6th Annual Don & Sarrah Kidd Literacy Conference

Program 2015

Cultivating Literacies: Mapping Literacy, Mapping Lives

Saturday, March 14, 2015
DACC East Mesa Campus, Student Resources Bldg.
Las Cruces, New Mexico 88011

http://ci.education.nmsu.edu/research-outreach/kidd/
In 2009, Carlsbad banker Don Kidd and his wife, Sarrah, gave a major gift to New Mexico State University to establish the Don and Sarrah Kidd Endowed Chair in Literacy in the College of Education. For Don Kidd, reading opened many doors of opportunity for him and his family and reading allowed him to compensate for not completing high school.

As the son of a house painter, he decided that a paycheck was more important than earning his high school diploma. After taking extension courses, he landed a job in an investment company in San Angelo, Texas. While working for the investment company, he earned his GED and began taking additional courses that led him to banking, where he now is CEO of his own bank.

As he reflects on his trajectory he realized that through reading he was able to learn more in an industry he knew nothing about and become successful in the process.

“You will never be lonely if you can read.”
Dr. Anita Hernández is the inaugural Don and Sarrah Kidd Chair in Literacy (2010 to present). She is an Associate Professor in Language, Literacy, and Culture program in the College of Education. Dr. Hernández is the director of a five-year $1.8 million professional development grant for teachers of bilingual learners. She has co-authored two books: *Interactive Notebooks for English Language Learners* and *Theme-Sets for Secondary Students: How to Scaffold Core Literature*. She has authored and co-authored articles in professional journals including: *Bilingual Research Journal, Reading Teacher, English Journal*, and *Multicultural Perspectives*. She is a former bilingual elementary classroom teacher and a coordinator for a college migrant program.

### Conference Planning Committee

College of Education: Dean Michael Morehead  
Don and Sarah Kidd Endowed Chair: Dr. Anita Hernández  
Language, Literacy, and Culture Faculty: Dr. Myriam Torres, Dr. Mary Fahrenbruck, and Dr. Anita Hernández  
Curriculum & Instruction Department Head: Dr. Jeanette Haynes  
Writer: Administrative Assistant: Grace Martinez  
Fiscal Assistant: Bridgit Ortega  
Graduate Student Assistants: Abby Nayra, Sarah Chacon  
Exhibitors: Abby Nayra and Sarah Chacon  
Proposal Selection: Armando Altamirano, Mark Franzak, Adriana Goenaga Ruiz De Zuazu, Dr. Anita Hernández, and Dr. Jose Montelongo

### A BIG THANK YOU TO ALL OUR VOLUNTEERS!

NMSU Department of Curriculum & Instruction gratefully thanks its volunteers for helping to keep our planning and program running smoothly.
Exhibitors

The NMSU Department of Curriculum & Instruction as well as the Don and Sarrah Kidd Planning Committee would like to thank our dedicated Exhibitors for their participation in this year’s conference. Please spend time in the Exhibits viewing the many resources and new services being showcased.

EXHIBIT AREA:

Saturday– Doña Ana Community College, Student Resources Bldg. Commons Area

Exhibits will be available from 7:00am to 3:30pm in the Student Resources building.

Below are the session breaks.

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<th>Time</th>
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<tr>
<td>7:00am-8:00am</td>
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<td>Break/Exhibits</td>
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EXHIBITORS:

Alpha Teaching Tools– 1114 E. Lohman Ave, Las Cruces New Mexico

College of Education, Graduate Programs – M.A. & Ph.D. Programs

Quick and Associates – Heinemann, Benchmark

Lakeshore Learning Materials

Carlos Melendrez – Author

Usborne & Kane Miller Books

Wilkins Group
6th Annual Kidd Literacy Conference

Featured Speakers

Dr. Juan Freire is an Assistant Professor of Curriculum and Instruction, specializing in TESOL and Bilingual Education. He is currently working with the pre-service teachers in the teacher education program.

Ann Gavit Ann is the director of NMSU’s Contemporary Dance Theater. She has worked with students in public schools, dance studios, and community dance programs.

Dr. Cecilia Hernández is an Assistant Professor of Curriculum and Instruction, specializing in Science Education for elementary and secondary science teachers. Dr. Hernández infuses a multicultural perspective into her courses.

Dr. Susana Ibarra Johnson is Lead Developer/Consultant of Academic Language Development for All in New Mexico project Bilingual Multicultural Education Bureau of the NM PED. She is an adjunct faculty at the University of New Mexico.

Kris Nielson is a math teacher at El Paso Leadership Academy. He has worked with every age group to maximize individual growth using research based methods. He is the author of Children of the Core and Uncommon: The Grassroots Movement to Save Our Children.

Dr. Myriam Torres is a Professor of Language, Literacy, & Culture, College of Education, New Mexico State University. Her specialization are thought, language, culture, discourse analysis, critical literacy, and participatory action research.

Dr. Cecilia Hernández is an Assistant Professor of Curriculum and Instruction, specializing in Science Education for elementary and secondary science teachers. Dr. Hernández infuses a multicultural perspective into her courses.

Dr. Susana Ibarra Johnson is Lead Developer/Consultant of Academic Language Development for All in New Mexico project Bilingual Multicultural Education Bureau of the NM PED. She is an adjunct faculty at the University of New Mexico.

Dr. Lisa Quintis is an instructional specialist at with LCPS. Dr. Quintis has 13 years classroom experience grades 2-5 including multi-age grades 3/4/5. She has 11 years of experience as an instructional coach with GISD and as a literacy consultant in Alamogordo and Socorro.

Maricela Rincon is the Bilingual Director for Las Cruces Public Schools and a former bilingual kindergarten teacher with Gadsden. She has been featured as an exemplary educator in NEA Today. She is a professional developer with MC² and SC².

Dr. Myriam Torres is a Professor of Language, Literacy, & Culture, College of Education, New Mexico State University. Her specialization are thought, language, culture, discourse analysis, critical literacy, and participatory action research.
Saturday, March 14, 2015

7:30 AM - 8:00 AM - Registration/Breakfast in Commons Area

8:15 AM - Welcome Dean Morehead and Dr. Anita Hernández
Opening Talk by Mr. Don Kidd

9:15 AM - Keynote Speaker: Dr. María Fránquiz

Nepantlera Teachers: Sustaining Biliteracy in Multiple Worlds a la vez (Simultaneously)

The presentation relates to words children hear in the media and what teachers with whom I have worked do to help students understand the context of words like border and immigration. These are words that have gained attention locally, nationally, and internationally. At the Kidd conference examples are provided of teachers who create caring communities in bilingual/bi-literate classrooms where difficult topics are safe to discuss and advocacy is fostered.

Dr. María Fránquiz is currently the Dean of Education at the University of Utah, Salt Lake City, Utah. Her extensive work in bilingual/migrant education, and bi-literacy has inspired scholastic contributions “Key Concepts in Bilingual Education: Identity Texts; Cultural Citizenship, and Human Pedagogy” and other publications. Her research and dedication to her field is her own multicultural education cultivated in Puerto Rico, Germany, and in the United States which ultimately led to her receiving her doctorate at the University of California in Santa Barbara, California.

She is the co-author of two books: Inside the Latina Experience: A Latina Studies Reader; Scholars in the Field– The Challenges of Migrant Education. Her articles include: Literacy Reform for Latina/o students; Closing Literacy Gaps: Understanding the Interrelationships between Bilingualism and Biliteracy Development; The Transformative Potential of Humanizing Pedagogy; Addressing the Diverse Needs of Chicano/Mexicano Students Education.

Break: 10:00am to 10:15am
Session 1 - 10:20am to 11:15am

**Enhancing Read Aloud for Bilingual Learners**

**Presenters:** Dr. Anita Hernández, Connie Barrio, Lorena Carmona, and Pat Minjares  
**Location:** Room 130

**Session Description:** This session will show how teachers can enhance their read aloud of award winning books by including mini-lessons/activities using cognates to bridge academic language and tap into students' linguistic backgrounds.

**Methods in Learning Kinesthetically (MILK)**

**Presenter:** Ann Gavit  
**Location:** Room 131

**Session Description:** Methods for teaching academic content through the use of kinesthetic activities. Use of kinesthetic to improve scores and engagement.

**A Multicultural Approach to Science Literacy Instruction**

**Presenters:** Dr. Cecilia Hernandez & Dr. Juan Freire  
**Location:** Room 133

**Session Description:** In this session teachers will have the opportunity to explore multicultural science literacy through an inquiry and critical perspective. This workshop will provide hands-on approach to lesson planning and literacy development.

**Artistic Literacy Across The Curriculum: Creative Communication for Every Student**

**Presenter:** Dr. Jill Hare  
**Location:** Room 135

**Session Description:** Artistic literacy is essential to a common core curriculum. The newly adopted National Core Arts Standards will serve as framework to illustrate arts education as an academic subject that promotes inclusive learning opportunities for all students regardless of learning disability or language barrier.

**Restoring Geronimo's Name and Place in the Annals of American History**

**Presenters:** Carlos Melendrez  
**Location:** Room 232

**Session Description:** Reviewing current attitudes and historical perspectives that prejudice our understanding of Geronimo and our relationship with Native America. Discussion on the legal attempt to repatriate Geronimo's remains to the "headwaters of the Gila."

**Culturally Responsive Teaching for English Learners**

**Presenter:** Maricela Rincón and Ricardo Rincón  
**Location:** Room 236

**Session Description:** Participants will acquire and apply inclusive strategies that address the cultural linguistic needs of English Learners (ELs).

**A Meta-language Project in a Third-Grade Transitional Program**

**Presenter:** Rita Holguin  
**Location:** Room 238

**Session Description:** This workshop presents a teacher action research which implemented cross-language strategies "Biliteracy from the Start" (2014) in a third-grade transitional bilingual program.
Session 1 Continued – 10:20am to 11:15am

(Un)Covering Bias and Pushing: Boundaries in Children’s Literature
Presenter: Angela Redondo
Location: Room 114
Session Description: In this workshop, teachers will learn to help engage their students in a process of using multiple literacies (i.e. written, spoken, visual, and multimodal) to address social justice issues as well as becoming active participants in their worlds.

Talk with Dr. Maria Fránquiz
Location: Room 118
Session Description: This is a talk with Dr. Maria Fránquiz, an informal session, for doctoral students, faculty, and those interested in becoming doctoral students.

Talk with Dr. Rosario Ordoñez-Jasis
Location: Room 234
Session Description: This is a talk with Dr. Rosario Ordoñez-Jasis, an informal session, for doctoral students, faculty, and those interested in becoming doctoral students.

Session 2 – 11:35am to 12:30pm

A Literature Circles Study in a Bilingual Classroom
Presenter: Adriana Goenaga Ruiz de Zuazu
Location: Room 130
Session Description: I present a study of literature circles in an elementary classroom to put into practice as a way to address current social issues through critical literacy. As a further reflection, teachers should select books that represent cultural and linguistic diversity.

Biliteracy and Texts in the Trans-languaging Classroom
Presenter: Susana Ibarra Johnson
Location: Room 131
Session Description: This session presents how a bilingual teacher and students use trans-languaging as a tool for thinking, remembering, and reflecting by sembrando juntos [planting together] seeds of Biliteracy learning. The Cuentame Algo activity will demonstrate how students use trans-languaging to make meaning of bilingual texts. A trans-languaging stance will be proposed as a space for bilingual students to draw upon their growing knowledge of the functions, intentions, and power of written and spoken languages.

Comprehension Through Close Reading
Presenter: Dr. Lisa Quintis and Pat Waugh
Location: Room 133
Session Description: An overview of reading through "lenses" to build comprehension through looking at text evidence, looking for patterns, and using the patterns to interpret, draw conclusions, and synthesize text. Join us for an interactive experience with close reading and an opportunity to plan a close reading lesson.
Session 2 Continued – 11:35am to 12:30pm

Improving Content Area Reading Comprehension w/ Spanish Speaking English Learners Grades 4-6—Findings from New Mexico and Texas

Presenter: Dr. Kay Wijekumar, Dr. Anita Hernández, Johanna Esquivel, Francisco Wall, Paulo Oemig

Session Description: Reading comprehension in the content areas is a complex task that requires readers to tap into many prerequisite skills. ELLs experience greater difficulties because they have to process these skills in dual languages. Structure strategy instruction on the Web for ELLs (SWELL) supports ELs in reading comprehension by teaching them about five text structures. We present preliminary results from the SWELL implementation and will demonstrate how the system works.

The Common Core State Standards: How Corporate Reform Ruins Early Readers

Presenter: Kris Nielsen

Session Description: Education reformers have touted the CCSS as the key to closing the achievement gap and boosting literacy and graduation rates. Mr. Nielsen will present the case that the opposite has taken place, due to the misguided policies that chase profit rather than student success.

Keeping the Pace: Science Literacy in Motion K-8

Presenter: Paulo A. Oemig

Session Description: Through a set of NSTA outstanding science trade books this presentation will emphasize reading via hands-on demonstrations and close reading to create text-dependent questions. While reading standards in the Common Core rely heavily on text-dependent analysis, students need practice generating and responding to questions at multiple cognitive levels.

Reading the World and Writing the Word with Critical Media Literacy: Engaging Students, Teachers, and Parents, Too!

Presenter: Dr. Myriam N. Torres, Debasmita Roychowdhury, and Beyan Negash

Session Description: Attendees will learn about the core concepts of critical media literacy and engage in activities concerning how to embed critical media literacy as part of teaching and learning literacy/languages.

Teaching Summarization & Critical Thinking of Expository Text: A Cognitive Memory Model

Presenter: Dr. Jose Montelongo

Session Description: The purpose of this workshop is to teach summarization and critical thinking of expository texts through a four-step process.

Talk with Dr. María Fránquiz

Session Description: This is a talk with Dr. Maria Fránquiz, an informal session, for doctoral students, faculty, and those interested in becoming doctoral students.
Lunch 12:35pm to 2:00pm

1:15 pm Keynote Speaker: Dr. Rosario Ordoñez-Jasis

*A Symphony of Words: Constructing Literacy Learning through Family Knowledge*

This presentation will discuss inquiry-based community mapping projects carried out by teachers in Los Angeles. The goals of these projects were to uncover the depth and diversity of community and home-based language and literacy resources. This presentation will outline the process by which teachers carried out the mapping projects in the context of their school communities and discuss implications for practice related to broadening understandings of literacy and literacy instruction and strengthening home-school connections that challenge hierarchical and unequal norms.

**Dr. Rosario Ordoñez-Jasis** is an assistant professor in the Literacy and Reading Department at CSU Fullerton, California. As a critical researcher and teacher educator, her teaching and research interests are framed within the socio-cultural-political contexts of literacy and learning. Her most recent research investigates community-based literacy practices among Latino families. She has received awards in recognition of her scholarly contributions from the Spencer Foundation, Language Minority Research Institute, and the National Association for the Education of Young Children. Dr. Rosario Ordoñez-Jasis received her doctorate from the University of California, Berkeley.

Her publications include: *Rising with De Colores: Tapping into the Resources of la Comunidad to Assist Underperforming Chicano-Latino Students; Mapping Literacy, Mapping Lives: Teachers Exploring the Sociopolitical Context of Literacy and Learning; Convivencia to Empowerment: Latino Parent Organizing at La Familia; Leyendo Juntos: New Directions for Latino Parents’ Early Literacy Involvement; The Hidden Curriculum of Domestication.*
Session 3 – 2:10pm - 3:05pm

Applying an Interdisciplinary Thinking Model to Science, Literacy, Math, and Technology to support ELLs.

**Presenter:** Susana Rios and Louis Mesa  
**Location:** Room 118

**Session Description:** Teaching science as an interdisciplinary method to integrate Literacy, Math, and Technology to support ELL's academic growth, while fostering teacher reflection.

A Literature Circles Study in a Bilingual Classroom

**Presenter:** Adriana Goenaga Ruiz de Zuazu  
**Location:** Room 130

**Session Description:** I present a study of literature circles in an elementary classroom to put into practice as a way to address current social issues through critical literacy. As a further reflection, teachers should select books that represent cultural and linguistic diversity.

Words, Words, Words...

**Presenter:** Mona Plaza and Iggy Campos  
**Location:** Room 131

**Session Description:** This is a hands-on SIOP strategy for teaching homographs to English Learners. This session is interactive.

Empowerment Through a Critical Multicultural Analysis: Children's Books in Action

**Presenter:** Francisco Javier Serrano Wall, Brenda Villalobos-Gonzales, and Lilia Juárez  
**Location:** Room 133

**Session Description:** This presentation aims to promote analysis of multicultural children's literature. These types of books, in addition to developing reading skills, reinforce the identity of student, promote respect, and end up being more attractive to students.

Reading Literacy in Conjunction with Mathematical Literacy: Implications for Classroom Practice in Linguistically Diverse Contexts

**Presenter:** Mark Franzak  
**Location:** Room 135

**Session Description:** What are the ways that mathematics learning and language are related? In this session, we will explore aspects of content-specific reading literacy as a necessary component of developing mathematical literacy.
Session 3 Continued – 2:10pm to 3:05pm

Exploring Literacy for High School Students Struggling with Reading
Presenter: Hillary Vozza
Location: Room 232
Session Description: The high school reading teachers are presented with unique challenges to increase vocabulary and comprehension levels for students who are simultaneously learning grade level content in their core classes. This presentation provides opportunities to create engaging classroom environments and literacy practices that help high school students succeed.

Community Mapping: Tales from the Classroom
Presenter: Dr. Rosario Ordoñez-Jasis
Location: Room 234

Emancipatory Practices for Second Language Learners Through Image Theater
Presenter: Perla Barbosa and Dr. Myriam Torres
Location: Room 236
Session Description: Participants in this workshop will actively learn about emancipatory literacy practices in the performance of Image Theater followed by meaningful reading, writing, and storytelling.

Action Research to Enhance Early Childhood Literacy
Presenter: Pamela Batina
Location: Room 238
Session Description: This presentation explores what teacher action research entails in the classroom and shares examples of action research applications positively affect early childhood literacy outcomes.

Break - 3:05pm-3:15pm

Closing - 3:15pm - 3:35pm
Closing remarks and the raffle of door prizes and Kindle

THANK YOU!
See You Next Year!