



Carol Jago

Carol Jago taught English in middle and high school for 32 years and directs the California Reading and Literature Project at UCLA. She is a past president of NCTE, serves as AP Literature content adviser for the College Board and chair of the English Academic Advisory Committee. She has published more than a dozen books, including "With Rigor for All: Meeting Common Core Standards for Reading Literature." She has edited the journal of the California Association of Teachers of English since 1995.

BIG IDEAS CHALLENGES

Carol Jago, Rebecca Sipe keynote with focus on Common Core

Common Core Standards discussion predominated the Gathering of English teachers, March 9-10 at Arrowhead High School in Hartland.

Kent Williamson, executive director of NCTE, start-edoff with an explanation of a national literacy initiative.

"No one organization can take responsibility for literacy education," he said, so NCTE has partnered with the Ball Foundation to create the National Center for Literacy Education.

Starting with a beta website, literacyinlearningexchange.org is starting its collaborative efforts by asking teachers to enter their school portraits: What does literacy look like in your school?

The goal is to improve collaboration among all teachers in a building to create a system-wide approach to literacy, not just literacy in English classes.

Carol Jago, past president of NCTE and a member of the Common Core Stan-

dards initiative, talked about some misunderstandings about the Common Core and ways to implement it.

We need to realize, Jago said, that Common Core Standards focus on results we should see in our students. The standards describe WHAT, not HOW students should be taught.

We need to remember that assessment will be **literacy** based, not **literature** based. In Wisconsin the Smarter Balanced consortium is using adaptive testing to create the Common Core assessments. They will be field tested next year. Teachers should get the results rather quickly, while they still have the students who took the assessment.

Another misconception is that the text exemplars in Appendix B are what we should be teaching. In fact, the list was selected to show models of complexity.

One of the things we can improve on as students move up through the grades is to scale back on scaffolding and give students greater independence. When they get to college, there will be no scaffolding.

From the President's desk

Kathy Nelson challenges us. >>Page 2

Submit proposals now

Save the date: Oct. 12, in Madison. Concurrent session proposals due June 1. >>Page 3

Summary and photos

Find out what took place. >>Pages 4-6

Updated look, functionality

Website redesign allows use of Paypal and removes some restrictions. >>Page 7

Welcome new ELA consultant

Tamara Maxwell is Wisconsin's new English Language Arts consultant. >>Page 8

Reading Research Symposium

Presentations, interactive discussions. Open to K-16 educators >>Page 9

Awards may be for you

Writing, doublespeak, student, teacher awards: NCTE has it all for you. >>Page 10

Wisconsin English Journal

WEJ welcomes submissions of articles for upcoming issues. >>Page 11

WCTE lists award winners

Catch up on the 2011 winners. >>Page 11

Wis. English Teacher Events

Events, deadlines for the Wisconsin English teacher are all lined up for you. >>Page 12



Kent Williamson

