



# WEST TEXAS READING SYMPOSIUM

FOR SECONDARY EDUCATORS

# AUGUST 22, 2024

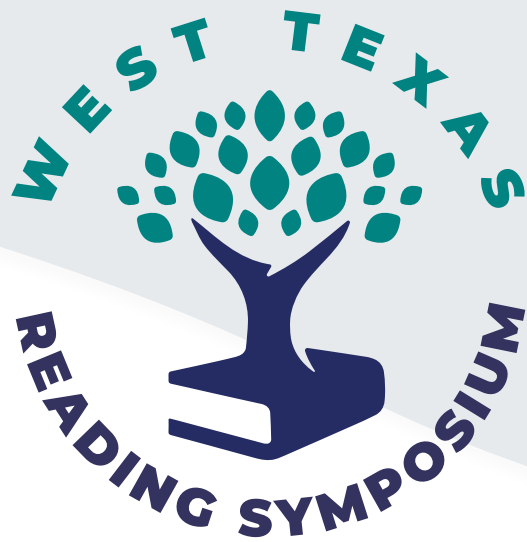


ST. RLIGHT  
EVENT CENTER

6650 Continental Dr.  
El Paso, TX 79925

ESC  19  
EDUCATION SERVICE CENTER  
REGION 19 • EL PASO, TX

ACADEMIC  
INSTRUCTION  
& SCHOOL SUPPORT  
DEPARTMENT



# Day at a glance

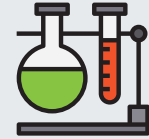
**7:30AM—8:30AM**  
**Registration**

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**8:30AM—9:45AM**

**Welcome & Keynote**  
*Keynote Speaker*

**RHONDA LEON**  
Featured Science Expert



**10:00AM—10:50AM**  
**Breakout Sessions 1**

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**11:00AM—11:50AM**  
**Breakout Sessions 2**

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**11:50AM—1:00PM**  
**Lunch**

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**1:10PM—2:00PM**  
**Breakout Sessions 3**

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**2:10PM—3:00PM**  
**Breakout Sessions 4**

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**3:10PM—4:05PM**

**Keynote**  
*Keynote Speaker*

**DR. CAROL SALVA**  
Featured Art Expert



**4:05PM—4:20PM**  
**Closing and Door Prizes**



## KEYNOTE SPEAKER



### DR. CAROL SALVA

Dr. Carol Salva is an award-winning educator specializing in supporting unschooled/under-schooled and multilingual learners, including SLIFE and ELD students.



## KEYNOTE SPEAKER



### **RHONDA LEON**

With over 32 years in education, Rhonda Leon has taught all ages, from toddlers to adults, and served as a secondary principal in Ecuador. Currently, Rhonda is the CLSD Grant Manager for The Texas Education Agency.

# Schedule

Thursday, August 22, 2024



## The Art and Science of Teaching



ESC 19  
WEST TEXAS  
READING  
SYMPOSIUM  
FOR SECONDARY EDUCATORS

7:30 AM - 8:30 AM	<b>REGISTRATION</b>					
8:30 AM - 8:50 AM	<b>WELCOME MESSAGE</b>					
8:50 AM - 9:45 AM	<b>KEYNOTE RHONDA LEON: How the Science of Reading Impacts the Literacy Skills of Emergent Bilinguals</b>					
9:45 AM - 10:00 PM	<b>TRANSITION</b>					
<b>ROOMS</b>	<b>SCENIC DRIVE ROOM</b>	<b>SUNSET ROOM</b>	<b>TRANS MOUNTAIN ROOM</b>	<b>MISSION TRAIL ROOM</b>	<b>RIO GRANDE SUMMIT ROOM</b>	<b>SKYVIEW TERRACE</b>
<b>BREAK OUT #1</b> 10:00 AM - 10:50 AM	<b>Building Strong RLA Bridges</b> ARELI MEZA-JESSIMAN & JEANNETTE LIMON	<b>Rapid Literacy; Accelerating the Process for SLIFE</b> DR. CAROL SALVA	<b>"I don't teach reading!"- Strategies to Support the Secondary Educator in Areas of Reading</b> LISA EHLERS MCCULLER	<b>Content Focused Language Acquisition with HQIM</b> ERICA VILLANUEVA	<b>Youth Leadership Now Collaboration</b> MANUEL ALDACO (Closed Session)	
10:50 AM - 11:00 PM	<b>TRANSITION</b>					
<b>BREAK OUT #2</b> 11:00 AM - 11:50 AM	<b>AI in Historical Research</b> DR. DARIO LUJAN	<b>Using the 4 Question Method (4QM) to Bridge Inferencing in Social Studies and RLA</b> DR. KIM BAXTER & IRENE MENDEZ	<b>Writing to Learn</b> LYZETTE VALADES & ADRIANA SCHATTE	<b>Leveraging Language Acquisition Classes in High School Campuses</b> MARIO LOYA & MARISOL TOVIAS	<b>Youth Leadership Now Collaboration</b> JACOB PINEDA (Closed Session)	<b>ZYLAR-Zip Your Lips and Read Delicious Books with Bookelicious</b> LISA HERNANDEZ
11:50 AM - 1:00 PM	<b>Working Lunch with Dr. Cristina Devereaux Ramirez</b>					
<b>BREAK OUT #3</b> 1:10 PM - 2:00 PM	<b>Leveraging Literacy for Learning Across All Content Areas</b> BIANCA BARRERA	<b>Research Based Instruction Strategies: Building Strong Readers</b> RHONDA LEON	<b>Reinforcing Comprehension Through Interactive Note-taking</b> JESUS GAMEZ	<b>Boosting Emergent Bilingual Student Achievement in Content Areas Through Literacy</b> NASHALLY GONZALEZ		<b>Reading and Writing in All Classrooms</b> ROSANNA TALAMANTES & ARACELI GARCIA
2:00 PM - 2:10 PM	<b>TRANSITION</b>					
<b>BREAK OUT #4</b> 2:10 PM - 3:00 PM	<b>Empowering Gifted Minds: Enhancing Digital Literacy and Cross-Curricular Reading Strategies for Exceptional Learners</b> MARIA DICKERSON	<b>Implementing Reading and Writing In Science</b> CINDY APODACA	<b>Writing to Learn</b> LYZETTE VALADES & ADRIANA SCHATTE	<b>Building Student Capital: Strategies that Amplify Student Voice in ELAR Classes on the Border</b> JAKE PINEDA & RENE TREJO		<b>"I don't teach reading!"- Strategies to Support the Secondary Educator in Areas of Reading</b> LISA EHLERS MCCULLER
3:00 PM - 3:10 PM	<b>TRANSITION</b>					
3:10 PM - 4:05 PM	<b>KEYNOTE: DR. CAROL SALVA</b>					
4:05 PM - 4:10 PM	<b>CLOSING/ DOOR PRIZES</b>					

# Breakout Sessions 1

10:00 A.M. – 10:50 A.M.

## **BUILDING STRONG RLA BRIDGES**

### **SCENIC DRIVE ROOM**

Building Strong RLA Bridges is created to close the gap between 5th and 6th grade RLA STAAR Student Performance by delving into grade-level standard specificity. This session will include the data, structure, and the TEKS RS documents used to support 5th and 6th grade RLA educators internalize grade level writing curriculum, build strong minilessons, and anchor charts.

— Areli Meza-Jessiman & Jeannette Limon —

## **RAPID LITERACY; ACCELERATING THE PROCESS FOR SLIFE**

### **SUNSET ROOM**

— Dr. Carol Salva —

## **“I DON’T TEACH READING!” - STRATEGIES TO SUPPORT THE SECONDARY EDUCATOR IN AREAS OF READING**

### **TRANSMOUNTAIN ROOM**

With literacy being the cornerstone of success, secondary educators must equip themselves with inclusive reading strategies that cater to diverse learners’ needs. This session is designed to provide educators with a toolkit of effective reading strategies, bolstered by the integration of educational/assistive technologies and Universal Design for Learning (UDL) principles. Participants will gain the skills and knowledge needed to create inclusive reading environments where every student can thrive.

— Lisa Ehlers Mcculler, Ed.S —

## **CONTENT FOCUSED LANGUAGE ACQUISITION WITH HQIM**

### **MISSION TRAIL ROOM**

Through the lens of content focus language acquisition, participants will take the role of second language learners. Through listening, speaking, reading and writing, facilitators will engage with HQIM and produce a short constructed response in Portuguese using the 7 Steps, Talk Read Talk Write, and SIOP best practices.

— Erica Villanueva —

## **YOUTH LEADERSHIP NOW COLLABORATION (CLOSED SESSION)**

### **RIO GRANDE SUMMIT ROOM**

— Manuel Aldaco —

# Breakout Sessions 2

11:00 A.M. – 11:50 A.M.

## AI IN HISTORICAL RESEARCH

### SCENIC DRIVE ROOM

Delve into the transformative role of artificial intelligence in analyzing historical documents and uncovering new insights. By leveraging machine learning algorithms and natural language processing, AI can decipher, categorize, and interpret vast amounts of historical data with unprecedented speed and accuracy. This presentation explores various case studies where AI has led to significant historical discoveries, such as decoding ancient scripts, uncovering hidden texts, and revealing previously unknown connections between historical events and figures. Through these examples, we highlight how AI is reshaping our understanding of history and opening new avenues for scholarly research.

— Dario Lujan —

## USING THE 4 QUESTION METHOD (4QM) TO BRIDGE INFERENCE IN SOCIAL STUDIES AND RLA

### SUNSET ROOM

Participants will experience the 4QM structure to think like historians and will apply historical-type analysis to reading language arts instruction. The four questions provide the building blocks students need to make quality, accurate inferences across texts in both social studies and RLA classrooms. Participants will practice the 4QM structure in both contents and will leave with examples and best practices for planning and instruction.

— Kim Baxter & Irene Mendez —

## WRITING TO LEARN

### TRANSMOUNTAIN ROOM

— Lyzette Valades & Adraian Schatte —

## LEVERAGING LANGUAGE ACQUISITION CLASSES IN HIGH SCHOOL CAMPUSES

### MISSION TRAIL ROOM

The session would show how the ELDA (English Language Development Acquisition) can be aligned to ESOL (content) classes and used to promote reading. The ELDA class can be used to leverage strategies cross content and promote reading. It is a great way to introduce reading strategies to all content teachers as they support emergent bilinguals.

— Mario Loya & Marisol Tovas —

## YOUTH LEADERSHIP NOW COLLABORATION (CLOSED SESSION)

### RIO GRANDE SUMMIT ROOM

— Jacob Pineda —

## ZYLAR-ZIP YOUR LIPS AND READ DELICIOUS BOOKS WITH BOOKELICIOUS

### SKYVIEW ROOMS TERRACE

We can help cultivate your school's reading menu with answers to these questions: What are delicious books for students without books at home? What are good-tasting books for your migrant, bilingual, and homeless students? Are your students devouring classroom and school library books? Can picky readers develop a reading identity?

Let's review two case studies that helped address the questions above:

1. A school district that changed its family engagement and reading culture through home library access.
2. A school district that used a classroom library annex to change equitable access to all students.

— Lisa Hernandez —

# Breakout Sessions 3

1:10 P.M. – 2:00 P.M.

## LEVERAGING LITERACY FOR LEARNING ACROSS ALL CONTENT AREAS

### SCENIC DRIVE ROOM

We learn to read then read to learn. But in a secondary setting, is reading only occurring in English Language Arts courses? In this session, participants will explore the secondary lesson cycle, and understand how to implement and leverage literacy as a tool for learning across all content areas.

— Bianca Barrera —

## INTRODUCTION TO THE RESEARCH BASED INSTRUCTIONAL STRATEGIES – HOW TO BUILD STRONG READERS

### SUNSET ROOM

— Rhonda Leon —

## REINFORCING COMPREHENSION THROUGH INTERACTIVE NOTE-TAKING

### TRANSMOUNTAIN ROOM

When we read for academic purposes, we read differently than when we are reading for pleasure. Interactive notetaking using foldables provides multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing. Interactive notetaking foldables serve as a kinesthetic tool for organizing and retaining information either before, during, or after reading. In this session, participants will get reacquainted with a strategy used in classrooms prior to the digital age that helps reiterate close reading and the layers of reading or 'ways of seeing' a text. Interactive notetaking foldables provide students with a sense of ownership in their learning

— Jesus Gamez —

## BOOSTING EMERGENT BILINGUAL STUDENT ACHIEVEMENT IN CONTENT AREAS THROUGH LITERACY

### MISSION TRAIL ROOM

In this session, participants will use sheltered instruction strategies to increase comprehensible input for emergent bilinguals and ALL students to increase reading comprehension through content area texts. Participants will also examine the role vocabulary plays in content area texts to help further student comprehension and the importance of modeling think alouds using close reading strategies.

— Nashelly Gonzalez —

## READING AND WRITING IN ALL CLASSROOMS

### SKYVIEW ROOMS TERRACE

The high school Professional Learning Community design that enhances a campus wide plan to integrate reading and writing in all classrooms. A shared collaboration promotes instructional best practices amongst all teachers. Come and learn new ideas through a Cosmetology lens.

— Rosanna Talamantes & Araceli Garcia —



# Breakout Sessions 4

2:10 P.M. – 3:00 P.M.

## EMPOWERING GIFTED MINDS: ENHANCING DIGITAL LITERACY AND CROSS-CURRICULAR READING STRATEGIES FOR EXCEPTIONAL LEARNERS

### SCENIC DRIVE ROOM

In this dynamic and informative session, educators will explore innovative approaches, such as creating student portfolios using Wakelet, to nurturing the unique talents of gifted and talented students while fostering essential digital literacy skills and cross curricular reading strategies--recognizing the importance of adapting instruction to meet the needs of exceptional learners. This session will provide practical tools (ISTE Standards, Technology Application TEKS, and Texas School Library Standards) and techniques (communication, collaboration, creativity, computation thinking, etc.) to empower gifted minds in the 21st- century classroom.

— Maria Dickerson —

## IMPLEMENTING READING AND WRITING IN SCIENCE

### SUNSET ROOM

Teachers will learn the importance the reading and writing in science and will have an opportunity to learn new strategies they can incorporate in their science classrooms.

— Cindy Apodaca —

## WRITING TO LEARN

### TRANSMOUNTAIN ROOM

Participants will explore the benefits and reasons for Writing to Learn in the content areas. All students have the opportunity to increase their content knowledge as well as increase their confidence not only in core subjects but also are empowered to increase their writing skills by “owning” not “renting” their words. Teachers will experience two strategies connecting EB with language acquisition and writing skills.

— Lyzette Valades & Adriana Schatte —

## BUILDING STUDENT CAPITAL: STRATEGIES THAT AMPLIFY STUDENT VOICE IN ELAR CLASSES ON THE BORDER

### MISSION TRAIL ROOM

Using Yosso’s theory on Community Cultural Wealth, this presentation focuses on lessons that amplify student voice/identity through their experiences on the border. Additionally, lessons lay the foundation for a classroom environment of literacy while practicing skills necessary for standardization. The true focus of this presentation is to encourage literacy through writing to assist students in gaining identity, culture, knowledge, and life skills in an ELAR classroom.

— Jake Pineda & Rene Trejo —

## “I DON’T TEACH READING!” - STRATEGIES TO SUPPORT THE SECONDARY EDUCATOR IN AREAS OF READING

### SKYVIEW ROOMS TERRACE

With literacy being the cornerstone of success, secondary educators must equip themselves with inclusive reading strategies that cater to diverse learners’ needs. This session is designed to provide educators with a toolkit of effective reading strategies, bolstered by the integration of educational/assistive technologies and Universal Design for Learning (UDL) principles. Participants will gain the skills and knowledge needed to create inclusive reading environments where every student can thrive.

— Lisa Ehlers Mcculler, Ed.S —