**Keynote Speakers**

**Frank Serafini**

Dr. Serafini, Professor of Literacy Education and Children’s Literature at Arizona State University, will present the keynote address. In addition to numerous awards, Dr. Serafini has published ten professional development books and has authored seven children’s picture books.

Some of Dr. Serafini’s publications include *Around the Reading Workshop in 180 Days*, *Lessons in Comprehension*, *The Reading Workshop*, and his newest book, *Reading Workshop 2.0*.

**Jocelyn Chadwick, Ph.D.**

Dr. Chadwick is past-President of NCTE and lecturer at Harvard Graduate School of Education, is author of the new *Teaching Challenging Texts* 10-part video series.

Her areas of expertise include integrated curriculum design, innovative reading and writing instructional pathways, relevant texts, challenged literature, classical and modern rhetoric, and blended canonical, modern literature with humanities. You can follow her on: [jocelynachadwick.blog](http://jocelynachadwick.blog).
# Your Day-at-a-Glance:

<table>
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<th>Time</th>
<th>Event</th>
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| **Opening Keynote Session:** 8:30 a.m. – 10:00 a.m. | Rooms 100 A-F (Main Hall)  
Elementary & Secondary Educators  
Dr. Frank Serafini |
| **Break and Vendor Browsing:** 10:00 a.m. – 10:15 a.m. |  |
| **Breakout Session #1:** 10:15 a.m. – 11:25 a.m. | Elementary and Secondary Educators  
Various District and Vendor Presentations |
| **LUNCH:** 11:30 a.m. – 12:45 p.m. | **Alonti Boxed Lunch:** Served in the Kitchen beside Room 100F  
(Options: Chicken Salad Sandwich, Turkey Sandwich, Vegetarian Sandwich) |
| **Vendor Browsing:** Vendor Hall Room 101 |  |
| **Book Signing with Dr. Frank Serafini** | 12:00 – 12:30 at the Registration Booth |
| **Breakout Session #2:** 12:50 p.m. – 2:00 p.m. | Elementary and Secondary Educators  
Various District and Vendor Presentations |
| **Break and Vendor Browsing:** 2:00 p.m. – 2:15 p.m. |  |
| **Closing Keynote Session:** 2:20 p.m. – 3:30 p.m. | Rooms 100 A-F (Main Hall)  
Elementary & Secondary Educators  
Dr. Jocelyn Chadwick |
Additional Conference Information

Stop by the Vendor Hall: Room 101

Vendor Browsing 8:00 a.m. – 8:30 a.m.
Morning Break 10:00 a.m. – 10:15 a.m.
Lunch 11:30 a.m. – 12:45 p.m.
Afternoon Break 2:00 p.m. – 2:15 p.m.

Door Prizes! Claim your door prize at the Region 4 Door Prize Booth in the Vendor Hall (Room 101).

Step 1: Visit 9 vendors and get a signature.
Step 2: Enter your vendor card for a door prize at the Region 4 Registration Booth.
Step 3: Check to see if you won a door prize (1) during lunch, (2) during breaks, and (3) after the closing keynote session on the chart paper posted outside the Registration Booth.
Step 4: Find your name? Claim your door prize at the Region 4 Door Prize Booth in the Vendor Hall (Room 101)!

Featured Vendors

- Achieve 3000
- Benchmark Education
- Booksource
- Carnegie Learning
- Houghton Mifflin Harcourt
- Lamar University
- McGraw Hill
- Perfection Learning
- Region 4 ESC
- Zaner-Bloser
- All-Educate
- BetterRhetor
- Bulb Digital Portfolios
- College Board
- iCanFidget
- Learning Without Tears
- Pearson K-12 Learning
- QEP Professional Books
- UT Arlington Online
- Sirius Education

Mother’s Lounge
If you need to access the mother’s lounge, please go to the Region 4 front desk. The receptionist will direct you to the room location.

Twitter: Post your comments about the conference using #R4RLACConf
Morning Keynote Session: 8:30 a.m. - 10:00 a.m.
Main Hall (Rooms 100 A-F)
Elementary and Secondary Educators (K-12)

Dr. Frank Serafini

What Still Matters in Literacy Education?
In this session, I will share some of the foundations of my beliefs about the workshop approaches to reading instruction by revisiting my scholarship over the past thirty years. This presentation will focus on important pillars of the reading workshop instructional framework and offer teachers and literacy educators some insights into effective instructional practices.

Don’t miss the book* signing with Dr. Frank Serafini!

Where: Registration Booth
Time: 12:00 p.m. – 12:30 p.m.

*Books are available for purchase with QEP in the Vendor Hall (Room 101).
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## Breakout Session #1: 10:15 a.m. – 11:25 a.m.

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| 6-12 | 100 A | **Using the Talk Read Talk Write Framework (TRTW) in Secondary ELA Classrooms by Sarah Baker (Houston ISD)**  
Participants will explore the “Talk Read Talk Write” framework developed by Nancy Motley (2016). This framework gives students a way to access content area information while building academic language through structured opportunities to talk and write about content. Participants will also explore how the framework supports the new ELA TEKS. |
| 6-12 | 100 B | **Notice and Note Signposts in the Secondary Classroom by Stephanie Gilbert (Pearland ISD)**  
Practical applications for Notice and Note: *Strategies for Close Reading and Reading Nonfiction*, written by Kylene Beers and Robert Probst. Learn how to integrate the signposts into your curriculum to enhance reading comprehension and engagement. |
| 6-12 | 100 C | **PBL with ESL: Integrating Problem-Solving and Rigorous Research, Reading and Writing for High School Students by Krenseha King (Alief ISD)**  
Many believe that PBL can only be used in general education settings; however, students learning English as a second language are more than capable of thinking outside of the box and producing real-world products that require critical thinking, problem solving and the development of English language proficiencies (ELPS). Join me in learning how to make PBL accessible to ELL’s while focusing on the TEKS that students are responsible for learning. |
| K-12 | 100 D | **Talking with Children About Books by Frank Serafini (Professor of Literacy Education and Children’s Literature at Arizona State University)**  
In a reading workshop framework, the ways in which teachers and children interact with a variety of texts is paramount for success. This workshop will focus on two important ideas: 1) what kinds of things to talk about with children and 2) how to talk with children about books and other texts. Teachers need to understand how literature, in particular novels, picture books, and expository texts, work; how they are structured and designed; and strategies for making sense of them. In addition, teachers need to know how to share these concepts and ideas with students. Practical examples for thinking about and discussing texts will be shared with participants. |
| 9-12 | 100 F | **Student Choice: From Teacher-Centered to Student-Centered by Lynnette Durant (Houston ISD)**  
In this session, participants will learn a variety of instructional options to target student needs and increase differentiation within classrooms. These strategies will help teachers move to a more student-centered classroom using student choice. |
**Breakout Session #1: 10:15 a.m. – 11:25 a.m.**

### ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)

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<th>Aud</th>
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| K-12 | 102 | **Dyslexia 101 by Mary Yarus (Region 4 Dyslexia Specialist)**  
Some children struggle with learning to read, write, and spell. Could it be dyslexia? What is dyslexia and what does it look like? When should a student be considered for a dyslexia evaluation? What does dyslexia intervention look like and how can a classroom teacher help? This session will cover the basics of dyslexia for the classroom teacher and administrators. |
| 3-12 | 103 | **How can teachers manage the demands of the composition strand in the new ELAR TEKS? by Donna Rother with Harcourt Houghton Mifflin (10:15 a.m. – 10:45 a.m.)**  
With the assistance of technology, of course! See how the writing process is transformed from a tedious, seemingly impossible task to a meaningful and manageable process that fosters a community of writers in the classroom. With access to the right tools, teachers of all proficiency levels can help students improve their writing across all genres required in the new ELAR TEKS and enjoy the journey along the way. |
| K-5 | 103 | **A ‘d’ By Any Other Name does NOT remain the Same by Deb Green, Territory Manager, with Learning Without Tears (10:55 a.m. – 11:25 a.m.)**  
SOLUTIONS: How does handwriting affect overall literacy and other curricula? Having trouble with letter reversals, grip, and other handwriting problems? Come to my session for tips and simple solutions. Learn how important fluent handwriting is to overall curriculum success. Leave with some fun, engaging strategies that you can put to work immediately. |
| 5-12 | 106 | **Sum it Up! by Stacey Cortez and Uvonne Morris (Alief ISD)**  
Have you ever received the side eye when you tell your students it’s time to write a summary? So have we! Come join us to check out some free technology tools to help your struggling learners write awesome summaries. |
| 3-12 | 113A | **The Five R's of Educating Economically Disadvantaged Students by Kathryn Craig and Fatima Siddiqi (Klein ISD)**  
In this hands-on, engaging session, participants will learn the what, why, and how of the "Five R's" to ensure the success of economically disadvantaged students. Attendees will not only obtain ready-to-implement strategies, but also unique perspectives from the lead presenter who not only has almost two decades of professional experience in Title I schools, but personal experience of being an "At-Risk" and "Economically Disadvantaged" student growing up. |
| K-5 | 113B | **Supporting Reading Comprehension through Beers and Probst's Book, Head, Heart by Stephen Winton (Houston ISD)**  
In the new ELAR TEKS, Strand 2: Comprehension Skills focuses on metacognition. Kylene Beers and Bob Probst's strategy Book, Head, Heart is one way to address these TEKS student expectations as well as promote joyful and meaningful reading. Participants will explore how Book, Head, Heart might be incorporated into interactive read-louds and then applied to students' independent reading of self-selected texts. |
# Breakout Session #1: 10:15 a.m. – 11:25 a.m.

## ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)

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| 201  | **The Science of Reading: Evidence for a New Era of Reading Instruction** by Laura Stewart  
There has never been a more exciting or promising time in education; with evidence-aligned instruction, nearly all of our children can learn to read! The past several decades have yielded tremendous interdisciplinary insights into the process of learning to read, and the current research embodies what is considered the science of reading. This session will examine the theoretical models and best practices that can and should inform reading instruction in all classroom so that ALL children can thrive.  
**Bio:** Laura Stewart is an educator and organizational leader. She has served as a teacher, administrator, adjunct professor, and director of numerous professional development initiatives around the country. She was the VP of Professional Development for the Rowl and Reading Foundation, and was the Chief Academic Officer for Professional Development at Highlights for Children.  
Laura’s current role is as the National Director of The Reading League fits her perfectly, as her passion is empowering educators to positively impact ALL students and ultimately change the course of literacy achievement in this country. She presents nationally and internationally, and is a published author. |
| 202  | **Let’s Play with PA! (Phonological Awareness Activities to Build a Firm Foundation for Literacy)** by Jane Ann Brown. M.Ed. (Region 4 ESC Specialist)  
Phonological awareness is the foundation that supports successful reading and writing. Join us to learn about the PA continuum and activities for each step that support student learning through strong first teaching and intervention small group lessons. |
| 203  | **Making Sense of the Six Syllable Types** by Karyn Huskisson (Region 4 ESC)  
Six written syllable-spelling conventions are used in spelling English words. Familiarity with these syllable patterns helps students read longer words accurately and fluently, and to solve spelling problems. This training will help teachers make sense of the six syllable types by giving detailed description of each syllable type, the steps to implement syllable type instruction, and how to use Syllable Boards to transfer instruction to application with all types of words. |
| 204  | **Word Attack** by Jada Townsend (Bay City ISD)  
Do your students get frustrated when stumbling across unfamiliar words? This session is designed to help students apply the appropriate word attack strategies to strengthen their understanding of text. |
| 205  | **Reading and Writing Connections for English Language Learners** by Onyinye Ewulu (Houston ISD)  
In this session participants will explore reading and writing strategies that build language proficiency. Participants are strongly encouraged to bring sample lesson plans in order to immediately integrate these strategies. |
### Breakout Session #1: 10:15 a.m. – 11:25 a.m.

#### ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)

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| 3-8 | 206  | **Wrestling with Words: Prepare and Present by Aaron Daffern (Author and Instructional Leadership Coach)**  
All vocabulary is not created equal. How can teachers choose the highest leverage words to keep from wasting precious instructional minutes? When teachers introduce these words to students, what essential elements should be included? Learn how to avoid tepid dictionary definitions and supersize vocabulary retention by including the following components: activating prior knowledge, bases/affixes, context clues, descriptive definition, examples/non-examples, friendly words/synonyms, and grammar usage. The session is not only informational but includes a practice session as well. Take your vocabulary instruction to the next level! This session is part 1 of 2. |
| 3-12| 207  | **The Tea on Utilizing the New TEKS with Technology in the ELAR Classroom by Leanna Niemann (Alief ISD)**  
How can you use technology to address the new ELAR standards, especially the listening and speaking components? How can students analyze and assess independent reading time while applying technology to ensure their development as lifelong readers? Get the “tea” on technology, student analysis and assessment in the ELAR classroom. |

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**100% Conforming to the TEKS and ELPs**
Grab some lunch and head over to the book* signing with Dr. Frank Serafini!

Where: Registration Booth

Time: 12:00 p.m. – 12:30 p.m.

*Books are available for purchase with QEP in the Vendor Hall (Room 101).
**Don’t Forget!**

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- Cursive instruction beginning in second grade

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## Afternoon Sessions

### Breakout Session #2: 12:50 p.m. – 2:00 p.m.

### ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)

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<tr>
<td>100 A</td>
<td>Culturally Relevant Teaching: Engaging Students through Shared Experiences</td>
<td>Tracyle Thomas (Channelview ISD)</td>
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<td>K-12</td>
<td>Students come from a wide-range of backgrounds and ethnicities. But have we as educators responded to and exposed our students to TRUE diversity? Multiculturalism is much more than race. Sharing and understanding the stories to connect will engage learners, affect classroom climate, and change the culture of learning.</td>
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<td>100 B</td>
<td>Improving Writing through Sentence Variety</td>
<td>Kasey Turner (Galena Park ISD)</td>
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<td>6-12</td>
<td>In this session we will practice strategies for helping students improve their sentence variety in essay writing, including charting and teaching a variety of sentence starters.</td>
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<tr>
<td>100 C</td>
<td>Connecting the Dots</td>
<td>Demetria Thomas (Katy ISD)</td>
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<td>6-8</td>
<td>Explore ways to build a cross-genre thematic unit of lessons inspired by the new 6-8 ELAR TEKS. See how the strategic selection of a mentor text can generate a multitude of authentic connections to multiple skills and genre study lessons.</td>
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<td>100 D</td>
<td>Multimodal Literacies</td>
<td>Dr. Frank Serafini (Professor of Literacy Education and Children’s Literature at Arizona State University)</td>
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<td>K-12</td>
<td>In conjunction with the focus on written language that is part of many traditional classrooms today, literacy educators need to further develop their analytic skills and vocabularies for discussing and comprehending the visual images and design elements of multimodal texts. Literacy educators need to expand their abilities to demonstrate how to approach, navigate, and comprehend visual and multimodal texts. This session will focus on WHY we should focus on multimodal literacies, WHAT is important to consider about multimodal literacies, and HOW teachers can begin to support children in their transactions with multimodal texts.</td>
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<td>100 E</td>
<td>Art - A Wrench, Not a Flower</td>
<td>Scott Gibbs (Alley Theatre)</td>
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<td>K-5</td>
<td>This session will explore theatre arts integration as a tool for teachers to engage their students, enhance academic comprehension, and promote social emotional learning for the elementary Reading and English Language Arts classrooms. Our Master Teaching Artist will lead this interactive session to allow teachers to develop their inner theatre artist through focused game play and discussion. Participants will leave with ready to use strategies and resources for their classrooms.</td>
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<td>100 F</td>
<td>I Taught It, But Students Didn’t Learn It. Now What?</td>
<td>Kathryn Craig and Fatima Siddiqi (Klein ISD)</td>
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<td>3-8</td>
<td>You taught what you thought was a rock star lesson, but all you got were deer-in-the-headlight stares from students. Now what? It’s time to rock out using the “Attack and Apply” method. In this engaging, hands-on sessions, you will learn how to utilize this research-based method to re-teach, or even incorporate during initial instruction of challenging TEKS. You will receive access to ready-to-implement lessons and resources allowing you to be that rock star educator while increasing student self-efficacy and success.</td>
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### Breakout Session #2: 12:50 p.m. – 2:00 p.m.

**ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)**

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| 6-12 | 102  | **SpringBoard’s New ELA Program for Grades 6-12** by Dee Dee Alsup (12:50 p.m. – 1:20 p.m.)  
SpringBoard’s new research-based unique English/Language Arts program Grades 6-12 is designed to empower ALL students to learn, grow, and build confidence by putting them at the center. This 100% TEKS and ELPS aligned flexible program immerses students in a wide range of engaging texts and multiple genres to strengthen their foundational and academic language skills as well as analytical and critical thinking. Students can access the core materials in print or online with additional support through Language Workshops, Writing Workshops, Close Reading Workshops, ZINC Learning Lab, and Revision Assistant from turnitin.com. – all geared towards student success on STAAR/EOC, AP, PSAT, and SAT. |
| K-12 | 102  | **Encourage Students to Create in Multi-modalities while Showing Process, Progress, and Mastery over Time** by Janice Bowen- Account Executive Bulb Digital Portfolios (1:30 p.m. – 2:00 p.m.)  
Come learn about a SAFE and SECURE platform that supports -  
**Reading:** Capture literacy progression & fluency using audio & video tools, Create literacy groups to facilitate discussion & collaboration, and Collect & archive evidence of literary skills to track progress year-over-year.  
**Writing:** Build a comprehensive writing portfolio, allow students to give feedback, accept input and develop their own voice, and reference and reflect on previous work for revision and growth.  
**Speaking, listening & viewing:** Cultivate student voice and self-expression by embedding multimedia creations, use audio embed to enhance and measure fluency, and use presentation features for oral presentations. |
| 9-12 | 103  | **Big Sheets for the New TEKS** by Marc Erck, Curriculum Specialist with McGraw Hill (12:50 p.m. – 1:20 p.m.)  
Learning the new ELAR 9-12 TEKS might seem like a BIG undertaking, but your partners at McGraw-Hill Education have a BIG solution to help you! Join us during this interactive session and see how our ‘Big Sheets’ can help you learn the new ELAR 9-12 TEKS, how the new TEKS are organized into new strands, and use that knowledge for initial assessments to guide instruction that will positively impact End-of-Course outcomes. Participants will walk away with these helpful Big Sheets and color-coding instructions. |
| 7-10 | 103  | **Writing Expository Texts in Middle and High School** by Jammie Ridenour with Perfection Learning (1:30 p.m. – 2:00 p.m.)  
This session will explore how to help students build background knowledge that they can draw upon when writing for the STAAR. By examining a variety of literary resources, participants will note the value of reading engaging excerpts from literary, informational, and historical selections and how to use these ideas in their pre-writing and drafting of an expository essay. Sample resources will be provided. |
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### Afternoon Sessions Continued

**Breakout Session #2: 12:50 p.m. – 2:00 p.m.**

**ALL ELEMENTARY & SECONDARY EDUCATORS (K-12)**

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| K-2  | 113A | **An Integrated Adventure in Reading and Writing by Kathy Hogan and Sarah Graham (River Oaks Baptist School)**  
Participants will learn to weave authentic reading and writing practice into science and social studies investigations. We will examine how researching high-interest topics such as space, ocean life, our city and dream vacations can capture the interest of even the most reluctant readers and writers. Come explore how integrating the content areas with language arts provide natural differentiation for all learners. |
| 6-12 | 113B | **En-fun-glish: Putting the Fun back in English by Monte Bingham (Klein ISD)**  
Let’s share and discuss fun-gaging methods, strategies, and approaches to the secondary language arts classroom! Come and collaboratively create learning experiences that will challenge all our students while inviting them to own their learning and growth in reading, writing, and beyond! |
| K-5  | 201  | **The Science of Reading: Evidence for a New Era of Reading Instruction by Laura Stewart**  
There has never been a more exciting or promising time in education; with evidence-aligned instruction, nearly all our children can learn to read! The past several decades have yielded tremendous interdisciplinary insights into the process of learning to read, and the current research embodies what is considered the science of reading. This session will examine the theoretical models and best practices that can and should inform reading instruction in all classroom so that ALL children can thrive.  
**Bio**  
Laura Stewart is an educator and organizational leader. She has served as a teacher, administrator, adjunct professor, and director of numerous professional development initiatives around the country. She was the VP of Professional Development for the Rowland Reading Foundation, and was the Chief Academic Officer for Professional Development at Highlights for Children.  
Laura’s current role is as the National Director of The Reading League fits her perfectly, as her passion is empowering educators to positively impact ALL students and ultimately change the course of literacy achievement in this country. She presents nationally and internationally, and is a published author. |
| K-8  | 202  | **Mentor Text Implementation Across the Curriculum by Dr. Elaine Hendrix (University of Houston Clear Lake) and Jessica Cardwell (Katy ISD)**  
Mentor text, used as components of the instructional process, allows teachers to cover a wide variety of content using well-crafted pieces of quality writing. While the current primary focus of Mentor Text tends to be on strengthening writing abilities, carefully selecting content-specific text can also provide students with a more in-depth understanding of a content-based concept, e.g., social justice, problem solving, or the scientific process. Learn how to integrate content covering subjects that tend to receive less attention due to time constraints. Using Mentor Text allows educators to hone their teaching “lens” and become more purposeful and reflective practitioners. |
## Breakout Session #2: 12:50 p.m. – 2:00 p.m.

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<td><strong>K-5 203</strong></td>
<td><strong>Growing True Readers and Writers Across All Content by Malene Golding</strong>&lt;br&gt;In this interactive session, participants will explore strategies for integrating the New ELAR/SLAR TEKS strands across different content areas. Come and learn how we can get students listening, speaking, reading, writing, and thinking every day in all subjects.</td>
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<td><strong>K-5 204</strong></td>
<td><strong>Planning Mini-Lessons with Rigor by Cindy Baca and Bradi Austin (Brazosport ISD)</strong>&lt;br&gt;In a Balanced Literacy classroom approach, instruction begins with a mini-lesson. Come to our session and learn how to plan a reading mini-lesson with the rigor of our new ELAR TEKS.</td>
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<td><strong>3-12 205</strong></td>
<td><strong>#TRTW How to Get Students to Read, Discuss, and Write about Text in a Meaningful Way by Adrea Anderson (Aldine ISD) and Steven Toliver (Fort Bend Christian Academy)</strong>&lt;br&gt;According to John Hattie's Visible Learning research, classroom discussions can have a significant impact on student learning outcomes. However, oftentimes classroom discussions are misused or an undervalued component of daily classroom instruction. In addition, today's ELA classroom is filled with many opportunities to read and write, but not enough time for students to think, question, or discuss the complex texts that are placed in front of them for digestion. This session seeks to equip teachers with another instructional routine that allows for purposeful and well-planned student discussions and written responses all directly connected with their literary pieces.</td>
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<td><strong>3-8 206</strong></td>
<td><strong>Wrestling with Words: Place, Process, and Play by Aaron Daffern (Author and Instructional Leadership Coach)</strong>&lt;br&gt;While most schools recognize the importance of vocabulary instruction, they rarely employ a systematic approach. More than simply memorizing definitions and solving analogies, students must move through three phases of vocabulary instruction for it to truly stick. Learn how all teachers can incorporate powerful word work into their classrooms in just a few minutes a day. Students learn and remember new terms when they place words within semantic webs, process them through various tasks, and play with them for pure enjoyment. This session is part 2 of 2.</td>
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<td><strong>6-12 207</strong></td>
<td><strong>The Grammar Lifeboat: Let's Put Life Back Into Our Grammar Lessons! by Melissa Alicea and Deborah Powell (Galena Park ISD)</strong>&lt;br&gt;We all know grammar is important, even if our students don't always agree. So how can we engage them in activities to help them become better writers? Join us in this session as we learn how to pull our students into the Grammar Lifeboat and explore meaningful activities to bring life back into our grammar instruction.</td>
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### Save the Dates!

- **October 14, 2020**: Instructional Coaching Conference
- **October 28, 2020**: Reading and Writing Conference
- **December 3, 2020**: Dyslexia Conference
- **December 11, 2020**: Bilingual/ESL Conference
Critical Reading and Writing: Using Our Students' Lenses

Students today are unlike any of our past: they question everything; they see, hear, and learn differently. How can we tap into and leverage students’ ways of seeing, and making meaning, using both old and new texts? We must read not only with our teacherly eyes and minds but also THROUGH the lenses of our students. We must listen, learn, guide, and share toward the relevance they expect.
Reading.
- Capture literacy progression & fluency w/ audio & video tools.
- Create literacy groups to facilitate discussion & collaboration.
- Collect & archive evidence of literacy skills to track progress year-over-year.

Writing.
- Build a comprehensive writing portfolio.
- Reference and reflect on previous work for revision and growth.
- Allow students to give feedback, accept input and develop their own voice.

Speaking, Listening & Viewing.
- Use audio embed to enhance and measure fluency.
- Use presentation features for oral presentations.
- Cultivate student voice and self-expression by embedding multimedia creations.

Janice Bowen - Account Executive | janice@bulbapp.com | 281-896-8784 | Explore examples at: bulbapp.com/library
How do I get my certificate?

1. Go to www.esc4.net
2. Click on Professional Development
3. Click on Registration/Certificate
4. Follow the Steps Below

**Certificates**

To retrieve a certificate of completion, follow these steps:

1. Log in to your account.
2. Choose Registration History/Certificates from the left menu.
3. Click the Past Sessions tab.
4. Use the link associated with your session to first complete the Evaluation, and then to print the Certificate. Both links will be in blue underlined text.
5. To retrieve certificates for online classes, use the Online Sessions tab.

For more information and to review digital resources go to texas.perfectionlearning.com
Reading and Writing Conference Exit Evaluation

Opening Session: Dr. Frank Serafini

1. The content of this session will help me improve student achievement.
   4 3 2 1
   strongly agree agree neutral disagree

2. The presenter demonstrated a thorough knowledge of the subject matter.
   4 3 2 1
   strongly agree agree neutral disagree

3. I would recommend this presenter to a colleague.
   4 3 2 1
   strongly agree agree neutral disagree

Break-out Session Title: _________________________________

1. The content of this session will help me improve student achievement.
   4 3 2 1
   strongly agree agree neutral disagree

2. The presenter demonstrated a thorough knowledge of the subject matter.
   4 3 2 1
   strongly agree agree neutral disagree

3. I would recommend this presenter to a colleague.
   4 3 2 1
   strongly agree agree neutral disagree
Break-out Session Title: ________________________________

4. The content of this session will help me improve student achievement.
   4  3  2  1
   strongly agree  agree  neutral  disagree

5. The presenter demonstrated a thorough knowledge of the subject matter.
   4  3  2  1
   strongly agree  agree  neutral  disagree

6. I would recommend this presenter to a colleague.
   4  3  2  1
   strongly agree  agree  neutral  disagree

Closing Session: Dr. Jocelyn Chadwick

1. The content of this session will help me improve student achievement.
   4  3  2  1
   strongly agree  agree  neutral  disagree

2. The presenter demonstrated a thorough knowledge of the subject matter.
   4  3  2  1
   strongly agree  agree  neutral  disagree

3. I would recommend this presenter to a colleague.
   4  3  2  1
   strongly agree  agree  neutral  disagree