

Literacy Summit: ● What's Hot in Literacy for 2012

February 3-4, 2012



Sponsored by:

- Specialized Literacy Professionals
- Texas Association for Literacy Education
- The University of the Incarnate Word

Keynote Speakers



Jerry Johns
Illinois University

P. David Pearson
*University of California
Berkeley*



Karen Bromley
*SUNY at
Binghamton, NY*



Featured Speakers:

Jack Cassidy

Alan Farstrup

*Sherrye D.
Garrett*

*James V.
Hoffman*

*Jill Lewis-
Spector*

Richard M. Long

*Barbara A.
Marinak*

Misty Sailors



Welcome

The Dreeben School of Education (DSE) at The University of the Incarnate Word (UIW) is delighted to be holding the *Literacy Summit: What's Hot in Literacy for 2012*. This event is sponsored by the Specialized Literacy Professionals (an IRA Special Interest Group), Texas Association for Literacy Education (TALE), and UIW.

Our keynote presenters include Jerry Johns, P. David Pearson, and Karen Bromley. We also have several featured speakers including Jack Cassidy, Sherrye D. Garrett, Jill Lewis-Spector, Richard M. Long, Barbara A. Marinak, James V. Hoffman, and Misty Sailors. In addition, you will find many well-known presenters throughout the conference.

We hope you will enjoy the beautiful campus of UIW and our information-packed conference.

Sincerely,



Jack Cassidy
Author of *What's Hot, What's Not*



Stephanie Grote-Garcia
Literacy Summit
Chair



Denise Staudt
Dean of the
Dreeben School of
Education

Conference Schedule

Friday, February 3, 2012

11:00am-5:00pm	Registration	Rosenberg Sky Room, #42
1:00pm-1:45pm	Featured Speaker: Jack Cassidy	Rosenberg Sky Room
1:45pm-2:30pm	Keynote Speaker: Jerry Johns	Rosenberg Sky Room
2:45pm-4:00pm	Institutes Roundtables Featured Speaker: Richard M. Long	Various locations, see program
4:15pm-5:30pm	Institutes Featured Speaker: Barbara A. Marinak	Various locations, see program
5:30pm-7:00pm	Book Signing: Jerry Johns Poster Sessions Wine & Cheese Information Tables	Rosenburg Sky Room

Saturday, February 4, 2012

7:00am-12:00pm	Registration	Marian Hall, #28
7:30am-1:00pm	Exhibits	Marian Hall
7:30am-10:30am	Continental Breakfast and Snacks	Marian Hall
8:30am-9:20am	Keynote Speaker: P. David Pearson	Marian Hall
9:30am-10:10am	Regular Sessions Featured Speaker: Jill Lewis-Spector	Various locations, see program
10:20am-11:00am	Regular Sessions Featured Speaker: Misty Sailors Featured Speaker: Alan Farstrup	Various locations, see program
11:10am-11:50am	Regular Sessions Featured Speaker: Sherrye D. Garrett Featured Speakers: James V. Hoffman & P. David Pearson	Various locations, see program
12:00pm-12:45pm	Keynote Speaker: Karen Bromley Celebration for Texas Association for Literacy Education (TALE) Door prizes	Marian Hall

**Extra seating for Breakfast is available in Bishop Claude Dubuis Residence Hall, #23.*

Featured Speaker

1:00pm-1:45pm

February 3, 2012 Rosenberg Sky room



Greetings and Reflection

Dr. Denise Doyle, Provost

The University of the Incarnate Word

What's Hot, What's Not in Literacy for 2012

Jack Cassidy

Millersville University, PA

This session will focus on the issues in literacy currently receiving the most attention at the national level. This study of literacy trends is currently in its 15th year and is one of the most cited in the field of literacy. Handouts will enable teachers, administrators, and literacy educators to replicate the study in their own schools, districts, and Classrooms.



Jack Cassidy is a Professor Emeritus at Millersville University in Pennsylvania and is recently retired from Texas A&M University-Corpus Christi where he was Associate Dean for Graduate Studies in the College of Education and a Professor in the department of Curriculum and Instruction. He is known for his work on literacy trends and issues as exemplified by numerous articles in professional journals as well as his yearly column in *Reading Today* titled, "What's Hot What's Not in Literacy." He has authored a number of text series for K-12 students, including *Read-Reason-Write*, the third edition of which came out in 2010. He is a former President of the International Reading Association and the College Reading Association and is the recipient of the A.B. Herr Award from that group for outstanding contributions to the field of reading. In addition, he was inducted into the Reading Hall of Fame in 2010 and received the Association of Literacy Educators and Researchers *Laureate* Award in the same year. Other awards include the following: IRA Special Service Award, Paul A Witty Meritorious Service Award, Pennsylvania Teacher Educator of the Year Award, and the LEADER IRA Special Interest Group *Literacy* Award. He also has many publications and much experience in the field of gifted education.

Keynote Speaker

1:45pm-2:30pm

February 3, 2012 Rosenberg Sky room



Reclaiming Comprehension

Jerry Johns

Northern Illinois University

Comprehension has long been considered almost synonymous with the term *reading*. Dr. Johns' keynote address is entitled *Reclaiming Comprehension* and will provide a definition of comprehension and why we need to reclaim it, explore comprehension processes/skills/strategies, provide some classroom ideas and a comprehension checklist that will help teachers strengthen their instruction, share two essential goals for the instructional program, and expose some red flags regarding instruction.

Jerry Johns is a Distinguished Professor Emeritus at Northern Illinois University and has his Ph.D. from Michigan State University. He maintains an active schedule of writing and professional presentations throughout the world. Dr. Johns has authored over ten books on reading assessment, strategies for effective learning, and fluency including *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments*, now in its 10th edition. His other notable accomplishments include serving as President of the International Reading Association (IRA) from 2002-2003 and the College Reading Association from 1988-1989. He has received a number of Awards from the College Reading Association/Association of Literacy Educators and Researchers (ALER) including the A.B. Herr Award for distinguished service in reading; the Albert J. Mazurkiewicz Award for Special Service; and the Laureate Award given for the influence on other reading professionals through mentoring, teaching, and other activities, IRA has also awarded him the Outstanding Teacher Educator in Reading Award. Currently, he personally funds a number of awards including the ALER Promising Researcher Award.

Book Signing

Friday, February 3rd

5:30pm-7:00pm

Rosenberg Sky room

Institutes

2:45pm-4:00pm

Friday, February 3, 2012 *Various Locations*



ICC, Conference Hall

Legislation and Funding Sources for Literacy: What's Hot

Featured Speaker: Richard M. Long

International Reading Association, Washington DC

In this session, participants will receive an update on recent and pending legislation and policy involving literacy. In addition, participants will receive information on how to influence policy in their own states and districts.

ICC, Business Center

Diagnosing and Addressing Comprehension Problems in Secondary Readers

Sue Verlaan: Collegiate High School—Corpus Christi, Texas

The use of multiple informal assessments during reading can help teachers pinpoint student miscues. In a workshop setting, this institute will provide pedagogical rationales, student samples from grades nine and eleven, and two assessment strategies.

ICC, United Nations Room

Motivating and Engaging K-5 Writers: Teaching the Construction of Nonfiction Texts

Kim Skinner, Estanislado Barrera IV, Corinne Valadez, & Julie Brauchle: Texas A&M University - Corpus Christi

Participants in this session will learn instructional strategies to inspire and engage elementary students as they create nonfiction texts. The most up-to-date writing strategies for the classroom will be explored in accordance with the rigor and demands of today's teaching environment.

*GM 116

Learning Comprehension Through Multisensory Manipulation, Graphic Organization, and Text Transformation: New Ideas for a New Generation

Deborah Addison, Roberta Sinnacher-Pate, Tammy Francis Donaldson, Deborah J. Culbertson: Texas A&M University-Corpus Christi

Take a step away from common review/worksheet formats and experience unique and multisensory graphic organizers and manipulatives.

ICC= Dr. Burton E. Grossman International Conference Center, #47

*GB= Gorman Business and Education Center, # 25

*Library Computer Lab, # 20

*Marian Hall/ Ballroom, # 28

*BHS= Bonilla Science Hall, # 18

*JB= Sr. Mary Elizabeth Joyce Applied Arts & Sciences Building, # 22

*AD= Administration Building, # 12

*Library Computer Lab

Online Resources

*Toni Baxter, Chris Gorychka, Ellie Hanlon, & Faith Stevens:
The University of Texas at Austin*

This session will highlight various English Language Arts and Reading online resources for teachers and students available through Project Share. Participants will be able to explore two student lessons as well as an online professional development course for English teachers. The focus of this session will be on demonstrating online tools for English teachers in Texas.

ICC, AT&T Board Room

How Dirty is Your Windshield : Using Foldable Formative Assessment

Judith Youngers & Jami Humphrey: Dinah Zike Academy

What is your students' visibility with concepts in the classroom? Learn how to use Foldables via formative assessments. Use Foldable tools and techniques as soon as tomorrow for students' reflection, their expressed understanding of rubrics, and their questions and predictions that will help you understand where they are in their learning.

Institutes

4:15pm-5:30pm

Friday, February 3, 2012 *Various Locations*



ICC, Conference Hall

Response to Intervention: What You Should Know

Featured Speaker: Barbara A. Marinak

Mount St. Mary's University, MD

This session will focus on the issues surrounding the successful implementation of the RTI model. Recent research and policy decisions will be highlighted and educators will receive a blueprint for successful implementation of RTI.

*Library Computer Lab

PD² Personalized Dynamic Professional Development

Teresa Tipton: The University of Texas at Austin

Who has time for collaboration and professional development? Now you do with Project Share – a global online learning community that is available 24/7 where educators collaborate, share resources, customize their own professional development, and showcase accomplishments. Participants will actually be able to view examples of engaging and interactive lessons for English III created utilizing a collection of 2.0 web tools and applications as well as Literacy research, resources, and exemplar practices at all levels within the course “Improving Student Performance-Best Practices in Intervention and Acceleration”.

ICC, AT&T Board Room

Information Please: Immerse Diverse Language Learners in Nonfiction Text via Notebook Foldables

Judith Youngers :Dinah Zike Academy

Informational text is not just tested but is important in and out of school. Transform interactive notebooks/journals via foldables to make informational text come alive. Leave with an immediately usable mini-composition book of classroom-tested dependent graphic organizers for diverse student populations.

ICC, United Nations Room

Developing 21st Century Literacy Skills: Answering the Call for Critical/ Creative Thinking

Neva V. Cramer & Karen Taylor Backor: Schreiner University

This interactive workshop will provide research and strategies needed to create a learning environment that supports literacy as a dynamic process, which requires critical and creative thinking, communication in a digital global community, and collaboration that students relate to social media.

*GB 116

Using Literature Circles in Content Reading

Debra Mentzer: Hawthorne Academy

This institute will focus on adjustments needed to successfully use literature circles in the content areas of science and social studies and how to facilitate, organize, and manage literature circles to promote content comprehension, reading skills, critical thinking and oral expression.

*GB 117

The Zebra Brain and Literacy: The Neurology of Comprehension

Judith L. Lauter: Stephen F. Austin State University

The Zebra Brain model offers a new approach to a variety of issues related to "Reading and the brain." Drawing on more than three decades of the author's research in classrooms, clinics, and brain-imaging laboratories, the model emphasizes the importance of prenatal hormones and how they combine with genetics and postnatal environment to dramatically impact a wide range of individual differences, including comprehension, phonemic awareness, mental imagery, and other brain-based abilities crucial for fluent reading.

Roundtables

2:45-3:15

Friday, February , 3, 2012 *Marian Ballroom

*Table 1

Yes, I Can Teach Critical Thinking in Reading with a Card Game!

Deborah Crowder: Texas A&M University - Central Texas

This session will provide educators with an exciting way to engage students in actively seeking and creating a deeper understanding of text.

*Table 2

Achievement, Motivation, and Reading in Urban Populations: Issues of Value and Reading Proficiency

Ana-Lisa Gonzalez: University of Saint Thomas, TX.

Issues related to the value aspect of the expectancy-value framework are discussed with regard to reading proficiency. The focal point of the discussion will include the implications of different types of value and how they affect reading proficiency in urban populations.

*Table 3

Firing up Students Learning with New Literacies

Jessica Guerra-Castaneda, Lucinda Juarez, & Mapuana Jones: Texas A&M University-Corpus Christi

From pencil, paper, and books to information communication technologies; teachers share ideas, strategies, and technological tools to inform and frame social and constructivist change that profoundly impact student learning.

Got Facebook?

*Table 4

Facilitation Online Discussions in Literacy Education Classes

Elaine Hendrix & Margie Garcia: University of Houston-Clear Lake

This presentation examines the effectiveness of Facebook as a vehicle for online discussion groups in Literacy Education.

Roundtables

3:15pm-3:45pm

Friday, February 3, 2012 *Marian Ballroom

*Table 1

Teaching Reading with Rigor: Improving Literacy for Academically At-Risk Students

Emma O'Neill: Texas A&M University-Commerce

This presentation outlines a research based approach to literacy education that was implemented with academically at risk students to yield increased rates of fluency, decoding skill, reading level, comprehension, and phonemic awareness.

*Table 2

The 39 Clues: New Media Literacies and Adolescent Literature

Sandra Murillo Sutterby & John A. Sutterby: Texas A&M University-Corpus Christi & University of Texas at Brownsville

This discussion will explore the connection between traditional adolescent literature and electronic activities.

*Table 3

Facebook and Reading Instruction: Using the Social Network to develop Critical Reading, Analysis, and Dialogue

Douglas J. Loveless: James Madison University

This presentation discusses research that explores the use of Facebook in college remedial reading as a means to critically read and discuss text.

Roundtables

3:45pm-4:15pm

February 3, 2012 *Marian Ballroom

*Table 1

Analysis of High Frequency Words for English and Spanish Speakers

LaVerne Raine & Susan Szabo: Texas A&M University-Commerce

This study identifies which linguistic dimensions of high frequency English words make instant recognition easier or harder for Spanish-speakers learning to read English.

*Table 2

New Literacies: How Reality TV Examination Provides Secondary English Language Arts Students Lessons in Critical Literacy

Dana M. Cotton: University of Montana Western

This session explores the idea that secondary English language arts teachers can utilize the phenomenon of reality TV as an exploration of new literacies and critical literacy.

*Table 4

Improving Comprehension in Striving Adolescent Readers Through the Use of Digital Audio Recordings

Wolfram Verlann & Evan T. Ortlieb: Texas A&M University-Corpus Christi

Presenters describe experiences with using digital audio recordings to supplement reading in high school English classes and present data indicating significant gains in comprehension among striving readers.

Poster Sessions/ Wine & Cheese

5:30pm-7:00pm

Friday, February 3rd, 2012 *Rosenberg Sky Room*

We invite you to enjoy wine and cheese while perusing the poster sessions.

Book Signing
with
Jerry Johns



Thank you Pearson Education, Inc. for sponsoring the wine and cheese reception.

A What's Hot the New Generation

Christy Irish: George Mason University, VA

Come participate and explore what the new generation of researchers in the field of literacy think is "Hot" and "Not Hot".

B My Reading is Going to the Dogs

Marilyn Cook: Port Aransas ISD

Students who are struggling readers can benefit by reading with a dog, while also having other needs met, such as mobility and sight.

C Science and Literacy

Marilyn Cook: Port Aransas ISD

This poster session will highlight the advantages of using non-fiction trade books and provide resources for integrating various content areas and literacy.

D Curriculum and Instruction: Product-Based Projects, Authentic Assessments, and New Literacies

Christine DeLaGarza: Texas A&M University-Corpus Christi

This poster display will focus on defining and displaying product-based projects, authentic assessments, and new literacies and how to implement these academic and creative tools in the ELA secondary curriculum to establish student-centered learning and interactive environment.

E Supporting Literacy Through the Future Educators Society
Renea Fike, Geogina Sotello, Victor James Salcido, & Cassandra Moreno: The University of the Incarnate Word
This poster session will describe how a university's future educators society promotes literacy and social justice within schools and communities.

F Exploring Culturally Responsive Instructional and Intervention Practice and Their Influence on African American Males' Student Achievement and Motivation
Kimberly Beasley, Ashanta Alexander, & Charlenta Govan: Texas A&M University-Commerce
This poster presentation provides a theoretical framework for culturally responsive Response to Intervention (RTI) models and instructional practices while examining their influences on African American male adolescents' student achievement and motivation to read.

G Newspapers: A College-Level Instructional Tool
Tiana McCoy & Roberta Simnacher Pate: Texas A&M University-Corpus Christi
This poster session will discuss the use of newspapers to promote literacy and display artifacts of a college-level basic reading and comprehension course and pre-service teacher courses. Discover the unique classroom resources that is being used to promote literacy in all content courses, including those to be taught in all levels of education

H What Should be HOT in Adult Literacy
Connie L. Patchett & Tiana McCoy: Texas A&M University-Corpus Christi
Research conducted at a local Adult Literacy Learning Center prompted two doctoral students to map out an adult literacy program which uses new literacies/ digital literacies and informational/nonfiction texts.

I Let's Play: The Impact of Play Upon Literacy Development
Fernando Hernandez: Texas A&M University-Corpus Christi
Participants will become aware of the impact of play upon literacy development through literacy centers in a South Texas First Grade Classroom.

J Making the Most of Paired Texts
Renee Mitchell: Texas A&M University-Commerce
Techniques to improve student comprehension using paired book reading of fiction and non-fiction texts will be discussed.

K Partnering with Parents to Enhance the Literacy Acquisition of Pre-K Students: One School District's Best Practices

Marsha Lippe: Seguin Independent School

This session will look at one school district's efforts to educate parents of at-risk pre-k children on age appropriate literacy acquisition importance, expectations, resources and techniques.

L The Daily5 and Café Menu for Second Language Learners

Roxanna Montes-Bazaldua: The University of the Incarnate Word

This session will address comprehension and common core standards using The Daily Menu/ Daily Five framework geared specifically for intermediate elementary second language learners.

Saturday, February 4, 2012

Registration, breakfast , and exhibitors will be located in Marian Ballroom



7:00am-noon Registration

7:30am-10:30am Continental Breakfast & Snacks

7:30am-1:00pm Exhibits

Thank you HEB for sponsoring the breakfast.

Keynote Speaker

8:30am-9:20am

February 4, 2012 *Marian Hall



Greetings & Introduction

Denise Staudt, Dean

The Dreeben School of Education

Vocabulary Instruction

David P. Pearson



Vocabulary Instruction, a topic that received little attention in the early years of the new millennium, is now one of the “hot” issues, but not as hot as it should be. Researchers have long recognized that is a key factor in reading comprehension. This presentation will focus on the research on vocabulary instruction with particular emphasis on the implications for classroom instruction.

P. David Pearson, is a faculty member in the programs in Language and Literacy and Cognition and Development at the Graduate School of Education at the University of California at Berkeley, where he served as Dean from 2001-2010. Current research projects include *Seeds of Science/Roots of Reading*--a Research and Development effort with colleagues at Lawrence Hall of Science in which reading, writing, and language as are employed as tools to foster the development of knowledge and inquiry in science--and the Strategic Education Research Partnership --a collaboration between UC Berkeley, Stanford, and the SFUSD designed to embed research within the portfolio of school-based issues and priorities. Prior to coming to Berkeley in 2001, he served on the faculties of education at Michigan State, Illinois, and Minnesota. Dr. Pearson is probably the most pre-eminent researcher and writer in the field of literacy. His scores of articles and books span over 40 years and have been included in the most prestigious journals and volumes in education.

Dr. Pearson has received many accolades including election to: the IRA Board of Directors, the presidency of the National Reading Conference and the Reading Hall of Fame. His awards include the 1989 Oscar Causey Award (NRC) for contributions to reading research, the 1990 William S. Gray Citation of Merit (IRA) for contributions to reading research and practice, the 2005 Albert J. Harris Award (IRA) for the years best reading disability publication, and the 2003 Alan Purves Award (NCTE) for a publication impacting practice. In 2006 the University of Minnesota honored him with the Alumni Outstanding Achievement Award, and in 2010 AERA gave him Distinguished Contributions to Research in Education Award.

He is the founding editor of the *Handbook of Reading Research* now in its fourth volume, he edited *Reading Research Quarterly* and the *Review of Research in Education*, and he has served on the Editorial Review Board for some 20 educational journals.

Regular Session

9:30am-10:10am

Saturday, February 4, 2012 Various Locations



*BSH, 129

Adolescent Literacy– 2012: What You Should Know

Featured Speaker: Jill Lewis-Spector

New Jersey City University

This session highlights recent research and practice in the field of adolescent literacy. This focus has increased in recent years as educators and policy makers realize that older students need support and instruction as their texts become more diverse and complex.

*BSH, 118

What's Hot in Literature-Enhanced Mathematics for 2012

Faye Brunn & Shere Salinas: Texas A&M University-Corpus Christi

Learn how to engage students in mathematical understanding with activities using literature-enhanced mathematics with hands-on manipulatives.

*BSH, 119

The Flipped Classroom

Denise Lohmiller, Rockwall ISD

Flip, flip, hooray!!! It is time to learn about a new teaching style that allows teachers to flip their classroom instruction with homework.

*BSH, 120

The Appeal and Use of Graphic Novels in the Elementary School

Jodi Pilgrim, Judy Trotti, & Carolyn Allemand: University of Mary Hardin-Baylor

Participants in this session will examine graphic versions of children's literature in order to address features that may affect comprehension and to understand ways in which graphic novels can benefit reluctant readers.

*BSH, 122

A Potpourri of Strategies for Literacy Comprehension

Holly Lamb, Jim Gentry, & Laurie McAdams: Tarleton State University

This session will focus on innovative writing strategies for literacy comprehension through four different venues: metacognitive concrete experiences, R.A.F.T. techniques, Math-to-Text/Text-to-Math, and content-area writing.

*BSH, 123

Differentiated Coaching for Diverse Teachers

Alma D. Roríguez, Renee Rubin, & Michelle Abrego: The University of Texas at Brownsville

This session presents the results and implications of a qualitative research study that identified how literacy coaches along the US Mexico border adapted their coaching to meet the needs of Hispanic English Language learners and novice teachers.

*GB, 117

Thoughtful Literacy and the Motivation to Read: Defining and Achieving Curricular Goals

Anthony J. Applegate & Mary D. Applegate: Holy Family University & St. Joseph's University

This session will discuss an empirical study that links thoughtful literacy with the motivation to read.

*GB, 119

The Hole in the College and Career Readiness Standards in Reading

Mark Noe: University of Texas Pan America

By not distinguishing between the interpretation skills required to read primary texts and the analytical skills required to read secondary texts, the College and Career Standards in English neglect critical reading skills required for college level reading and writing. This session will explore this gap.

Regular Session

10:20am-11:00am

Saturday, February 4, 2012 *Various Locations*



*BSH, 129

Literacy Coaching-It Should Be Hot! What the Research Says

Featured Speaker: Misty Sailors

The University of Texas-San Antonio

Literacy coaching has been one of the welcomed topics on the “What’s Hot” list in the past decade. Unfortunately, the economic downturn has forced the elimination of some of those positions. This session will delineate the recent research focusing on the most promising practices in literacy coaching.



*JB, 126

Digital Technology and Reading: Trends and Instructional Implications

Featured Speaker: Alan Farstrup

Venice , Florida

The most up-to-date research on the use of technology on learning to read will be presented. Focus will be on the implications of this research for classroom instruction. This topic is currently receiving much attention in the field.

*BSH, 118

Using Varied Nonfiction Sources and Different Literacy Strategies for Content Area Learning—Why Is This Important?

Elaine M. Bukowiecki: Bridgewater State University

Various nonfiction sources and instructional techniques for literacy teaching and learning in the content areas will be described and modeled.

*BSH, 119

Reading, Research, and Reporting: Three R's for Informational Texts

Margaret S. Thomson & Linda H. Cox: Baylor University

Join us as we explore ways to engage students in reading, research, and writing using non-fiction materials to acquire and evaluate new information.

*BSH,120

Melding the TEKS and the ELPS: How to integrate Reading Comprehension, English Language, and Academic Content for English Learners

Valentina Blonski Hardin

Hands-on activities presented in this workshop will demonstrate how to integrate reading comprehension strategies, academic content (TEKS), and English language, as required by the Texas English Language Proficiency Standards (ELPS) and illustrated in samples of lesson plans.

*BSH, 122

Voices of Ownership and Identity: What's HOT for the Twenty-First Century Novice Literacy Teacher

Patricia Durham: Sam Houston State University

This session will provide insight both for the novice literacy teacher and those that aspire to nurture their growth on ways to develop ownership for their pedagogy and professional identity.

*BSH, 123

Strengthening Comprehension Through Strategic Vocabulary Instruction in Middle and High Schools: The Greek and Latin Word Root Connection

Nancy Guth: Stafford County Public Schools

This session will introduce explicit teaching of Greek and Latin word roots, as part of a balanced vocabulary program, thus providing a foundation for students' independent word learning, concept development and cross curricular comprehension of academically challenging material.

*GB, 117

Digital Discoveries: Strategies for Validating Voice, Vocabulary, and Comprehension for Striving Readers

Sheri Vasinda, & Julie McLeod :Texas A&M University-Commerce & George Washington University

Using Web 2.0 options, participants will see demonstrations of purposeful pairings of technology and traditional strategy matches to enhance student reading comprehension and math vocabulary acquisition.

*GB, 119

Six Syllable Types Applications for Reading

Darlene McAlister: San Antonio ISD

This session will provide participants with a basic understanding of the six syllable types as they apply to reading and discuss how this will help students read and devote more energy to comprehending text.

*AD, 319

What Classroom Teacher's Think is HOT

Susan Szabo, LaVerne Raine, Wayne Linek: Texas A&M University-Commerce

This study compared the results of Cassidy's famous "What's Hot and What's Not" survey to the opinions of classroom teachers.

*AD 330

Adolescent Reading Engagement and NAEP Reading Achievement

Laura Straus: University of Montana Western

Findings from a recent study investigating the extent to which reading engagement variables predict eight-grade students' reading achievement on the 2007 National Assessment of Educational Progress (NAEP) will be discussed.

Regular Sessions

11:10am-11:50am

Saturday, February 4, 2012

Various Locations



*JB, 126

Using Informational/Non-fiction Texts in the Classroom: Our Time has Come

Sherrye D. Garrett: Texas A&M University-Corpus Christi

Informational or non-fiction texts have not typically received the attention in the classroom of novels, short stories or poetry. This session will discuss recent research and practice in the use of non-fiction. Practical suggestions and handouts for classroom implementation will be shared.



*BSH, 129

Principles to Guide the Effective Teaching of Reading

James V. Hoffman & P. David Pearson: The University of Texas & The University of California at Berkeley

The focus of this session will be on the basic principles to guide reading instruction in any classroom. The comments are based on recent research and practice dealing with reading. Information presented in this session will soon be summarized in a chapter of the same title published by the two authors.



*BSH, 118

Establishing Rigorous Science Literacy Goals in the Elementary Classroom Through Inquiry

LeeAnn Snell-Burke & Caroline Robb: University of Texas, -Arlington

This presentation aims to show how a practice-based pre-service elementary teacher preparation course established rigorous literacy goals within an inquiry based science classroom using the Learning Cycle model of Exploration, Concept Invention, and Application.

*BSH, 119

Why Students Are Not Ready for College-Level Reading: A Matter of Text Complexity

Margaret Pray-Bouchard & Patricia Coz: Worcester State University

Our Presentation summarizes the recent research that indicates a mismatch between middle and high school reading materials, and the level of difficulty students encounter in college reading. Participants will be provided assessment tools and strategies to address text complexity.

*BSH, 120

Preparing Literacy Coaches: Making Instructional Decisions Based on Purposeful Teacher Prompts

Cheryl A. Slattery, Mary Paxton, & Lynn F. Baynum: Shippensburg University

This presentation will outline the curricular progression from foundational coursework to a clinical setting for literacy coaching.

*BSH, 122

Teaching Multi-Sensory Phonics/reading & Increasing Comprehension Through the Arts

Karen Taylor Backor & Neva Cramer: Schreiner University

This session includes multi-sensory strategies and activities that engage students in learning phonics and other reading skills, while increasing comprehension through the arts.

*BSH, 123

Do Interactive E-Books Really Enhance Children's Literacy Development?

Carol A. Smith & Laura S. Ouladdaoud: West Chester University of Pennsylvania & Tower Hill School

This session shares findings from a study comparing comprehension and reading behaviors of struggling readers who read storybooks in both traditional print and interactive e-book formats.

*GB, 117

Can Literacy Educators Help Rescue Social Studies?

Michael S. Smith & Debby Bogle Irvine: Missouri Western State University

With the diminishment of Social Studies content in elementary schools, something must be done to resurrect it—Can Literacy be that something?

*GB, 119

Takin' it to the Streets - and Into Your Classroom: Reflection, Analysis and Discussion of Nonfiction Literature focused on the 1963 Children's Civil Rights March

Sharon O'Neil, Laura Lee Stroud, & Cynthia Levinson: Texas State University & Hopewell Middle School

Young people gave meaning to social justice in Birmingham, Alabama, in 1963. This session will share (1) extensively researched details about their clamor for civil rights. (2) related instructional strategies for intermediate-grade students, and (3) applicable methods courses .

*AD, 319

From Reading Specialist to Literacy Coach, a HOT Role for Professional Learning

Tamie Pratt-Fartrø & Nancy Guth: University of Mary Washington

A school's 10 year journey from pull-out reading specialist to push-in literacy coach will be discussed.

Reflections of South Texas Literacy Coaches

Norma Puente: Corpus Christi ISD, TX

This session will examine how Literacy Coaches fulfill their various duties in South Texas and how a teacher's sense of efficacy has been impacted working with a literacy coach.

HOT Apps for Reading and Writing: Mobile Computing Devices in the Literacy Classroom

Jennifer W. Shettel: Millersville University of PA

Come to this session to learn about the world of apps, the HOTTEST apps to support reading and writing, and tips for using and managing mobile devices in the classroom.

Keynote Speaker

12:00pm-12:45pm

February 4th, 2012 *Marian Hall



Introduction

Estanislado S. Barrera, IV

Title 1 Instructional Advisor for CCISD

Sanders Elementary

The Future of Reading and Writing

Karen Bromley

SUNY at Binghamton, NY



The focus of this conference has been on recent research and practice dealing with those literacy issues receiving attention in 2012. In addition to reviewing some of those topics, this closing presentation will give some insight into what we may expect in the future.

Karen Bromley, is SUNY Distinguished Teaching Professor at Binghamton University in New York and serves as a member of the Board of Directors of the International Reading Association . She has been a member of the Commission on Diverse Learners, various IRA Awards Committees, the editorial review board of *The Reading Teacher*, and co-editor with Vicki Risko of *Collaboration for Diverse Learners: Viewpoints and Practices*. She is a frequent presenter at literacy conferences throughout the world.

**Be sure to visit the Vendors
in
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Also available in Marian Ballroom
Literacy Trends and Issues: What's Hot

edited by
Jack Cassidy and Stephanie Grote-Garcia

ALL proceeds will be donated to TALE.

Published Conference Proceedings

Selected proceedings from this conference will be published in a peer-reviewed yearbook.

Guidelines for publication are on the conference website
(<http://www.literacysummitwhatshot2012.com/>)



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Texas Association for Literacy Education MEMBERSHIP FORM

The Texas Association for Literacy Education is open to anyone interested in the development of literacy in children, youth and adults. Through conferences, newsletters websites and journals, this association will provide access to quality information about all of the topics of interest to educators committed to the literacy development of their students. Within a few months, this group will hopefully be a recognized affiliate of the International Reading Association (IRA). To join TALE, you do not have to be a member of either IRA or a local reading council although TALE encourages membership in both. The first TALE conference will be on February 3 and 4, 2012. Response to this conference has been extremely enthusiastic. Go to the conference website for more information: <http://www.literacysummitwhatshot2012.com> If you register and attend the conference your membership in TALE will be extended for one year (until December 31, 2013)

MEMBERSHIP FORM – Texas Association for Literacy Education

_____ \$5.00 (one year until December 31, 2012)

Checks should be made out to **Texas Association for Literacy
education (TALE)** and sent to:

**Dr. Jack Cassidy
Villas of Del Donore
8000 Donore Place, Villa 12
San Antonio, TX,78229**

Please share copies of this form with others who might be interested.

Name: _____ Cell Phone _____

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**Interested in
presenting at the
2013 conference of
the Texas
Association for
Literacy Education
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Proposals will be due in the Fall of 2012. Look for more information and updates on the **FACEBOOK** page of the Texas Association for Literacy Education (TALE).

