, sleep, productivity, mental health and more, the reader's notebook truly becomes a lifelong learner's notebook.

FRISCO 9

INTENDED AUDIENCE:

E, M, C

TOPICS:

S2, S3

TALKING ABOUT GRAPHIC NOVELS: USING DISCUSSIONS TO INCREASE GRAPHIC NOVEL MEANING-MAKING

Jennifer Smith, Texas Christian University

As students continue to read graphic novels, it is important for teachers to provide support to increase comprehension of these multimodal texts. This session will focus on the importance of whole and small-group discussions with graphic novel reading. The presenter will provide examples of support that can be offered to students before reading, model during-reading responses, and consider how discussions influence the ways in which students read, analyze, and make meaning from graphic novels.



TEA FOCUS GROUPS 5:30pm-6:30pm Frisco 6

Chelaine Marion

Director of Reading and Language Arts, Texas Education Agency

TEA Focus Groups on Future Reading and Language Arts Assessments

INTENDED AUDIENCE:

GENERAL

Facilitators will solicit input from educators on the most effective ways to assess the 2017 RLA TEKS, including new ways to assess writing, potential genres for student essays, and proposed genres for reading and writing passages. Educators will also be asked to provide feedback regarding RLA blueprint considerations for assessment of the 2017 TEKS and on proposed new item types intended to satisfy the statutorily required limitation on the number of traditional multiple-choice items on the state assessment, among others.

MEMBERSHIP CELEBRATION

Friday 5:30pm-7:00pm

Frisco 2



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SATURDAY GENERAL SESSION 8:30am - 10:00am Frisco 7, 8, 9

Clint Smith

The Danger of Silence

Clint Smith is a writer, teacher, and doctoral candidate at Harvard University. He is a recipient of fellowships from the Art For Justice Fund, Cave Canem, the Callaloo Creative Writing Workshop, and the National Science Foundation. His writing has been published in *The New Yorker*, *The Atlantic*, *The New Republic*, *Poetry Magazine*, *The Paris Review*, *Harvard Educational Review*, and elsewhere. His first full-length collection of poetry, *Counting Descent*, was published in 2016. It won the 2017 Literary Award for Best Poetry Book from the Black Caucus of the American Library Association and was a finalist for an NAACP Image Award.





SATURDAY BOOK SIGNING

with **Clint Smith**
10:00am-10:30am
Frisco 7 Foyer

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SATURDAY
PROCLAMATION PLAYGROUND
7:30am-3:30pm
Bass Bush



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

FRISCO 1
INTENDED AUDIENCE:
G
TOPICS:
S3, S5

NEW VISIONS, NEW VOICES: NEW BOOKS

Teri Lesesne, Sam Houston State University
Donalyn Miller, Author

Come listen to Donalyn Miller and Teri Lesesne talk about the latest offerings in children's and young adult literature. An emphasis on diversity and #ownvoices will be included.

FRISCO 2
INTENDED AUDIENCE:
H, G
TOPICS:
S4, S5, S6

BECOMING THE WRITER: TEACHERS PURSUING EXCELLENCE IN WRITING AS A MODEL FOR STUDENTS

Austin Darrow, Clear Creek ISD
Helen Becker, Clear Creek ISD
Megan Thompson, Clear Creek ISD

To improve writing instruction, the presenters experimented with new instructional approaches based on Kelly Gallagher's (2011) methods. This presentation takes participants through an approach to writing instruction based on modeling. The presentation mirrors a planning cycle used to launch students into various writing tasks. Participants will be given a writing task, formative assessment of student needs, and mentor texts. To conclude, the presenters will discuss their experience in becoming a writer.

FRISCO 3
INTENDED AUDIENCE:
M, H
TOPICS:
S2, S3, S5, TD

USING VISUAL MEDIA TO SCAFFOLD LESSONS FOR DIVERSE LEARNERS

Holly Durham, Spring Branch ISD

Visual media is an effective scaffold and gradual release tool in the classroom. Media is a seamless way to give students access to more complex texts as well as a chance to extend their thinking. It levels the playing field as it can be used with students who struggle with fluency as well as GT learners. This session will provide models as well as a planning framework to help teachers strategically design lessons.

FRISCO 4
INTENDED AUDIENCE:
P, E, M, H

EMPOWERING EDUCATORS TO SELECT HIGH-QUALITY MATERIALS

Melissa Lautenschlager, Texas Education Agency
Kristen Dobson, Texas Education Agency
Dana Moyer, Texas Education Agency

Selecting high-quality instructional materials is critical to improving student achievement. A growing body of research shows that using high-quality instructional materials is one of the most successful and cost-effective ways to improve student outcomes. Quality reviews are now available to support local education agencies in identifying high-quality instructional materials that best meet their local needs. This session presents best practices for review and adoption to support and enhance district processes and procedures.

FRISCO 5
INTENDED AUDIENCE:
M, H
TOPICS:
S1, S3, TD

SUPPORTING STUDENT VOICES: INCREASING STUDENT TALK IN THE SECONDARY CLASSROOM

Kristen Henry, KH Literacy Education

The new TEKS call for students to read, write, listen, speak, and think every day. There is purposely more focus on listening and speaking and what the state calls academic oracy. This session will focus on integrating all four modes of communication, especially listening and speaking, which tend to go on the backburner. The session will include a model lesson, so participants will leave with tangible strategies to increase student talk and discussion.

(continued on next page)

CONCURRENT SESSION C *(continued)*

FRISCO 7

INTENDED AUDIENCE:

M, H

TOPICS:

S2, S3, S4, S5, S6, TD, T

BOOK CLUBS MATTER: VOL. 2

Maria Morales, Alief ISD

Dominique Walker, Alief ISD

Jeremy Gant, Alief ISD

Megan Kelly, Alief ISD

Gabrielle Gardiner, Alief ISD

Adriana Hernandez, Alief ISD

You have book club groups and novels ... now what? This session's focus will be on in-depth minilessons, authentic student work, and end products. Participants will also explore ways to engage students in book clubs where they will apply "real-reader" strategies.

FRISCO 8

INTENDED AUDIENCE:

M, H

TOPICS:

S2, S3, S4, S5, S6

FAKE NEWS IN THE REAL WORLD: JOURNALISM LITERACY FOR NAVIGATING SOURCES AND AUTHOR'S PURPOSE

Michael Guevara, Southwest ISD

Students are bombarded by messages from myriad platforms, by mixed and misleading messages disguised as truth. To navigate as savvy media consumers, students need to understand which news sources are credible, the genres of journalism, and the tricks and traps used to pawn off fake news as legitimate. By diving into Pulitzer Prize-winning journalism, students will gain a deeper understanding of credible media and explore author's purpose at the word, sentence, and paragraph level.

FRISCO 9

INTENDED AUDIENCE:

E, M, H

TOPICS:

S2, S3, S4, S5, TD

BRINGING VISION, VOICE, AND VOLUME TO OUR OWN READING LIVES #LEADYOURLITERACY

Traci Tousant, Cypress-Fairbanks ISD

Sarah Suggs, Cypress-Fairbanks ISD

Before you can raise the literacy volume in students, you have to raise the literacy volume in yourself. The best way to do this? Start a book club with other educators! In this session, participants will learn about a grassroots multi-campus, multi-grade level book club of educators. Join us to learn about why the community was created, how we started, and the impact it has had on members both personally and professionally.

SATURDAY BOOK SIGNING

with Chris Barton

1:00pm-1:30pm

Frisco 1 Foyer



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VISION & VOICE

2020 TEACHER OF THE YEAR AWARDS

Award presentations will be during the Saturday Luncheon

ELEMENTARY SCHOOL TEACHER OF THE YEAR

Isabel McHan HOUSTON ISD

Isabel McHan, the TCTELA Elementary Teacher of the Year for 2020, is an exceptional teacher! Isabel has fourteen years of experience as a pre-kindergarten bilingual, ESL, and dual-language teacher, and she is a lifelong learner. Her teaching puts the child at the center of all learning, and her classroom is truly an environment that is fluid and meaningful for the students. It is Isabel's ability to foster a learning environment that is responsive to children that makes her so unique. Everything she does in her classroom is purposeful. Isabel makes learning opportunities, including those related to literacy, as authentic as possible in order to engage children in real-world learning. She gives her students space to take risks, to discover, and to problem solve. Her students are responsible for learning under her guidance. And we are talking about four-year-old children, who are often seen as incapable of doing this type of learning. That is not the case in Isabel's classroom. Her work with young learners deserves recognition, as it serves as a model for TCTELA members who are in early childhood education.



HIGH SCHOOL TEACHER OF THE YEAR

Sarah Wilkins CONROE ISD

Sarah Wilkins began her teaching career at Caney Creek High School teaching tenth grade English II. Since she began her career six years ago, she has taught multiple grade levels at both middle and high school, both on-level and Pre-AP English in addition to theater, worked with a range of students of varying economic diversity, and currently is the team leader of tenth grade Pre-AP English II at The Woodlands High School in Conroe ISD.

Sarah's classroom is a study in contrasts. She believes each of her students has the potential to grow as readers and writers and knows that she will have to differentiate for each of them since their paths to improve will be different. She knows that for students to improve in these areas, they need to read and write. A lot! And one of the most effective ways to make this happen in a classroom is to utilize choice in multiple ways. Sarah delicately balances choice in reading and writing alongside studies with whole-class texts and book clubs. Both whole group teacher-led lessons and one-on-one teaching occur in her classroom as she employs the workshop model to help students learn how to use transferable skills and use them in their own way with their own texts. If you walk into her class, you will see intense moments of focus and quiet, followed by bursts of energy and noise as students share and deepen their learning. All of these contrasts work together to push students towards even greater heights without fear of repercussions of failure because they know that they are constantly striving for improvement. Sarah is their teacher, but more importantly, she is their partner on the path to becoming a more literate student.

SATURDAY AWARDS LUNCHEON 11:45pm-1:00pm Frisco 6

Chris Barton

Chris Barton is the author of picture books including bestseller *Shark Vs. Train*, Sibert Honor-winning *The Day-Glo Brothers*, and *Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions*, included on nineteen state reading lists. His newest books include *Dazzle Ships*, the *Mighty Truck* early-reader series, and *What Do You Do With a Voice Like That? The Story of Extraordinary Congresswoman Barbara Jordan*. Chris and his wife, YA/middle-grade novelist Jennifer Ziegler, live in Austin, Texas, where Chris has advocated for greater diversity in children's literature by cofounding the Modern First Library program with BookPeople.

Giving Voice to a Texas Legend: Barbara Jordan

Beloved Texas hero Barbara Jordan may be best known for her time as a legislator—first in the state Senate, then the U.S. Congress—but her biggest contribution to our society may well have come from the job she had next: teacher. And as with Jordan's famous voice, we all have natural gifts we can grow and put to use in order to make the most of our roles in the lives of others.



CONCURRENT SESSION D 1:30pm-2:30pm

FRISCO 2

INTENDED AUDIENCE:

M, H, G

TOPICS:

S1, S2, S3, S4, EL, S

HONORING STUDENT VOICE AND CHOICE IN SECONDARY READING INTERVENTION CLASSROOMS

Sidonie Chhetri, Round Rock ISD

Dana Johnson, Round Rock ISD

Intervention programs purchased and required by schools place constraints on teacher decision-making, silence students, and do not show evidence of being more impactful than responsive teaching rooted in best practice. Furthermore, resisting the imposition of scripted programs is a social justice issue, as students of color, multilingual students, and economically disadvantaged students are disproportionately placed into intervention. This presentation will explore strategies for maintaining authenticity and honoring student choice and voice in these classes.

FRISCO 3

INTENDED AUDIENCE:

M, H

TOPICS:

S2, S3, S6

MULTILINGUAL PEDAGOGY: LEVERAGING ALL OF STUDENTS' LANGUAGES IN THE SECONDARY ELAR CLASSROOM

Patricia Flint, Texas Woman's University

Mandy Stewart, Texas Woman's University

Kirsten Foti, Arlington ISD

A growing number of students speak languages other than English, making them multilingual. These languages can be used in multilingual reading, writing, presenting, and discussing. In this session, middle and high school ELAR teachers will share how they capitalize on their students' first/home languages for academic success. These teachers do not speak their students' languages, yet they systematically engage students in multilingual practices to further students' literacy development, higher-order thinking, and classroom engagement.

FRISCO 2

INTENDED AUDIENCE:

P, E

TOPICS:

S1, S3, S4, S5, S6

I AM A WRITER! THE INTERSECTION OF JOY, LITERACY AND SOCIAL SKILL DEVELOPMENT IN THE EARLY YEARS

Jessica Murdter-Atkinson, The University of Texas at Austin

Each day in our classrooms, stories play out as children learn and grow together. The potential for richer teaching comes when we stop and help children tell those stories through their writing. We sit down next to children not only to talk to them about their writing but also to learn from them. In this session, we will discover entry points to help children find motivation for writing.

FRISCO 5

INTENDED AUDIENCE:

M, H

TOPICS:

S2, S3, S4, S5, TD

STAY LIT FOR LITERACY! READ ALOUDS AND THINK ALOUDS AS TOOLS FOR IGNITING CULTURALLY RELEVANT TEACHING

Chevondolyn Williams, Cedar Hill ISD

Do read alouds and think alouds have a place in the secondary classroom? Of course! Through the use of these teacher-led practices, you can ignite an environment where rich, authentic text is valued and meaningful conversations are born. This is a hands-on session where close reading and annotation in the form of read alouds and think alouds will provide a platform for all participants to understand the importance of "staying lit" in their daily instruction.

CONCURRENT SESSION D (continued)

FRISCO 7

INTENDED AUDIENCE:

E, M, H

TOPICS:

S4, S5, S6

BREAKING UP WITH EXPOSITORY: DEVELOPING A VISION FOR INFORMATIONAL TEXTS ACROSS MULTIPLE GENRES

Ann David, *University of Incarnate Word*

Katrina Jansky, *University of Incarnate Word*

Breaking up is hard to do, but the new ELAR TEKS, 21st century literacy practices, and the needs of our students require breaking up with expository essays. In this session, participants will learn how to navigate the difference between mode and genre, how to move from an idea to envisioning an informational text, how to develop informational texts sets that support idea development, and how to teach students to read like writers across multiple genres.

FRISCO 8

INTENDED AUDIENCE:

E, M

TOPICS:

GT, S2, S3, S5, S6,

HOW TO DEVELOP MEANINGFUL PROJECT-BASED LEARNING OPPORTUNITIES IN THE LANGUAGE ARTS CLASSROOM

Sonam Shahani, *St John's School*

Project-based learning not only engages students but deepens their understanding of literacy concepts and allows them to practice agency in their writing. Come to this session to learn how to develop projects that provide students with authentic audiences and motivate them to read and write voraciously! Leave with adaptable ideas for your classroom, including: Business Fair (persuasive writing), Fairytale on Trial (argumentative writing), and March Madness Basketball (narrative unit). Come join us for more!

FRISCO 9

INTENDED AUDIENCE:

M, H

TOPICS:

S3, S6, CMR, T

BE BOLD: SAY GOODBYE TO BORING-OLD RESEARCH!

Amanda Hardwick, *Waller ISD*

Think about ... What happens when we engage students with current, relevant topics? What happens when we go digital, using innovation as a catalyst for thinking and learning? What happens when we flip the switch on learning: how does this impact our classrooms? Together, we can move from the tired research process that students struggle to connect with to a more relatable process that emphasizes inquisitive thought and engaging content matter.

WORKSHOP 1:30pm-3:45pm Frisco 1



Lisa Storm Fink

National Council of Teachers of English

INTENDED AUDIENCE:

E

TOPICS:

TD, S4, S7

Book Backdrops: Connecting Literature and Primary Sources

This session incorporates the resources of NCTE and the Library of Congress Teaching Primary Resources project. Participants will work to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into work with literature. Examining primary sources gives students a powerful sense of history and the complexity of the past, while also guiding students toward higher-order thinking and better critical thinking and analysis skills.

Participants will observe a model activity that demonstrates how literature can be used to connect to primary sources; select a text and search for Library of Congress primary sources in various formats that connect to that text; and develop and share instructional strategies for using these primary sources with students to enhance critical thinking and historical understanding of the selected text.

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

FRISCO 2

INTENDED AUDIENCE:

H

TOPICS:

S1, S2, S3, S4, S5, S6, CMR

A FRESH OPPORTUNITY: RETRAINING, REORIENTING, AND REBOOTING WITH THE NEW HIGH SCHOOL ELAR TEKS

Glen Russell, Alvin ISD

Barbara Wells, Alvin ISD

The new high school ELAR TEKS provide districts and teachers with a huge opportunity to rethink instructional design. Inspired by training from Victoria Young, Jennifer Wilkerson, Lead4Ward, and 180 Days, learn how one district is approaching training for the new TEKS and simultaneously adopting a new literacy framework to guide and align their classrooms. Walk away from this interactive session with practical training materials and a model high school literacy framework.

FRISCO 3

INTENDED AUDIENCE:

M, H

TOPICS:

S1, S2, S3, S4, EL

BUT WILL IT WORK WITH LANGUAGE LEARNERS? READER'S WORKSHOP IN DIVERSE CLASSROOMS GRADES 4-12

Mandy Stewart, Texas Woman's University

Holly Genova, Lewisville ISD

We'll share how we use Reader's Workshop with language learners and how you can develop knowledge of multilingual students' reading abilities in all their home languages as well as English. Then, we'll top that off with relevant SLA theory. Reader's Workshop with language learners is ideal! All teachers can do this with this knowledge: the workshop model; students' reading abilities in all their languages; and second language acquisition (SLA) theory regarding reading.

FRISCO 4

INTENDED AUDIENCE:

H

TOPICS:

S1, S2, S3, S4, S5, S6, CMR, TD

DEVELOPING STUDENT LITERACY THROUGH TEKS INTEGRATION AND TWITTER THREADS

Stephanie Branson, Lewisville ISD

Tammy Williams, Lewisville ISD

What can Twitter teach writers about developing an engaging idea? Using tweets and Twitter threads, the presenters will guide teachers through a student experience that explores craft choices and the writing process while integrating literacy skills from all seven TEKS strands. Through this lesson cycle, writers will gain an understanding of how digital platforms can be used to amplify their voices.

FRISCO 5

INTENDED AUDIENCE:

M, H

TOPICS:

TD

CONFERRING WITH A VISION

Alissa Crabtree, Waller ISD

The balancing act of facilitating whole-class instruction and conferring with each student can seem daunting; however, individualized and targeted instruction is at the heart of raising the level of literacy in our schools. From planning, to creating and executing, this session will provide participants with tools and strategies for conferring implementation in the secondary classroom. Hear from students who describe how conferring elevated their literacy lives, and discover practices that will accelerate student growth.

FRISCO 7

INTENDED AUDIENCE:

E, M

TOPICS:

S1, S2, S5

POETRY CIRCLES: HARNESSING THE POWER OF POEMS TO PROMOTE LANGUAGE AND LITERACY DEVELOPMENT

Isabel Tuliao, Klein ISD

Poetry is a robust genre that offers opportunities for students to become better at listening, speaking, reading, writing, and thinking. Combining poetry with a roundtable discussion format gives you poetry circle—a 15-20 minute literacy routine that can support students to push themselves into thinking about the writer's intent or to notice the craft moves that the writer utilized.

FRISCO 8
INTENDED AUDIENCE:
H, C
TOPICS:
GT, S2, S3, S4, S5, S6

CAN'T STOP THE READING: HOW CHOICE CREATES AN INCLUSIVE ENVIRONMENT IN THE ADVANCED CLASSROOM

Megan Thompson, Clear Creek ISD
Helen Becker, Clear Creek ISD
Austin Darrow, Clear Creek ISD

Do you teach advanced English courses and wonder why your students are no longer authentically engaged in the whole-class novels you are assigning? Do you hope your students walk away from your class and continue their lives as readers and writers? If you answered yes, come learn ways to offer choice in reading and promote an inclusive environment in the advanced English classroom.

FRISCO 9
INTENDED AUDIENCE:
M, H
TOPICS:
S3, S4, S5, S6, CMR, TD

ENGAGING STUDENTS WITH DIVERSE LITERATURE THROUGH THE APPLICATION OF LITERARY DISCUSSION CIRCLES

Matt Clarke, Garland ISD
Myca Williamson, Garland ISD

Students of all levels in ELAR classrooms benefit from racial, ethnic, socioeconomic, and cultural mirrors. Seeing themselves represented authentically in literature fosters a stronger sense of communal engagement with the text and deepens a sense of personal sense of value and inherent worth. Literary discussion circles are an adaptable, flexible activity that pushes students to think critically on higher levels. By combining diverse literature with discussion circles, teachers develop academic depth and classroom community.

ROUNDTABLES: Exploring Vision & Voice Through Practice

2:45pm-3:45pm Frisco 6

INTENDED AUDIENCE:
M, H
TOPICS:
S6, EL, S

FINDING YOUR VOICE: HOW STUDENT TALK LEADS TO AUTHENTIC ESSAY WRITING

Emily Swoboda, Northside ISD

Guiding students to discover their own voice in writing is no easy task. Come to this roundtable and learn strategies that lead students to an understanding of how they can develop ideas using their own expertise which will lead to engaging expository and persuasive essays. Walk away with a clear vision of how capitalizing on authentic voice leads to more authentic writing.

INTENDED AUDIENCE:
M, H, C
TOPICS:
S2, S3, S4

ENGAGING RELUCTANT READERS WITH PERSONALIZED BOOK RECOMMENDATIONS AND CLASSROOM APPLICATIONS

Thomas Hernandez, Pasadena ISD
Virginia Osborne, Pasadena ISD

Learn how a librarian and English teacher combined personalized book recommendation and in-class reading assignments to engage reluctant readers at-risk and improved STAAR test scores as a result.

(continued on next page)

CONCURRENT SESSION E 2:45pm-3:45pm *(continued)*

ROUNDTABLES: Exploring Vision & Voice Through Practice *(continued)*

INTENDED AUDIENCE:**E, M, H****REIMAGINING TUTORIALS: PLANNING WITH PASSIONATE VISION AND AUTHENTIC VOICE****Tamara Meigh**, Crosby ISD**Amanda Gordon**, Crosby ISD

This roundtable will present a whole campus after-school reading intervention plan grounded in the authentic literacy practice of book clubs. Presenters will share the process from inception to piloting clubs to creating and executing a school-wide plan that includes student readers and writers at all levels. Participants will leave with ideas for reimagining their own plans for reading intervention as well as a bundle of TEKS-aligned lessons that support a book club approach.

INTENDED AUDIENCE:**M, H****TOPICS:****CMR, T****A NEW VISION FOR VOCABULARY TEACHING AND LEARNING****Kayla Logan**, San Jacinto Community College**Eve Zehavi**, University of Houston–Downtown

Where are you getting your vocabulary for novel study? Did you know that George Orwell's 1984 has almost 9000 discreet words in a text of 105,000 words? So how do you know which words to teach? This roundtable will address vocabulary in the context of English for Academic Purposes and ways to select high value words for classroom study.

INTENDED AUDIENCE:**M, H****TOPICS:****S2, S3, S5,****I THINK THEREFORE I FEEL: SEL (SOCIAL EMOTIONAL LEARNING) YA BOOK CLUBS****Meagan Davis**, Northwest ISD**Meredith Lee**, Northwest ISD**Rebecca Perryman**, Northwest ISD**Olivia Myers**, Northwest ISD

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. By 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.

INTENDED AUDIENCE:**E****TOPICS:****TD****ESCAPING EMERGENT LITERACY: A SHIFT IN VISION AND VOICE****Markesha Tisby**, Lake Worth ISD

Despite many years of research, hours of professional development, and tons of funds spent on resources, many teachers struggle to guide students through the emergent reading levels. Too few students are making it to the other side. This roundtable provides strategies that shift teacher vision and turn up the volume of the voices of emergent readers.

INTENDED AUDIENCE:**E, M, H****TOPICS:****NP, S1, S4, S5, S6, CMR, GT, TD, T****SCAFFOLDING OLD AND NEW TEXTS TO PROVIDE RELEVANCE, ENGAGEMENT, AND IDENTITY FOR OUR STUDENTS****Jocelyn Chadwick**, Harvard University

This interactive roundtable brings together student and teacher voices into the ongoing conversation about strategies to scaffold effectively, and ethically, canonical, contemporary, and race/cultural-specific texts for today's Gen-Z students—elementary through secondary. Critical reading, language, and writing are the thematic threads. Teachers will gain from this immersive conversation a new level of knowledge and understanding of specific resources, strategies, ideas, and tools for immediate implementation in their classrooms.

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

FRISCO 1

INTENDED AUDIENCE:

M, H, C

TOPICS:

S1, S2, S3, S4, S5, EL, TD, T

GET LIT ALREADY! YA LITERATURE CONVERSATIONS THAT ARE CULTURALLY INCLUSIVE AND SUSTAINING

Joel Garza, *Greenhill School, Upper School*

R. Joseph Rodriguez, *English Journal*

Shall we assimilate or segregate literary works and authors? A teacher and teacher educator will share recent YA literature texts used in book talk and book club conversations. Literature-based activities and author conversations are featured. Forms of engagement, inclusion, and assessment will be presented to get students LIT about literature. The books can be adopted in language arts, biliteracy/bicultural, and teacher education courses.

FRISCO 3

INTENDED AUDIENCE:

E, M, H, C

PD2TEACH CHALLENGE

Valerie Taylor, *Eanes ISD*

Amy Sharp, *Eanes ISD*

Join us as we premier videos featuring the following teachers who have shared their students and classrooms with us to illustrate the revised TEKS in action: Teddy Cumberworth, Julia Puckett, Joel Guzman, and Cindi Sierra from Brownsville Rivera, Early College High School, Barbara Wells from Manvel High School in Alvin ISD, Fiorella Brito from Condit Elementary School in Houston ISD, Nikki Bass from Sanford-Fritch Junior High in Fritch, and Jennie George from Eanes Elementary School in Austin.

FRISCO 4

INTENDED AUDIENCE:

E, M, H

TOPICS:

S1, S2, S3, S4, S5, S6, EL, S, TD, T

WHAT'S IN YOUR FEED? NAVIGATING THE DIGITAL DIVIDE TO ADVOCATE FOR DIVERSE TEXTS

Audrey Wilson-Youngblood, *Keller ISD*

Carol Revelle, *Keller ISD*

Christine Schneider, *Keller ISD*

How do your learning resources stack up? Meeting the diverse needs of our students, the TEKS, and your curriculum requires access to various texts types. In this session, participants will reflect on their resources, and then crowd-source their top resource needs. They will then see a demonstration of digital resources that address these needs. To support teacher advocacy, we will model writing a plan to curate and obtain digital resources to fill in the gaps.

FRISCO 5

INTENDED AUDIENCE:

M, H, GT

TOPICS:

S3, S5, S6, CMR

UNPACKING CHARACTERIZATION: REVEALING DEPTH THROUGH CLOSE READING IN PRE-AP AND AP CLASSROOMS

Tony Perez, *Northside ISD*

At the heart of any work of literature are deep and rich characters, but students often struggle with seeing and articulating what makes characters so rich. This session will give teachers strategies to move students from thinking that characterization is only what characters say, think, and do. Through reading, writing, and discussion, students will enter the world of complexity and nuance revealed through characterization needed for analysis in Pre-AP and AP classes.

FRISCO 7

INTENDED AUDIENCE:

P, E

TOPICS:

S1, S2, S4, S5, EL, S, TD

SIX STRUCTURES FOR DIFFERENTIATION IN READING

Codi Freeman, *University of Houston-Clear Lake*

Students enter our classrooms with differing abilities to attack text. Some students struggle in fluency, prosody, and comprehension while others soar through text using the appropriate strategic actions to be successful readers. Because of the varying abilities, differentiation in reading is essential. Participants will leave the session with an understanding of six structures for differentiation in reading as well as lesson plan templates and resources to assist in true differentiation.

(continues on next page)

CONCURRENT SESSION F 4:00pm-5:00pm *(continued)*

FRISCO 8
INTENDED AUDIENCE:
M, H
TOPICS:
S4, S5, CMR

FIXER UPPER: ESSAY EDITION
Shera Rasmussen, Wichita Falls ISD

It's Demo Day! The first step in revising and editing a composition is accepting the fact that a piece of writing can always be improved. Students need practical tools to help them "fix up" their compositions in order to increase their value and develop a growth mindset when it comes to writing. Through the use of technology tools and mentor texts, students will get a personalized writing toolbox to refer to throughout the writing process.

FRISCO 9
INTENDED AUDIENCE:
M, H
TOPICS:
S2, S3, S4, S5, S6, CMR

WHAT ON EARTH IS A MICROGENRE?
Barbara Wells, Alvin ISD
Glen Russell, Alvin ISD

We're all familiar with the big genres of literacy, but there are several smaller and more specific ones that fit into the category of microgenres. Learn how students already use and familiarize themselves with microgenre writing and how that capacity can help them in the classroom and on their dreaded STAAR essays. This session is classroom focused, and participants will leave with practical ideas ready for quick implementation.

ROUNDTABLES: Exploring Vision & Voice Through Research 4:00pm-5:00pm *Frisco 6*

INTENDED AUDIENCE:
E, M, C
TOPICS:
S1, S2, S3, TD

ENGAGING PRESERVICE TEACHERS IN READ ALOUDS
Tami Morton, Texas A&M University–Commerce
Laura Slay, Texas A&M University–Commerce

Reading aloud is considered a significant literacy practice across content and grade levels; therefore, it is an essential literacy practice for student teachers to understand how to implement. We will discuss the findings from an action research study exploring the use of read alouds with preservice elementary teachers in two education courses, including literacy and bilingual education. We will discuss three emergent themes, showing that read alouds in class enhanced students' understanding of identity, pedagogy, and empathy.

INTENDED AUDIENCE:
G
TOPICS:
S1, S2

EASY READERS - NOT SO EASY: A COMPREHENSIVE LOOK AT BEGINNING TO READ BOOKS
Eve Zehavi, University of Houston-Downtown

New technologies enable us to truly "see" into the texts our students read. This roundtable is based on research that examined a collection of award winning early reading texts using a variety of text analysis tools. We will discuss reading complexity from multiple access points: a comparison of readability scales and word counts, syntactic parsing, and linguistic coding, all of which ultimately improve our ability to maximize the use of texts in the classroom. Participants will gain an understanding of the power of computational linguistic tools and basic knowledge of one or more tools.

INTENDED AUDIENCE:
M, H
TOPICS:
S2, S4, S5, T

TEACHING MULTIMEDIA LITERACY: READING AND CREATING INFOGRAPHICS
Barbra Bloomingdale, Northside ISD

Most of the content students consume outside the classroom is digital. Teaching students to read and analyze multimedia is essential for navigating our 21st century lives. In this roundtable, we will explore how authors use visual elements combined with texts to convey meaning, emphasize ideas, and create depth and complexity that might be missing in more traditional texts. We will also delve into how to create infographics that use those same techniques.

ROUNDTABLES: Exploring Vision & Voice Through Research (continued)

INTENDED AUDIENCE:

E, M, H, C, G

TOPICS:

S1, S2, S3, S4, S5, S6, CMR, EL, S, T

SUCCESS: INTEGRATING TECHNOLOGY TO RAISE STUDENT VOICE AND LITERACY

Evelynn Elliott, Silsbee ISD

Amanda Smith, Silsbee ISD

Brettni Bourque, Silsbee ISD

Cheylyn Brown, Silsbee ISD

Abbey Lamey, Silsbee ISD

Linsey Laird, Silsbee ISD

Jessica Gore, Silsbee ISD

Bridget Kirby, Silsbee ISD

After piloting Flipgrid in a single classroom last year, students made noticeable growth and gains. This year our department has expanded the integration of Flipgrid into all classrooms 9 through 12, basic to advanced level classes. Again, we are seeing active engagement and growth, all while giving students a voice and a platform to increase literacy. Flipgrid works well as a differentiation tool for all levels of students, making this an exciting addition to any ELAR classroom.

INTENDED AUDIENCE:

M, H, GT

TOPICS:

S2, S3, S4, GT, S, T

COME TOGETHER RIGHT NOW: CONNECTING VOICES OF THE PAST TO OUR LEARNING IN THE PRESENT

Andrea Folse, Northwest ISD

Helen Read, Northwest ISD

We will present research supporting the value of cross-curricular integration in ELAR and the importance of accessing prior knowledge and building background context. We will present a model unit based on Gary D. Schmidt's *The Wednesday Wars*, emphasizing the development of students' cultural and factual understanding of the 1960s through varied mediums, activities, and technology. The roundtable will emphasize student-driven research and products. Finally, we will suggest additional texts for application of the strategy.

2020 POETRY READING Fort Worth Poetry Society

7:00pm-8:00pm

Frisco 3

The Vision and Voice of Poetry in Texas, 2020: A panel of poets from the Fort Worth Poetry Society will read their poetry and discuss their plans and goals for 2020. These award-winning, multiply-published poets speak with numerous voices - modern and traditional, lyrical and narrative, activism and entertainment - you can hear them all in this presentation. The Society is all about encouraging the production and appreciation of poetry and will continue their mission, begun in 1910, to raise the volume for poetry's voice across Texas and beyond!

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Each section will visit over coffee 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.

Connect with a section today to continue the work to raise literacy volume across Texas!

SUNDAY WORKSHOPS

Kristin Ziemke

Read the World: Rethinking Literacy for Empathy and Action in a Digital Age

ROOM FRISCO 1-2

INTENDED AUDIENCE:

E

TOPIC:

TD

With the influx of mobile devices, multimedia websites, e-books, interactive graphics, and social media, there's no question that literacy is changing. But are we adjusting our pedagogy to adopt and adapt literacy instruction to meet the needs of today's learners? In this new learning landscape, we will unpack research, rethink what it means to "read" and craft lessons that explicitly teach students to use technology to tell their story, hear the stories of others, and be inspired to action as they read the world. We will investigate new entry points for all learners, share ideas for digital comprehension, and empower students to author their own messages as content creators.



Jim Burke

The Essential Moves of Academic Reading and Writing

ROOM FRISCO 7-8

INTENDED AUDIENCE:

M, H

TOPIC:

TD

In this workshop, participants will learn about the six types of academic writing assignments we all teach and how to improve those assignments through the academic writing assignment framework Jim Burke has developed. The framework helps teachers in grades 6 through 12 design or improve existing reading and writing assignments for students at all levels, in all classes. Participants will first learn about the six types of assignments and academic writing framework, and then they will apply those ideas to their own assignments to improve them and students' ability to read as they must to write such assignments. Participants should bring (online or on paper) samples of their own assignments to work with during the workshop.





SUNDAY BOOK SIGNING

12:00pm-12:20pm
with **Kristin Ziemke**
Frisco 1 Foyer
and **Jim Burke**
Frisco 7 Foyer

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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
 55th Annual Conference
 January 24-26, 2020
 Frisco, Texas

Participants have an opportunity to earn one GT credit per concurrent session. The online app or conference program provide a complete listing of the session descriptions. GT credit forms will be stamped at the end of each session.



Clinton Rodriguez, GT Consultant, ESC Region 11

DATE	SESSION TIME	TITLE	STAMP
Friday January 24	3:00pm - 4:00pm	Level Up: Using Picture Books as Bridges to Novels to Address Complex Themes and Skills Lois Barker, <i>Houston ISD</i>	
Friday January 24	4:15pm - 5:15pm	In Words and Color: Pairing Poetry and Visual Texts for Analysis Renee Shea, <i>Bowie State University</i> Robin Aufses, <i>Bowie State University</i> Kate Cordes, <i>Billings Schools</i>	
Saturday January 25	1:30pm - 2:30pm	How to Develop Meaningful Project-Based Learning Opportunities in the Language Arts Classroom Sonam Shahani, <i>St John's School</i>	
Saturday January 25	2:45pm - 3:45pm	Can't Stop the Reading: How Choice Creates an Inclusive Environment in the Advanced Classroom Megan Thompson, <i>Clear Creek ISD</i> Helen Becker, <i>Clear Creek ISD</i> Austin Darrow, <i>Clear Creek ISD</i>	
Saturday January 25	2:45pm - 3:45pm	ROUNDTABLES: EXPLORING VISION & VOICE THROUGH PRACTICE Scaffolding Old and New Texts to Provide Relevance, Engagement, and Identity for Our Students Jocelyn Chadwick, <i>Harvard University</i>	
Saturday January 25	4:00pm - 5:00pm	Unpacking Characterization: Revealing Depth Through Close Reading in Pre-AP and AP Classrooms Tony Perez, <i>Northside ISD</i>	
Saturday January 25	4:00pm - 5:00pm	ROUNDTABLES: EXPLORING VISION & VOICE THROUGH RESEARCH Come Together Right Now: Connecting Voices of the Past to Our Learning in the Present Andrea Folse, <i>Northwest ISD</i> Helen Read, <i>Northwest ISD</i>	

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TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

January 24-26, 2020

Vision & Voice: Raising Literacy Volume Across Texas
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Kelly Tummy, TCTELA President

PRE-CONFERENCE SESSION (1 Hour CPE)

___ TEA Reading and Language Arts Update

FRIDAY, MORNING WORKSHOPS (2 Hour CPE)

- ___ Integrating Tech Tools to Foster Literacy, Engagement, and Learning
- ___ Shady Goldilocks and Other Problematic Characters in Children's Literature: Critical Thinking Strategies for Elementary Teachers
- ___ Project LIT Community: Empowering Students as Readers and Leaders
- ___ Teaching Social-Emotional Skills Through Literature

FRIDAY - LUNCHEON (1 Hour CPE) *Ticketed item*

___ Professional Development Luncheon with Laurie Halse Anderson

FRIDAY - GENERAL SESSION (1 Hour CPE)

___ General Session with Rebekah O'Dell

CONCURRENT SESSION A (1 Hour CPE)

- ___ Voices of Readers: How We Come to LOVE Books and Reading
- ___ Why Teach Handwriting? #askingforafriend
- ___ Not Your Mama's Grammar Class: Empowering Students Through Rhetorical Grammar
- ___ Making Meaning of Mentors: Using Mentor Texts as the Anchor in Instruction
- ___ Level Up: Using Picture Books as Bridges to Novels to Address Complex Themes and Skills
- ___ Voicing Valuable Podcasts
- ___ The Power of Topic Strings and the Paragraph Chart

FRIDAY AFTERNOON WORKSHOP (2 Hour CPE)

___ Language Field Guides: A Vocabulary Workshop for Language Exploration and Discovery

CONCURRENT SESSION B (1 Hour CPE)

- ___ Honor All Voices: Breaking the Silence and Creating Inclusive Spaces for LGBTQ+ Narratives
- ___ "Teachers Want to Write": Writing for Professional Journals, an Invitation
- ___ In Words and Color: Pairing Poetry and Visual Texts for Analysis
- ___ Amplify Student Voice Through Inquiry Workshop
- ___ Tracking What Matters: Marrying the Reader's Notebook with the Bullet Journal
- ___ Talking About Graphic Novels: Using Discussions to Increase Graphic Novel Meaning-Making

TEA FOCUS GROUPS (1 Hour CPE)

___ TEA Focus Groups on Future Reading and Language Arts Assessments

SATURDAY - GENERAL SESSION (1 Hour CPE)

___ General Session with Clint Smith

CONCURRENT SESSION C (1 Hour CPE)

- ___ New Visions, New Voices: New Books
- ___ Becoming the Writer: Teachers Pursuing Excellence in Writing as a Model for Students
- ___ Using Visual Media to Scaffold Lessons for Diverse Learners
- ___ Empowering Educators to Select High Quality Materials
- ___ Supporting Student Voices: Increasing Student Talk in the Secondary Classroom
- ___ Book Clubs Matter: Vol. 2
- ___ Fake News in the Real World: Journalism Literacy for Navigating Sources and Author's Purpose
- ___ Bringing Vision, Voice, and Volume to Our Own Reading Lives #LEADYOURLITERACY

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Kelly Tummy, TCTELA President

SATURDAY - LUNCHEON (1 Hour CPE)

___ Professional Development Luncheon with Chris Barton

CONCURRENT SESSION D (1 Hour CPE)

- ___ Honoring Student Voice and Choice in Secondary Reading Intervention Classrooms
- ___ Multilingual Pedagogy: Leveraging All of Students' Languages in the Secondary ELAR Classroom
- ___ I Am a Writer! The Intersection of Joy, Literacy and Social Skill development in the Early Years
- ___ Stay Lit for Literacy! Read Alouds and Think Alouds as Tools for Igniting Culturally Relevant Teaching
- ___ Breaking Up With Expository: Developing a Vision for Informational Texts Across Multiple Genres
- ___ How to Develop Meaningful Project-Based Learning Opportunities in the Language Arts Classroom
- ___ Be Bold: Say Goodbye to Boring-OLD Research!

SATURDAY AFTERNOON WORKSHOP (2 Hour CPE)

- ___ Book Backdrops: Connecting Literature and Primary Sources

CONCURRENT SESSION E (1 Hour CPE)

- ___ A Fresh Opportunity: Retraining, Reorienting, and Rebooting With the New High School ELAR TEKS
- ___ But Will It Work With Language Learners? Reader's Workshop in Diverse Classrooms Grades 4-12
- ___ Developing Student Literacy Through TEKS Integration and Twitter Threads
- ___ Conferring With a Vision
- ___ Poetry Circles: Harnessing the Power of Poems to Promote Language and Literacy Development

CONCURRENT SESSION E *continued*

- ___ Can't Stop the Reading: How Choice Creates an Inclusive Environment in the Advanced Classroom
- ___ Engaging Students With Diverse Literature through the Application of Literary Discussion Circles
- ___ Roundtables: Exploring Vision & Voice Through Practice

CONCURRENT SESSION F (1 Hour CPE)

- ___ Get LIT Already! YA Literature Conversations That Are Culturally Inclusive and Sustaining
- ___ PD2Teach Challenge
- ___ What's in your Feed? Navigating the Digital Divide to Advocate for Diverse Texts
- ___ Unpacking Characterization: Revealing Depth Through Close Reading in Pre-AP and AP Classrooms
- ___ Six Structures for Differentiation in Reading
- ___ Fixer Upper: Essay Edition
- ___ What on Earth Is a Microgenre?
- ___ Roundtables: Exploring Vision & Voice Through Research

EVENING EVENT (1 Hour CPE)

- ___ Poetry Reading: The Vision and Voice of Poetry in Texas

SUNDAY MORNING WORKSHOPS (3 Hours CPE)

- ___ Read the World: Rethinking Literacy for Empathy and Action in a Digital Age
- ___ The Essential Moves of Academic Reading and Writing

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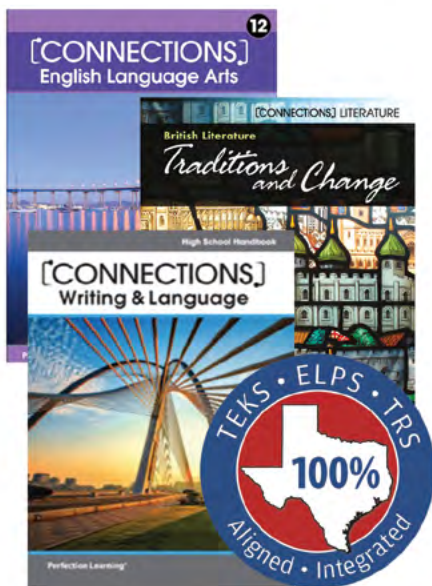
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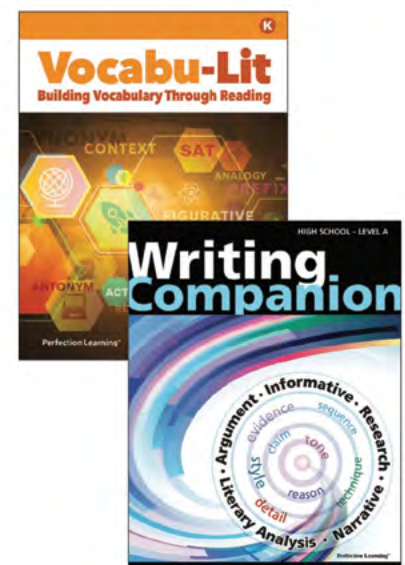
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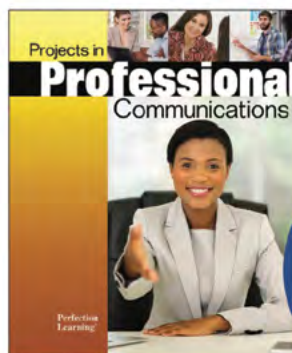
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