



Make connections.

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During the WCTE Convention the Board voted to accept the following position statement in support of the CCSS. We join many other professional groups in Wisconsin taking a stand and having a voice concerning our profession, as it is spotlighted in the political arena. We invite any comments and feedback! You matter! ~WCTE President Lynn Frick

### WCTE Position Statement Regarding the Common Core State Standards for English Language Arts

In light of the recent questions raised by Governor Walker regarding the adoption and implementation of the CCSS for the state of Wisconsin educational systems, the Wisconsin Council of Teachers of English resolves:

- WCTE recognizes the importance and need for standards.
- WCTE supports the rigor of the CCSS for ELA and its potential to impact student learning and develop Wisconsin students to be college and career ready.
- WCTE encourages educational leaders in Wisconsin to have broad interpretation of the CCSS for ELA.
- WCTE believes that the CCSS for ELA provide a basic framework, which can be a starting place in making curricular decisions.
- WCTE believes that the spirit of the CCSS for ELA as a guide for college and career readiness is enhanced when seen in the larger context of the ELA as one of the humanities that explore the human experience.
- WCTE endorses the efforts of Wisconsin Department of Public Instruction to place the CCSS for ELA in the larger context of the humanities.
- WCTE cautions against the misuse of assessment of students and teachers that will be linked to the CCSS for ELA.

WCTE supports the five policy goals developed by the National Council of Teachers of English (NCTE) through their partnership with the National Center for Literacy Education (NCLE) and their compelling report on the current status of support for professional learning in schools: "Remodeling Literacy Learning: Making Room for What Works."

1. Support educators' knowledge of literacy pertinent to their content areas.
2. Promote active collaboration among educators to deepen student learning.
3. Invest in professional learning that is ongoing, job-embedded, collaborative, and linked to engaging literacy learners across grades and subjects.
4. Deploy educator time to maximize the development of collective capacity across a school or system.
5. Foster shared agreements about literacy among educators to deepen learning in every subject.

Passed by WCTE membership Oct. 11, 2013.

# WCTE2013

FALL CONVENTION REVIEW



Photos by Linda Barrington

Author and speaker Tom Romano listens to teachers share what they've written during an activity during the Thursday writing workshop.

## Romano inspires, models, guides teachers with writing activities

by David Roloff

WCTE festivities began with a pre-convention workshop on Thursday, Oct. 10, featuring Dr. Tom Romano.

Sharing his experiences as a writing instructor and interweaving information and approaches from his newest book ("Fearless Writing: Multigenre to Motivate and Inspire"), Dr. Romano guided colleagues through an exploration of various multigenre examples before supporting participants in brainstorming and drafting activities centered on multigenre themes of their own.

Full of engaging conversation, helpful assessments, and a culminating dramatic reading in which commentators prepared for the upcoming battle royal between the multigenre narrative and the

Common Core State Standards, the workshop demonstrated just how important it is to connect with colleagues and continually seek out new ways to meaningfully engage and support our students' unique and talented voices.



Whether handwritten or typed on a laptop, stories and poems developed from participants through Tom Romano's activities for writing in the classroom. "Language is for discovery, not just for information and instruction," Romano said.



Meredith Sweeney of Horning Middle School in Waukesha listens to the next set of writing directions from speaker Tom Romano,



Beth Torrison and Mark Dziedzic of the Greater Madison Writing Project laugh at the example given by speaker Tom Romano.



Martha Handrick from Lakeland Area High School in Minocqua, David Roloff, from UW-Stevens Point, and Loren Glasbrenner from Parrick Marsh Middle School in Sun Prairie participate in the Thursday writing workshop.

# WCTE2013

FALL CONVENTION REVIEW



As the WCTE treasurer, Tom Scott does behind-the-scenes work with registration and membership for each convention. Scott teaches at UW-Milwaukee.



Photos by Linda Barrington

Board members meet for the wine and cheese social with keynote speaker Tom Romano. Martha Handrick (Lakeland Area High School in Minocqua), Marti Matyska (retired teacher and administrator from Menominee Indian School District) and Kathy Nelson (Arrowhead Union High School in Hartland) enjoy the opportunity to socialize.



From Brookfield Central High School, Shannon Maki listens to Tom Romano's ideas for teaching writing. He challenged teachers: "Where are you strong, competent, insightful, a warrior on the page?" Write one page about how to write well and then embed media with it.



Honoré Shiro from Brookfield Central High School delivered a breakout session with tools for successful speakers. "The Podium Moment" occupies the first minutes of each class: Each student comes up to the podium at the start of class, says Good Morning and gives his or her name along with one piece of information, then says Thank You and sits down. The piece of information varies every day: your speech topic, or your pet peeve, or one thing you learned from your reading.



The multi-disciplinary team of Amanda Gilman (science) and Kristine Lize (literacy) from Menomonee Falls High School shared their district's writing initiative for using the Six Traits of Writing in all subject areas to meet the expectations of the Common Core Standards. As literacy coach, Lize worked with each department to set literacy goals for their classes.

Then she helped them develop writing prompts and rubrics for each assignment. In a science class, for example, students select an article related to a class topic and write a critical analysis using specific guidelines. The final work product is scored with the Six Trait rubric for ideas, organization and word choice. Contact Lize for more information: [lizekri@sdmfschools.org](mailto:lizekri@sdmfschools.org)

# WCTE2013

FALL CONVENTION



Lynn Frick

## WCTE President Lynn Frick's convention welcome highlights theme of voice

The following is the President's welcome at the WCTE 2013 Convention:

Hi! My name is Lynn Frick and I am a teacher at Sauk Prairie High School and President of Wisconsin Council of Teachers of English. Welcome to our WCTE 2013 Convention — Growing Voices: A Teacher's Challenge, A Student's Goal, An Author's Mission.

Voice has always been a concern for me — a challenge for me — sometimes a mystery. I don't know why since my own personal voice has been pretty strong, as family and friends can attest to.

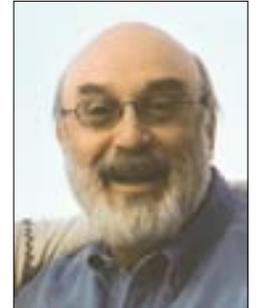
But over the past few years I began to fear for my voice — our voices. We were heard but not listened to in the political arena. Common Core State Standards, Smarter Balanced, RtI, Educator Effectiveness are all initiatives that shout at us in voices not necessarily our own.

Why is it some of our students can write with such distinctive voices and some are as bland as milk? Why can I find a note written with such a strong voice, and I know immediately it is Kaleena's? Then getting students to see beyond the text — to hear the voice of a real live author is nearly impossible.

Two summers ago, I read Tom Romano's book "Crafting Authentic Voice" and it struck a chord, began to answer some of my questions and inspired me to work at nurturing student voice.

All of these thoughts were seeds planted well before I decided on this year's convention theme. So today I invite you to enjoy Tom Romano's key-note address and then attend sessions exploring voice through technology, in our communities and in the Common Core State Standards.

**Footnote:** I was thrilled with the 2013 convention! Thanks to those of you who took time away from your schools to share knowledge and expertise and promote professional growth. And thanks, too, to Tom Romano for his challenging words and inspiration and sharing his multi-genre concepts. Hope to see you in October 2014! You won't want to miss it.



Tom Romano

## WCTE NEWS, ANNOUNCEMENTS

### Call for PDP Readers

The WCTE board came up with the greatest idea at this summer's board meeting. Why not ask WCTE members who are qualified PDP readers to offer their services to other WCTE members? Several members of the board immediately volunteered to do so.

So we're asking you. Would you be willing to contribute some time to reading the PDPs of new teachers who are WCTE members?

Great. Please contact Tom Scott at [tscott37@wi.rr.com](mailto:tscott37@wi.rr.com). Once we have the list started, we'll post information on the WCTE website about how to contact a qualified WCTE member who has volunteered to read PDPs of WCTE members. ***Just one more benefit of WCTE membership!***



## DPI ENGLISH NEWS >> from Tamara Maxwell, ELA and literacy consultant

### Educator Licensing goes online in January

In 2014, Wisconsin educators will begin to apply for or renew their licenses online through the DPI's new [Educator Licensing Online](#) (ELO) system. The DPI's Teacher Education, Professional Development and Licensing (TEPDL) team has been working on the ELO project for the past two years in order to improve the licensing process for all educators.

The new system will make the application process more efficient and is anticipated to significantly decrease the processing time for educator applications. The department has already stopped accepting paper applications.

On Jan. 15, ELO will open for applicants seeking an initial educator license, emergency license, or substitute license. Educators looking to renew their licenses can apply in ELO beginning in March 2014.



Tamara Maxwell

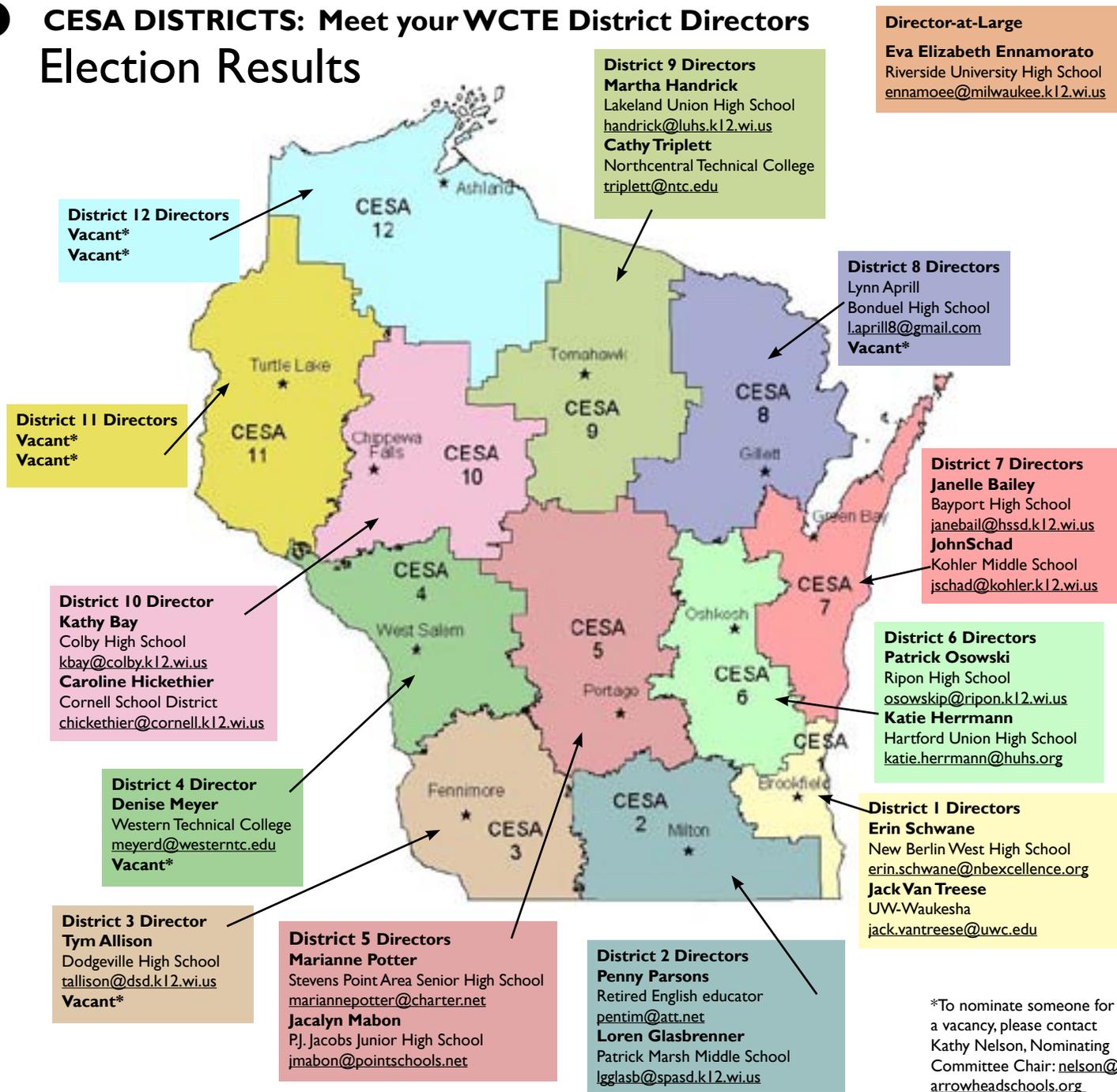
### Educator Effectiveness

New resources from the Educator Effectiveness Team include a Student Learning Objective (SLO) toolkit <http://bit.ly/170d4sU> and an SLO repository, which includes examples of SLOs for different grade levels and content areas <http://bit.ly/1dmJ0us>. Find general information and resources at <http://ee.dpi.wi.gov/>.

As a reminder, SLOs apply to those school district personnel who meet DPI's definition of teacher:

The Department of Public Instruction recognizes that teacher roles may look different in various local contexts. "Teacher," for the purposes of the WI EE System, means any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40, whose **primary responsibilities** include **ALL of the following**: *instructional planning and preparation; managing a classroom environment; and pupil instruction*. The Department chose to create this definition, as opposed to listing specific roles with the understanding that districts employ certain roles and responsibilities differently and did not want to force an educator to use an evaluation framework which did not support their roles and responsibilities, or improve their practice. District and school administrators will have discretion in determining whether staff are "teachers" or Other Educator Roles.

# CESA DISTRICTS: Meet your WCTE District Directors Election Results



## WCTE Board >> Kathy Nelson, election chair

### OFFICERS

**President:** Lynn Frick, Sauk Prairie High School  
**First Vice President:** John Pruitt, UW-Rock County  
**Second Vice President:** Denise Meyer, Western Technical College, LaCrosse  
**Director at Large/Past President:** Kathy Nelson, Arrowhead High School  
**Secretary:** Karen Kelley Rigoni, UW-Milwaukee  
**Trust Officer:** Marty Wood, UW-Eau Claire  
**District Director Liaison:** Lynn Aprill, Bonduel High School

### EXECUTIVE STAFF

**Treasurer, Membership Secretary:** Tom Scott, UW-Milwaukee  
**Convention Manager:** Marti Matyska, Retired English Educator

### STANDING COMMITTEE CHAIRS

**DPI Liaison:** Tamara Maxwell  
**Affiliate Liaison to NCTE:** Tom Scott, UW-Milwaukee  
**Professional Issues Committee Chair:** vacant\*  
**Wisconsin Authors Committee Chair:** Marti Matyska, Retired English Educator  
**Intellectual Freedom Committee Chair:** John Pruitt, UW-Rock County  
**Diversity Chair:** vacant\*  
**Archivist:** Emily Tymus Ihrke, University School of Milwaukee  
**Awards Coordinator:** Jacalyn Mabon, P.J. Jacobs Junior High School, Stevens Point

## Authors inspire teachers at Boston conventions

Thanks for allowing me to represent you at NCTE's national conference and CEL! I don't know where to begin to share all the highlights. Perhaps this will help? <http://www.pinterest.com/nctedotorg/>

I was inspired by so many writers. Robert Pinsky, our current National Poet Laureate, was especially moving. Please check out the website of his project of American's favorite poems: <http://www.favoritepoem.org/> You'll find videos of famous and everyday folks sharing their favorite poem — great for classroom use and as a student project.

Judy Blume, who many of you grew up reading, filled in for Tony Danza as the opening keynote when he broke his ribs. What a strong, powerful woman she is! Judy Bloom has made



Thursday's pinch-hitting keynote speaker, Judy Blume, shared her insistence in telling it like it is despite her run-ins with book banners. She filled in for Tony Danza who had broken his ribs and couldn't make it.

the annual most-challenged authors list five times since 2001. She has been engaging young adult readers for decades. She's also made the Top 10 of most banned of all time with "Are You There God? It's Me, Margaret."

Walter Dean Myers and Ishmael Beah were also amazing. It's so powerful to tell students my first-hand experiences with these leading authors.

Lynn Aprill and I represented you at the annual meeting. Kent Williamson, NCTE's Executive Director, later questioned my vote against a resolution to advocate for autistic students. I explained that by singling out one group we were, in effect, ignoring all other special needs by omission. The resolution passed anyway.

One of my favorite parts is Scholastics' grouping of new up-and-coming authors reading from their new books. I've shared their books with students, some of whom are now reading for pleasure once again! I especially got rave reviews from my students about "Openly Straight" by Bill Konigsberg.

Then after one long day of sitting and getting, a group of readers met to share what they have been reading this past year. I was fortunate to be included in this group and have a great list (I'd be happy to share if you ask) of what English teachers read in



Convention photos taken by or provided by Kathy Nelson. National poet laureate Robert Pinsky posed for a photo with Arrowhead High School teacher, Kathy Nelson.

their free time.

Speaking of free time, I attended a session on how to work smarter, not harder assessing students' writing. It included a big push to teach students to peer assess one another's works.

One of the most moving sessions I attended was a tribute to Donald Graves. So many leading writing specialists/authors spoke paying tribute to his development of writers' workshop. And as always, technology and use of social media suggestions were plentiful.

If you'd like to hear more, email me with areas of interest. If you are in the Milwaukee area, let's grab a cup of coffee and I'll bring my "stuff." Just let me know when and where.

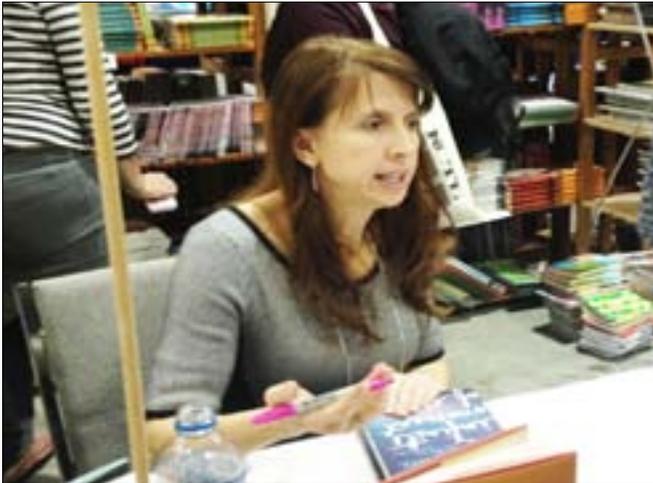
**More on page 8**

### WCTE Award



Lynn Aprill accepted WCTE's award for outstanding NCTE affiliate newsletter. The WCTE Update also won the award two years ago. Linda Barrington is the editor.

# Conference on English Leadership, conventions cont. from page 7



At Saturday's traditional Scholastic-sponsored Thanksgiving dinner, attendees received copies of "The Infinite Moment" by New York Times best-selling author Lauren Myracle. Here she is signing books in the NCTE exhibit hall.

Arrowhead HS teacher Kathy Nelson said she read the book in one morning over break and understands why Myracle is so popular with young adults. "Her characters are so genuine and her subject matter can get edgy. I understand why her sexually explicit books have put her on the banned authors list," Nelson said.

New this summer, the CEL will sponsor an assessment workshop in Chicago, open to all teachers and administrators. Tom Scott reveals 2014 summer assessment workshop in Chicago. All are welcome! Watch for details.

## Wisconsin teacher elected to CEL Board



Celebrating Lynn Aprill's election to the CEL board: Tamara Maxwell, (Wis. DPI), Kia Richmond (Michigan CTE), Kathy Nelson (Arrowhead HS), Lynn Aprill (Bonduel HS), Jim (unidentified person) and Gordon Hultberg (Salt Lake City).

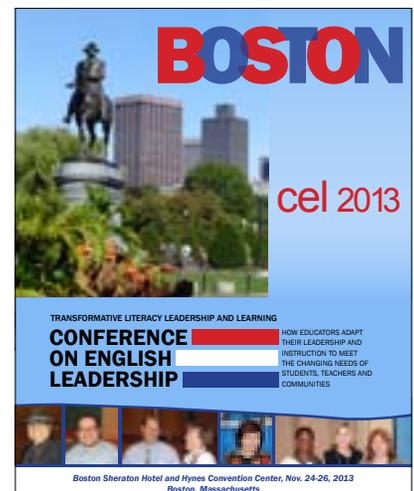


The CEL election was a really tight race, according to Kathy Nelson. She said it is a great victory for WCTE to have both Tom Scott and newly elected Lynn Aprill as distinguished leaders of CEL. See [NCTE announcement](#).



CEL keynoter and "Twitter Principal," Eric Sheninger, shares the power of social media networking. His blog earned him Best School Administrator Blog in 2011 and 2013. Sheninger explained how if he has a question, he just tweets it and gets instant, quality responses from his followers. Wisconsin attendee Kathy Nelson said she now uses her Twitter account more as a result and would welcome anyone to join her at Kathy Ne25927751. Takeaway goal: Make sure all graduates have a positive social media presence before graduation.

CEL now has monthly Twitter Chats. See <https://twitter.com/CELeadership>



Take a look at the full [CEL program](#) for a view of the wide ranging program over two days.

## Common Core State Standards

DPI continues to update its professional resources around standards-based instruction and assessment to support all students in English language arts, which can be found at <http://bit.ly/PK5ELASTAND>, [http://bit.ly/6\\_12ELASTAND](http://bit.ly/6_12ELASTAND), and <http://bit.ly/ELAinstr> or by going to the DPI CCSS webpage at <http://commoncore.dpi.wi.gov/> and clicking on the “Standards” and “Instruction” buttons underneath the scrolling pictures.

- Exemplar unit and lesson plans and tools that align Wisconsin’s education initiatives
- Research-based strategies and videos aligned to CCSS
- Research-based instructional practices and videos aligned to CCSS



Tamara Maxwell

### Teachingbooks.net is now incorporating qualitative measures for text complexity as a resource.

The qualitative measures will be crowdsourced. Districts around Wisconsin have started educator book clubs as part of their professional development where they evaluate the complexity of their texts and add the measures to the Teachingbooks.net database. Qualitative measures will be added to BadgerLink resources as well as Wisconsin Media Lab’s resources through a DPI database called CommonLinks.

DPI has created **research-based strategies and practices “one-pagers”** that will be housed on the Wisconsin RtI Center’s website: <http://www.wisconsinrticenter.org/>. These research-based strategies and practices are designed for universal instruction and are part of a continuum of support. These “one-pagers” can also be found in the “Standards” LiveBinders - <http://bit.ly/PK5ELASTAND> and [http://bit.ly/6\\_12ELASTAND](http://bit.ly/6_12ELASTAND) - organized under the strands and clusters.

Literacy consultants are facilitating a series of connected **webinars** throughout the 2013-2014 school-year on the topic of **Balancing Intervention and Prevention of Reading Difficulties**. Find the webinars at [http://bit.ly/13\\_14LitWebinars](http://bit.ly/13_14LitWebinars).

**BadgerLink has undergone a major revision** – check out the new and improved site at [www.badgerlink.net](http://www.badgerlink.net). It also has its Interactive Research Guide: <http://badgerlink.net/files/bl/researchguide/index.html>.

The DPI CCSS Team has many resources to educate **families and community members** about the Common Core and why the CCSS is a good thing for students <http://standards.dpi.wi.gov/ccss-community/ccss-community>, <http://standards.dpi.wi.gov/families/families>, <http://commoncore.dpi.wi.gov/wisconsin-administrator-common-core-state-standards-communication-toolkit>. Please be proactive about advocating for the CCSS.

**Follow us on Twitter:** @WisDPICCSS, @WisDPILit, @WisDPIMath, and @WisDPITech.

**Join the English K-16 listserv** for information about ELA by sending a blank email to: [join-englishk16@lists.dpi.wi.gov](mailto:join-englishk16@lists.dpi.wi.gov). You will then receive a system response asking to confirm your subscription. You are not an active member until you confirm.

## Smarter Balanced

Smarter Balanced has released expanded practice and pilot assessments reflecting accommodations, which can be found at <http://www.smarterbalanced.org/pilot-test/>.

# Meet Loren Glasbrenner, District 2 director

Without any doubt, I am proud to be elected as the new board representative for District 2. Our area is highly diverse and highly talented based on the resources that are within a short drive. District 2 includes an array of communities and districts: city, urban, suburban, and rural. Each of these areas contains vast positive opportunities to share – which is my focus as I sit on this highly energetic and professional board. And as a professional that knows how to throw a bale or milk a cow that now lives within a short distance to our capitol, I believe I can represent each area fairly.

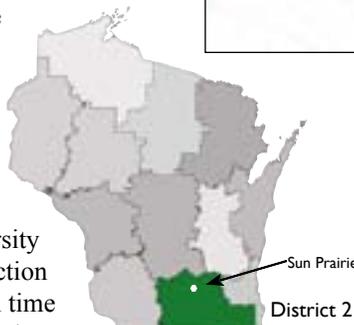
I grew up in the southwestern corner of our state in the tranquil rolling hills near Fennimore and Boscobel (where the majority of my family still resides and farms). I attended the University of Wisconsin - La Crosse and received my first degrees in English Education and English as a Second Language Education.

I was hired by the Green Bay Public School District and taught English language learners there for two years prior to coming to the Sun Prairie Area School District (where I currently teach). I later received a master’s degree with a focus in literacy also from the University of Wisconsin – La Crosse. Shortly thereafter, I received a National Board for Professional Teaching Standards certification in English/Language Arts for the Young Adolescent.

Currently, I am a doctoral candidate at the University of Wisconsin – Madison in the Curriculum and Instruction department with a focus in literacy while teaching full time still in Sun Prairie. I guess you could say - I like school.

Proudly, throughout the years, I have served as a student teaching supervisor, curriculum coordinator, state committee representative, new teacher mentor, forensics adjudicator, play/musical director, student council advisor, literacy coach, and staff developer.

Philosophically, I live and breathe middle school education. I expected to get to that high school literature teaching position shortly after working my way through a middle school job, but I just cannot leave. The tone, the energy, the love of learning that middle school students have matches my personality and drive really well. I enjoy daily their sarcasm, their questioning, their worries, their joy of learning, their struggles, and their growth (whether physical, mental, psychological and/or educational).



Contact Info

**Loren Glasbrenner**  
Patrick Marsh Middle School  
Sun Prairie  
[lgglasb@spasd.k12.wi.us](mailto:lgglasb@spasd.k12.wi.us)

Even in my 22nd year, I feel thankful to enjoy work every day. The processes of having students embrace rigorous standards while working through relevant tasks is a challenge and celebration. My colleagues at Patrick Marsh Middle School are some of the finest middle school educators in the country and I am proud to work on our team every day.

I have maintained that all educators must continue to seek out ways to learn, whether it is by a taking class or visiting a colleague. One of the greatest aspects of education is that opportunities abound for us to learn. Hopefully by representing District 2, I can bring awareness to those opportunities for the fine educators that I represent.

## PUBLICATIONS >> from Betsy Mulet and Brooke Ward, assistant editors

# Wisconsin English Journal invites writers, reviewers

### Editor

Mary Louise Gomez,  
UW-Madison

### Associate Editors

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Lilly, UW-Madison

Dawnene Hassett, UW-Madison

Melissa B. Schieble,  
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sity of New York

### Assistant Editors

Marci Glaus, UW-Madison

Betsy Mulet, UW-Madison

Brooke Ward, UW-Madison

### Editorial Board

Tamara Maxwell,  
Wisconsin DPI

Lynn Frick, Sauk Prairie High  
School

JoAnne M. Katzmarek,  
UW-Stevens Point

Barbara Dixon,  
UW-Stevens Point

Donna Pasternak,  
UW-Milwaukee

Karen Rogoni, UW-Milwaukee

Wendy Kropid, UW-Superior

The Wisconsin English Journal (WEJ) welcomes articles on all subjects related to teaching English in middle and high schools.

The theme for spring 2014 is **ensorship**.

We welcome articles about fresh methods and teaching practices in English Language Arts. We welcome

book reviews of recently published books about censorship, descriptions of teaching ideas, opinion pieces, and research articles related to English language arts and teaching. The deadline for the spring issue is Feb. 1, 2014.

The fall 2014 issue will have an open theme, welcoming any and all new ideas. The deadline is Aug. 1, 2014. In order to submit your research article, book review, opinion piece, or teaching idea, visit <http://journals.library.wisc.edu/index.php/wej> and click on "Register." Once you register as an author, you will be guided through the steps of

submitting your piece.

We believe that the juried journal process that we have organized is vital to developing excellent articles for readers. We hope that

all of you will be willing to be journal reviewers and help us support authors.

Because we are a juried journal with

each article receiving at least two anonymous reviews, the journal may hold more power for those concerned about the publication's impact on their careers. To become a reviewer for Wisconsin English Journal, visit <http://journals.library.wisc.edu/index.php/wej> and

click on "Register." Please consider submitting an article to the Wisconsin English Journal. We look forward to receiving and reviewing your texts. Wisconsin English Journal publishes in October and April.

To submit articles to the Wisconsin English Journal, log on to the [website](#) and follow the prompts. The deadline for submissions for the fall issue is Feb. 1, 2014.

## REMEDIAL EDUCATION >> from John Pruitt, UW-Rock County

# UW system examines best practices in remedial education

The University of Wisconsin System will soon appoint a task force to examine remedial education efforts across the UW System. According to the most recent data in the UW System alone, 24.5 percent of UW freshmen in fall 2012 required some form of remedial education. This figure is on par with national averages.

Further breaking it down, 9.9 percent of UW freshmen in fall 2012 required some English remediation. The percentage of students placed in remedial education in the

UW System has been relatively constant for the past five years.

The current report (from 2009) on UW System's remedial education will be presented at the December 2013 meeting of the Board of Regents. The task force will be charged with delivering its recommendations by the end of the 2013-14 academic year.

You can find this report at <http://www.uwsa.edu/opar/reports/remediation.pdf>.

## Want to Help Your Best Writers Shine?

# The 2014 NCTE Achievement Awards in Writing Contest for High School Juniors

Since 1957, NCTE has sponsored the Achievement Awards in Writing contest to recognize some of the best student writers in the nation. In 2013, 753 students were nominated

for this award, and 155 students were recognized by NCTE as outstanding writers.

For 2014, NCTE's goals for the Achievement Awards in Writing contest

are to honor more student writers and, therefore, to promote the importance of writing. If you would like to get involved, here are some tips to get you started:

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**Take the Lead:** Select one English teacher volunteer to serve as coordinator of the school nomination and submission process.

**Find the Best Writers:** Ask English teachers in your department to submit the names of their best 11th grade writers. Look beyond the teachers of current 11th graders; students' former ninth- and tenth-grade teachers are also good sources for nominees.

**Determine the Number:** The number of nominees allowed from each school is tied to current total enrollment in grades 10, 11, and 12.

**Narrow the Field:** The English department should determine which students will become your official representatives. The Achievement Awards in Writing contest rewards excellence in all modes of writing, so look for students who write with a lively voice, with passion, and with a talent with words, not just students with the top grades in English.

**Coach the Students:** Student nominees may submit up to 10 typed pages for their submissions, six pages of their best writing in any genre and up to four pages responding to a prompt listed on the contest website: <http://www.ncte.org/awards/student/aa>. Encourage your nominees to work through several drafts and revisions.

**Submit your Entries:** The submission deadline is Feb. 13, 2014. **Entries are submitted online by one teacher per school** at <http://www.ncte.org/awards/student/aa>.

**Get the Results:** Submissions are judged by a nationwide committee of English/ Language Arts educators. NCTE announces the results online in May.

**Honor your Nominees:** Student winners will have their names posted on the NCTE website and will receive certificates honoring their achievement. Many schools honor their student nominees at awards ceremonies. Finally, remind the nominees to include this honor in their college applications!

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### Ready to get started?

**The Achievement Awards in Writing** contest is a wonderful way to promote writing at your school while helping your best writers to shine. Coordinating the submission process

is professionally rewarding for many teachers. According to Martha Beall, an English teacher at West Springfield High School in Virginia, "It is exciting for me to mentor talented students who are keenly invested in their writing. Their

memorably polished poetry and prose awaken both my mind and heart."

To get started, visit the contest website at <http://www.ncte.org/awards/student/aa>.

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## Do Wisconsin students ever win? Of course....

### 2013 Wisconsin Student Achievement Award winners:

For Superior Writing  
(announced April 2013)

Daniel Scott, Homestead High School, Mequon  
Katherine Zellmer, Edgewood High School, Madison  
Madeline Brighthouse Glueck, West High School, Madison

### 2013 Norman Mailer Creative Non-Fiction The only Wisconsin semifinalist:

Alexandra Torrres  
Oak Creek High School

There were 23 High School Creative Non-Fiction semifinalists from which three finalists were selected and one winner.

# Wisconsin English Teachers' Calendar of Events and Deadlines

## January

- Jan. 31** Submission deadline for NCTE Edwyna Wheadon Postgraduate Training Scholarship, which provides funding for professional development experiences for English/Language Arts teachers in public educational institutions. The purpose of the scholarship is to support postgraduate training to enhance teaching skills and/or career development in teaching. [http://www.ncte.org/library/NCTEFiles/Sections/Secondary/Wheadon\\_Guidelines\\_and\\_Application.pdf](http://www.ncte.org/library/NCTEFiles/Sections/Secondary/Wheadon_Guidelines_and_Application.pdf)

## February

- Feb. 4** Early (reduced rate) deadline for registration for Winter Advisers' Seminar for journalism advisers. Seminar will be at Lake Lawn Resort, March 7-8. Sponsored by the Kettle Moraine Press Association. <http://www.kempajournalism.org/feature/winterseminar/>
- Feb. 7-8** WCTE Board meeting in Stevens Point at the Holiday Inn Hotel and Convention Center
- Feb. 13** Online submission deadline for Promising Young Writers: This school-based writing program emphasizes the importance of writing skills among eighth-grade students. For more information, see <http://www.ncte.org/awards/student>
- Feb. 13** Online submission deadline for NCTE Achievement Awards in Writing: This school-based writing program encourages high school students in their writing and recognizes publicly some of the best student writers in the nation. For 11th grade students. For more information: <http://www.ncte.org/awards/student>
- Feb. 17** Last day for online or mail-in registration for Conference on College Composition and Communication (CCCC) convention in Indianapolis, Mar. 19-24 <https://secure.ncte.org/store/register.aspx>
- Feb. 27** NCTE Literacy Education Advocacy Day in Washington, D.C. <http://www.ncte.org/action/advocacyday>

## March

- March 7-8** Winter Advisers' Seminar at Lake Lawn Resort, Delavan. Sponsored by the Kettle Moraine Press Association for advisers of student newspapers, yearbooks, literary magazines. <http://www.kempajournalism.org/feature/winterseminar/>
- March 19-24** CCCC Convention, "Open | Source(s), Access, Futures" in Indianapolis

## April

- April 15** Deadline for state nomination for NCTE High School Teacher of Excellence Award <http://www.wcteonline.org/awards-and-grants/ncte-high-school-teacher-of-excellence-award/>

## May

- May 1** Deadline for nominating a student teacher of the Outstanding Student Teacher Award. <http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>
- May 1** Deadline for nominating a first year teacher for the Nancy Hoefs Memorial Award for Outstanding First-Year Teacher <http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/>
- May 1** Deadline for WCTE's Lee Burress Intellectual Freedom Award. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

### WCTE Update January 2014

<b>President</b> Lynn Frick	<b>Secretary</b> Karen Kelley-Rigoni
<b>1st Vice-President</b> John Pruitt	<b>Treasurer</b> Tom Scott
<b>2nd Vice-President</b> Denise Meyer	<b>Update Editor</b> Linda Barrington

## Plot a Multi-Modal Murder Mystery: an Honors I Mini-lesson

We will be spending the next few weeks creating a multi-modal murder mystery website. First, we will read and take notes on a variety of short stories which involve mysteries of some kind. You will find that typically, a mystery story poses a question: Who stole the diamonds? Where is the missing will? Why did the professor set his wet boots inside the house and then walk away? What happened to the medieval tapestry that was shipped from Venice but never arrived in New York?

While mysteries usually involve crime, they can also concern puzzles that do not originate from wrongdoing. They may include searches for lost objects or for people who have disappeared even when no crime was involved.

Mysteries make frequent use of detectives, amateur or professional, as main characters. Clues are discovered. Finally, a satisfying answer to the major question of the story is required for the ending.

**Our mystery stories are going to be a bit unique, in that you will be creating a multi-modal murder mystery.**

What is a multi-modal writing project? In a multi-modal writing project, students incorporate images, sound (music, podcasts, voice-overs), video, animation, clip art, etc. into their writing. We are going to be publishing our murder mysteries with the website Weebly using the free version, so we will be limited as to the technology we can include. However, you will find a list of web page requirements at the end of this pre-writing exercise.

So, let's get on with YOUR mystery!

### **1** Choose a victim:

Name

Age

Occupation

Physical Description: What do they look like? What are they wearing? Any distinguishing characteristics (glasses, a cane, braces, etc.)?



Lynn Aprill is a District 8 director for WCTE and liaison to all the state directors. Former WCTE president, she teaches at Bonduel High School.



## FOR CLASS >> from Lynn Aprill, Bonduel High School

**2** Now figure out the details of the crime itself:

What was the murder weapon?

Where did the murder take place?

How was the victim killed?

**3** Next, choose your suspects. You should have several people who could have “done the deed.” Each suspect should have a motive for wanting the victim dead:

A.

B.

C.

D.

E.

**4** OK, what are your clues? You should have a list of things that the killer needed to have known or places that they should have been. Also there’s always evidence. Where did they find blood? Where was the murder weapon found? Whose fingerprints were found where?

1.

2.

3.

4.

5.

6.

7.

8.

9.



## FOR CLASS >> from Lynn Aprill, Bonduel High School

**5** Last, but not least, bring it all together. Fill in the chart so **ONLY** the murderer could have **ALL** of the clues point to him or her:

Clues → Suspects ↓	A	B	C	D	E

**6** Now that you've got your case figured out, how will you present it to the rest of us? This is where the multi-modal approach comes in.

### REQUIREMENTS:

- Award acceptance
- Eye-witness account of an event
- Talk-show script
- Diary / journal entry
- Interview
- Eulogy
- Judge's ruling
- Conversation with a famous figure
- News report
- Résumé
- Military/government report
- Newsletter
- Brochure
- Emails
- Tabloid article
- Sermon
- Police report
- Letter / notes to a friend

## **FOR CLASS >> from Lynn Aprill, Bonduel High School**

**Four pieces of realistic fiction (at least 20 sentences, four paragraphs in length)**

**Four or more photos or clip art supporting your writing**

- from the Internet
- taken by you

**Two other works supporting your writing**

- poem
- comic strip
- fakebook
- sticky note
- professionally recorded music or you singing
- “text messages”
- other (like detention slip, use your imagination)

### **FINAL WRITING PIECE**

Word document revealing the crime and the perpetrator

When taken all together, your audience should be able to figure out “Who Done It!”

### **WEBSITE REQUIREMENTS:**

- Use of Weebly site
- Five webpages
  - One page per genre listed above with appropriate graphic clues included
  - Last page with a list of suspects with pictures and brief descriptions, an embedded survey for readers to vote on their choice of murderer, and a link to a Word document revealing the crime and the perpetrator

### **WEBSITE EXTRA CREDIT:**

Recreate a scene on film, upload to YouTube, and embed in your murder mystery.

See an example at <http://ladysingstheblues.weebly.com/>