



Register now; make plans

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WCTE ready to help

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CCSS Lesson Plan Template

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photo by Linda Barrington

WCTE Vice-President Jessica Gallo is the convention chair this year. Click to view her video on YouTube, where she welcomes you to the convention and explains some of the highlights as well as the pre-convention workshop.

Literacy, Diversity, and Reflection

WCTE is pleased to announce the 2012 WCTE Convention on Literacy, Diversity, and Reflection to be held Oct. 11-12, 2012, in Madison.

There is no question that Wisconsin's classrooms are diverse in terms of language, ability, race, culture, social class and geographic location.

This diversity at once enriches our classrooms and pushes us to constantly expand our notions of what literacy looks like and how it will be used to ensure our students' unique futures.

Like the students we teach, Wisconsin's teachers of English and literacy are diverse, too. We all have a variety of perspectives and experiences, and we all have valuable knowledge about what literacy and diversity look like in our classrooms.

By reflecting on our own practices and sharing our expertise with one another, we nurture our collective commitment to the students we teach.

In this spirit of gathering to reflect on the literacy and diversity of our classrooms, WCTE invites you to join us in Madison on Oct. 11-12, for **Literacy, Diversity and Reflection**.

We kick off the convention on Thursday, Oct. 11 with a half-day pre-convention workshop featuring Dr. Gay Ivey, a former middle school reading specialist and the Tasha F. Morgridge Chair in Reading at University of Wisconsin-Madison.

Dr. Ivey will facilitate an in-depth workshop on Thursday afternoon — *From Reading Engagement to the Common Core and Beyond: Nudging Students toward More Complex Texts and More Meaningful Lives*.

On Friday, Oct. 12, we have an exciting day of teacher-led sectionals that are sure to invigorate your teaching and enliven your classroom. Friday's keynote sessions include Dr. Ivey and Dr. John Scenters-Zapico, Associate Professor of Rhetoric and Writing Studies at the University of Texas at El Paso.

We hope you'll join us in Madison for Literacy, Diversity, and Reflection. Registration is available now at www.wcteonline.org, or see the registration form on pages 4-5.

See you in October!



Pre-Convention Workshop

Mark your calendar and plan to join us for a pre-convention workshop with Dr. Gay Ivey. Workshop fees include breaks and handouts. Discounted workshop + WCTE convention registration fees available; see the registration form on p. 3-4 for more information, or visit www.wcteonline.org to register.

Thursday, Oct. 11, 2012
12:30-4:30 p.m.
Crowne Plaza Hotel
Limited Space Available
Register Now

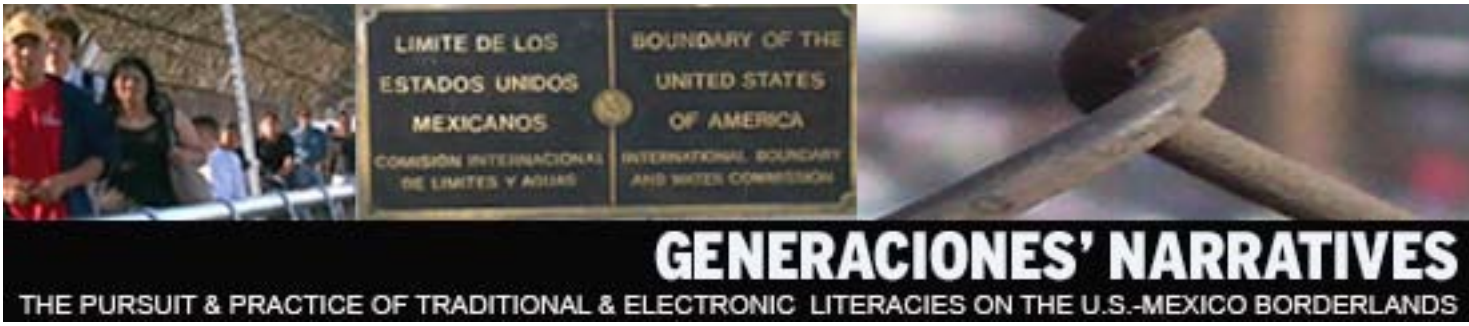
From Reading Engagement to the Common Core and Beyond: Nudging Students toward More Complex Texts and More Meaningful Lives

What happens to reading engagement as teachers and students turn their attention to the Common Core Standards? In this workshop we will examine how student-preferred reading can be used to mediate interest, knowledge and strategic reading in English/language arts classrooms. In turn, we will consider how engagement in a wide range of sophisticated texts influences not just students' reading, but also their emotional, social, and moral development. This workshop will include many real-classroom examples, practical strategies, and extensive lists of compelling young adult literature. Specifically, we will consider the following:

- Facilitating engagement in high-interest fiction that leads to engagement in nonfiction and student-generated research questions.
- Helping students consider multiple and divergent perspectives in and across texts
- Examining how text structures help readers to understand key ideas and concepts
- Strategic, close reading of nonfiction and fiction texts
- Student-generated strategies for reading complex texts
- Arranging for peer-led discussions inspired by fiction and non-fiction texts and topics
- Arranging for peer-led problem solving in reading complex text.
- Attending to uncertainty and ambiguity in text
- Examining the perks of engaged reading on personal and social growth



Dr. Gay Ivey



'Where There's a Will, There's a Way: Literacy Sponsors & Gateways of the 21st Century'

Prof. John Scenters-Zapico to present keynote at convention

The keynote will focus on English and Spanish traditional and electronic literacy sponsors and gateways, and how participants learned, practiced, and taught in the broader social contexts of home, school, community, and work. John centers-Zapico will focus on two facets: the stories people shared about those who sponsored them and the gateways they believed held opportunities to increase their literacies.

The talk will draw from stories and data from his two-year ethnographic study of over 200 bilingual literacy interviews in the U.S. and Mexico reported in his book, "Generaciones' Narratives: Traditional and Electronic Literacy Practices on the U.S.-Mexico Borderlands" (2010).

ABOUT JOHN SCENTERS-ZAPICO

John Scenters-Zapico, associate professor of rhetoric and writing studies and Director of the University Writing Center at the University of Texas at El Paso, has for the last 20 years taught and studied literacies in Arizona and Texas. His work appears in a variety of publications, ranging from Rhetoric Society Quarterly and American Indian Quarterly to Rhetoric Review and Computers and Composition.

His recent work includes two chapters reporting the data from the Generaciones project, "Los Puentes Stories: The Rhetorical Realities of Electronic Literacy Sponsors and Gateways on the U.S.-Mexico Border from 1920–2001" (in Rhetorics of the Americas) and "Transnational Translingual Literacy Sponsors and Gateways on the U.S.-Mexico Borderlands" (in Rhetoric and Writing across Language Boundaries, forthcoming), and a multimodal article, "Traditional and Electronic Literacy Sponsorship Forms" (Computers and Composition On-Line). His current book, "The Literacy Reader," is under contract with Oxford UP and due out late 2013.

Two in progress studies seek to understand literacy in larger social ecologies. For the last two years he has video interviewed and surveyed the role of literacy sponsors, and electronic literacy instruction in minimum wage workplaces, tentatively titled Literacy in the Margins: The Emergence of Electronic Literacies in Low Wage Workplaces. For the second study, Violence and Education on the U.S.-Mexico Border, he has been surveying families affected by the drug violence in Mexico and the consequences on their educational, economic, and social lives.



photo provided by John Scenters-Zapico

John Scenters-Zapico will present the keynote based on his book, "Generaciones' Narratives: Traditional and Electronic Literacy Practices on the U.S.-Mexico Borderlands."

2012 WCTE Convention Registration Form

Literacy, Diversity & Reflection

Crowne Plaza Hotel, 4402 East Washington Ave., Madison, Wisconsin 53704

Thursday, Oct. 11, and Friday, Oct. 12

Pre-Registration Deadline: Oct. 1, 2012

To register online and for more information, please visit www.wcteonline.org.

To register by mail, please send a copy of this registration form and payment in the form of a check payable to the Wisconsin Council of Teachers of English (WCTE).

Name: _____ Job Title: _____
Mailing Address: _____ _____
School/Organization: _____
Purchase Order # (if applicable): _____
Email Address: _____

Convention Registration Fees			
	Thursday Workshop	Friday Convention	Both
WCTE Members	\$85	\$85	\$150
Non-members	\$125	\$125	\$230
Students/Retirees	\$40	\$40	\$75

<p>To register for the convention, complete this form and mail with a check/money order to:</p> <p style="text-align: center;">WCTE 2012 Conference Registration Dept. of Curriculum & Instruction Enderis 310 UW-Milwaukee PO Box 413 Milwaukee, WI 53201</p> <p>Keep a copy for your records!</p>	<p>Thursday workshop fees include snacks. Friday convention fees include breakfast and lunch choice.</p> <p>Please check your preferred lunch choice:</p> <p>_____ Curried Vegetable and Rice Sauté</p> <p>_____ Braised Beef and Mushroom Pasta</p> <p>_____ Seared Honey Dijon Chicken</p>
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<p>Convention Fees:</p> <p>Registration: \$ _____ Membership Dues: \$ _____ Total Enclosed: \$ _____</p> <p style="text-align: center; font-size: small;">(If time to renew, see membership form on page 4)</p> <p>Make Checks Payable to WCTE</p>
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Hotel Rooms

A limited block of rooms has been reserved at the Crowne Plaza Hotel, the conference venue, at 4402 East Washington Ave., Madison, WI 53704, for Thursday, Oct. 11.

To receive the reduced conference room rate you must reserve a room by **Sept. 30, 2012.**

Guest room rates for the conference:

Single: \$70.00

Double: \$90.00

To make a reservation, please call 608-244-4703 or go online to <http://www.cpmadisonhotel.com>. Be sure to mention that you are with the Wisconsin Council of Teachers of English/WCTE

WCTE Membership Information

This form represents a New Membership Renewal

WCTE District (CESA): _____ (1 - 12; if you do not know your CESA, please check one of the options below)

- Please look up my CESA for me based on my **school** address: _____
- Please look up my CESA for me based on my **home** address: _____

What grades do you teach (circle)?

Elementary Middle Secondary Post-secondary

Are you an administrator or specialist (circle)?

Dept. Chair Elem. Admin. Middle/Secondary Admin. Reading/Language Arts Specialist

What sort of member would you like to become (circle)?

Standard\$30	New Teacher\$20 (1-2 yrs in profession)
Contributing\$40	Retiree\$15
Sustaining\$50	Student\$ 5

Volunteer Opportunities

Are you interested in serving the profession in one of the following capacities? (check all that apply)

____ Sectional Introducer	____ Registration Desk	____ Membership Desk	____ Convention Planning
____ Centennial Planning	____ Multicultural	____ District Representative	____ Awards & Honors
____ Strategic Planning	____ Publications	____ Advocacy	____ English Education

Volunteers will be contacted via email at a later date.



photo provided by Kathy Nelson

State educational leaders from all disciplines found new organization in Madison on August 13, 2012. Front row (seated): Kathy Nelson, Lisa Ulik, Jan Weinhold, Leyla Sanyer, Deana Zorko. Second row (standing): Joyce Uglow, Eric Brunsell, Steve Bower, Mike Scoville, Rhonda Watton, Dave Ebert, Mike Koren, Lisa Koencke, Frank Juarez, Jim Scheuer, Lauren Rosen, Greg Groom, Doug Burge.



YouTube videos

Notice & Note Series

Click on these titles to watch Bob Probst and Kylee Beers talk about these topics.

[Importance of Close Reading](#)

[Literature in the Contemporary Classroom](#)

[Rigor and Text](#)

WCTE ready to help with resources, conference, more

Just finished writing the names of all my 165 students on index cards, which I use for various things throughout the semester, found my lunch bag with the protein bar from last spring skipped for a student senate picnic provided for teachers, and checked out my newly “deep-cleaned” classroom, so I guess I’m ready to go back to school.

Going back will be a little different this year. The state’s RtI initiative means big changes at our high school and hopefully at yours as well as we address students’ individual needs. And again, the CCSS will necessitate a careful review and adjustments of our curriculum over this and the next few years.

As English teachers, we are in a great position to embrace these changes – especially students’ mastery of literacy skills, a responsibility now shared with other disciplines. While this will be a big stretch for some of our colleagues in the other disciplines, this is what we have been trained to do and have mastered. Here’s an opportunity for English teachers to assume a leadership role within our schools doing our part assisting others with teaching these skills to enhance student learning. I encourage you to avoid seeing this as additional work, rather as a way to share the responsibility for students’ success.

A big part of this will be facilitating close reading. NCTE leaders, Kylee Beers and Bob Prost, have a new book out that might help. See their podcasts and learn more. [Click on links in the box above.]

And for more hands-on learning, save the dates, Oct. 11-12, to attend Literacy, Diversity, and Reflection, WCTE’s state workshop and conference. Keynote speakers and session presenters will engage you in just what you need to know, and you will have an opportunity to exchange ideas, question, connect and network with experts and colleagues as well. I just completed my online registration. What are you waiting for? Do it today!

Speaking of reflection, as I ready for the new school year, I must thank you, WCTE, for so enriching my summer and better preparing me for the school year ahead.

In mid-July past president Lynn Aprill and I joined other NCTE affiliate leaders in St. Louis. We learned more of NCTE programs and resources while learning much from one another’s experiences as state leaders. We came away with our own goals for WCTE and were able to share them with the board and district directors a few weeks later. NCTE’s own Millie Davis led us through a new perspective called appreciative inquiry to first examine our strengths and then to build upon those. We applied Kaizen (善), Japanese for “improvement” or “change for the better,” to both our WCTE affiliate as well as to our own practice. [See page 9.]

For your chance to dig in and benefit from this personal and professional development, attend our annual meeting following our conference or contact me for a way you, too, can be an active part of your professional organization.

And finally, I want to thank you for the opportunity to represent WCTE at the founding of a new state-wide organization of leaders from teachers’ groups representing all disciplines. We came away learning from the different structures, offerings and workings of one another’s professional organizations and looking forward to meeting again this fall. See the photo above from our first meeting.

So as you start your school year, remember

- Dr. Seuss: “I like nonsense; it wakes up the brain cells;”
- kids give you a fresh start every day;
- when you may feel isolated within your classroom or when the going gets tough or when you just want someone who understands to share your joy, know that WCTE provides a place for you to turn and be reminded you are not alone.

Ellyn Lem to be presented with 2012 Lee Burress Intellectual Freedom Award

Congratulations to Dr. Ellyn Lem, Associate Professor of English at the University of Wisconsin-Waukesha, for winning the 2012 Lee Burress Intellectual Freedom Award!

Granted to an educator, librarian, volunteer, administrator, group, or organization who has resisted censorship or efforts to abridge the freedom of individuals to read or view materials of their choice, the award recognizes a particular action or a long-term interest in and dedication to the cause of intellectual freedom. It was begun in honor of Lee Burress, a long time educator at the University of Wisconsin-Stevens Point, who exemplified these attributes in his life and in his teaching.

According to her nominee, Margaret Rozga, Professor of English Emerita at the University of Wisconsin-Waukesha, Ellyn has a keen ear for bringing to the table forgotten or overlooked voices. For example, she learned that students wanted more opportunities to connect with each other and with faculty and staff. To meet this need, she obtained a grant to start "Immersion Excursions." Under this program, faculty and staff design field trips often with a slant toward an afternoon of community service. Ellyn's choice of trip has most often involved visiting veterans at the VA Hospital.

Ellyn's interest in working with veterans expanded to working with student veterans as well. Because many of these students drop out because of a lack of support services, she started finding veterans, encouraging them to find each other and gathering together the core of an organization that began to plan programs.

One of these was a Veterans Day program that included those from the faculty, staff, student body and alumni. Selected veterans representing several wars spoke; all veterans were recognized, the first time such recognition was offered at the Waukesha campus. The current project for the veterans group is to have a drop-in space where they can socialize informally and plan additional programs and projects.



Ellyn Lem

According to Rozga, none of this would have happened without Ellyn as the motivator and organizer. None of the student veterans or those who feel themselves academically marginalized would have been given these opportunities to have their voices heard and become part of the campus conversation without her. Of course, she

[Ellyn] does it all with such good cheer that others want to join in the fun she is so obviously having.
~ Margaret Rozga, UW-Waukesha

has people who agree with her, people who help her and people who cheer her on, but she is at the forefront.

She has the vision to conceive of overall plans to meet critical needs and the willingness to do the essential work to accomplish those plans. She does it all with such good cheer that others want to join in the fun she is so obviously having.

For all her hard work to bring the voices of others to the table where they can be heard and their needs addressed, WCTE most enthusiastically congratulates her for winning the Lee Burress award.

WCTE invites two-year college English teachers to join our ranks

As an English teacher at a two-year school myself, I'd like to invite you to join our organization and attend our annual convention at the Crowne Plaza Hotel in Madison on October 12.

Those of us in the two-year system face a number of challenges and embrace a number of interesting opportunities. Of course, most of us find our work deeply satisfying. As we know, teaching is a mission, but this work isn't for everyone. It's for the committed teacher who wants to help everyone make better lives, everyone including the students aged 16 to 70 with a wide range of life experiences and varying degrees of academic preparation.

While this diversity is exciting, it also makes our teaching rather challenging. These students are more likely than their four-year counterparts to need remediation, to delay their entry to college after graduating from high school, to enroll part-time, to be single parents, to work more than thirty hours a week, to be financially independent, and to be the first in their families to attend college. In fact, almost half of all new two-year college students are underprepared as measured by institutional placement assessments. At the same time, however, two-year-college students tend to be goal oriented and highly motivated. Teaching them can be tremendously satisfying because they are more likely to spend more time studying and writing papers, working harder to meet our expectations, attending class regularly, and preparing for class.

I look back to my classes at Florida State University during my first two years. My General Biology for Nonmajors course accommodated approximately one thousand students, more than five times the size of my entire high school. Even my British Literature surveys capped at roughly fifty students, nearly twice the size of my graduating class. Those professors had no choice but to adhere to one static pedagogy — lecture. I'll give them credit because they did their best based on the circumstances. Now that I'm in that role myself, I stand at the front of a room of only twenty-four writing students and twenty literature students. If I lecture for more than five minutes, I risk losing them to the temptations of their smart-

phones. Unfortunately, I can't compete with text messaging and Angry Birds.

This is where WCTE comes in handy. While we converse with our immediate colleagues, WCTE provides the opportunity to converse with teachers from around the state. I'd like to learn more about the strategies used by teachers in the more rural northern areas, and I hope that the strategies that appeal to my working-class students in Rock County might work in metropolitan Milwaukee. I learn about interesting assignments from high school teachers, and then intensify them a bit for my college students.

Statistics show that the students who begin their educational careers at two-year colleges



John Pruitt



photo from UW-Rock County viewbook

Teachers at two-year colleges have students anywhere from 16 to 70 years of age. They have a wide range of life experiences and varying degrees of academic preparation. English teachers would benefit from the opportunity to meet other teachers at WCTE events.

are better prepared for their upper-level courses than are the students who enrolled immediately at four-year institutions. I like to think that I'm at least partly responsible for this success. I also have to thank my colleagues for their guidance, colleagues including the members of WCTE. Join us and see what we have to offer!



Now on WCTEonline: Leave a Reply

More than ever before, the information highway for WCTE has become a two-way street. The recent redesign of WCTEonline makes it easy for visitors to post responses to Latest News and current Featured Items on the front page, and also to spread the word about WCTE events and programs through social media such as Twitter and Facebook. These features promise to give members a share in authorship and to make WCTE's online experience more participatory and responsive to member needs.

For each current item on the home page, such as the announcement of the latest Wisconsin English Journal or board meeting, visitors who click on the item will see at the bottom a set of buttons with the logos of popular networking services. Visitors who are registered users of [Facebook](#) or [Twitter](#), or subscribers to [Delicious](#), [Digg](#), or [Reddit](#), can simply click on the respective button to be transported immediately to the service's login page. From there, they can share the WCTE information with their whole network.

Visitors can also leave comments right on WCTEonline.org. A little further down from the



bottom of each current post, there is a text box where anyone can add a comment [see illustration above]. Each submitted comment is reviewed for appropriateness and then posted for all to see, usually on the same day or the following day.

How to Reply to a Post

Comments may be left in response to an item from WCTE or to someone else's comment. To reply directly to a WCTE item, look for the box under the header "Leave a Reply." There are spaces for some required identifying information (the writer's email address will be collected by WCTE, but not posted) and for an optional website URL, the text box itself for writing the response, and then a "submit" button, all of which is pretty self-explanatory. To reply to someone else's comment, the procedure is similar except that instead of using the box under "Leave a Reply" the

respondent should click on the small "REPLY" link within the specific comment being replied to. There's a potential for lengthy discussion threads, so it's important for commenters to be careful about exactly which message they are commenting on.

Plain text is all that's needed for a message, but tech-savvy users can add headlines, formatting, and links to their replies. This is done with a simple version of hypertext markup language (HTML). For example, to italicize a word or phrase, the comment writer would insert the letter "i" in angle brackets right before the italicized word, and "/i" in angle brackets immediately after the word, so that the word appears italicized on the screen. In other words, the following string of letters in a typed reply

`<i>important word</i>`

looks like this

important word

in the posted response. Brief instructions for formatting and linking can be found below the reply text box in every current post. [See illustration at left.]

More interactivity

Plans are in the works to start a regular web-based discussion of current issues for Wisconsin English teachers on WCTEonline.org using the commenting features described above. Watch for this discussion to start during the upcoming school year. Meanwhile, members have already started taking advantage of online membership applications and event registration, including secure payment by credit card. WCTE now has an account with [PayPal](#) so that individuals who submit the registration and membership forms they complete at WCTEonline are automatically sent to the secure PayPal site, where their selections are recorded and they enter credit card information. PayPal then notifies WCTE of the transaction, and funds are transferred to WCTE without WCTE ever seeing the user's credit card information.

WCTE expects many registrants for the fall convention and one-day workshop to take advantage of online registration and payment. But WCTE acknowledges that some members, such as those who must pay via a school purchase order, may not be ready to use online payment. So for the time being members who choose to do so may still join, register, and pay the old-fashioned way, by printing out the forms and mailing them in via the U.S. Postal Service, which, at least as this article went to press, was still in business.



John Zbikowski

Why teachers keep coming back to NCTE



Kay Haas

Dear Wisconsin English teachers,

On behalf of the Secondary Section Steering Committee, I want to invite you to attend the NCTE Annual Convention this November. Attending my first NCTE Convention way back in 1978 in Kansas City was a milestone in my career, and I believe I've missed only two conventions

since then. I'm confident that whether this would be your first or your 31st experience, you will find this year's offerings a great fit for extending your classroom expertise.

In collaboration, members of the Secondary Section Steering Committee have created the following top ten list to explain our **motivation for returning to the Convention year after year:**

1. Being able to hobnob with key ELA educators whose works we've read.
2. Meeting the authors whose books our students (and we) love.
3. Perusing NCTE and other professional resources to order or take home with us.
4. Forming personal, professional career-long friendships with colleagues across the country.
5. Feeling encouraged to take risks to expand our classroom strategies.
6. Immersing ourselves in a rush of hot-off-the-press classroom ideas.
7. Attending sessions that challenge our thinking and change our practices to better meet the needs of our students.
8. Revitalizing our instruction through sessions focused on media and technology.
9. Connecting with teachers in other schools to see how they tackle the same issues we face in the classroom.
10. Getting that inspirational boost to keep us going in the classroom throughout the year.

At the same time, we realize that attending the Convention is expensive, and for many attendees the experience wouldn't be possible without garnering support from others. As a result, we offer the following **ideas for securing funding:**

- Ask your supervisor about professional development funding set aside in your district for these purposes. As a payback, upon your return, you could present to colleagues on what you gleaned at the Convention.
- Don't hesitate to ask family members to make a contribution as a birthday or holiday gift. In turn, your family may be glad to know their hard-earned money is investing in your career.
- Make plans to partner with others, in or outside your district, in booking hotel rooms.
- Looking toward the 2013 Convention, consider submitting a proposal to do a session that would showcase a successful ELA program in your district. Doing so might encourage your supervisor to support you financially.

As you'll note in my upcoming English Journal article detailing our Secondary Section Events, "What Happens in Las Vegas . . . Ends Up in Your Classroom."

Please consider joining us in Las Vegas for our Secondary Section Get-Together on Thursday with Kylene Beers and Robert Probst; our High School Matters session on Friday with Carol Jago, Sara Kajder, Sara Brown Wessling, with 25 roundtable discussions; our Secondary Section Luncheon on Saturday with Sherman Alexie; and nearly 300 convention sessions specifically focused on teaching in the high school ELA classroom.

Finally, don't hesitate to introduce yourself to members of the Secondary Section Committee so we can personally welcome you to Las Vegas. I hope to see you there!

CEL CONVENTION >> Linda Barrington, CEL Program designer

Making Conference on English Leadership a priority

Although I've attended many wonderful NCTE conventions (a 'must-do' for every English teacher at one time or another), I have to say that the CEL convention is one of NCTE's best-kept little secrets.

CEL is the cherry on the top of great professional experiences. And here's why you'll want to go to Las Vegas for this year's convention:

- The CEL convention is much smaller than NCTE's. Maybe 200 people

attend, many of them repeating from year to year, so you actually get to meet and know great English teachers of many grade levels from across the country.

- The sessions at CEL are smaller in size, allowing for discussion and group interaction that is really valuable.
- Many great leaders, authors, teachers in the field of English are right there with you in the same sessions and

you get to know them.

- Breakfasts and lunches are included, which means you have more face-time with those English gurus.

This year's speakers include author Nicholas Sparks, Kelly Gallagher, Harvey "Smokey" Daniels, Peg Tyre, Penny Kittle, Tom Romano and more. To see the complete program, go to www.ncte.org/cel/annualconvention. Scroll down to see the main speakers and concurrent sessions.

Advancing education reforms and how they affect English teachers



Tamara Maxwell

ADVANCING EDUCATION REFORMS

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. State Superintendent Tony Evers has set these target goals to achieve by 2017:

- Further increase graduation rate from 85.7 percent to 92 percent.
- Increase career and college readiness from 32 percent to 67 percent.
- Close graduation and career and college readiness gaps by 50 percent.
- Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics.
- Adopt the Fair Funding for Our Future plan to make school finance more equitable and transparent.

For more information about “Every Child a Graduate – Agenda 2017,” view a four-minute video [at right] at <http://youtu.be/ORnr6fvDeR8> and the implementation timeline at http://dpi.state.wi.us/sprntdnt/pdf/agenda_timeline.pdf.



HOW EDUCATIONAL REFORMS AFFECT ENGLISH TEACHERS

Standards and Instruction: Ongoing

- **The implementation of Wisconsin Common Core State Standards for English Language Arts is continuing.** The DPI is creating materials around lesson and unit plan design, text complexity, grammar instruction, modes of writing, and vocabulary. As resources are created, they will be accessible at the Read Wisconsin Website, which can be accessed at <http://www.readwisconsin.net/> and the English Language Art Homepage, which can be accessed at <http://www.dpi.wi.gov/standards/ela-tchingandlrng.html>. Information will be sent out on the EnglishK16 listserve. To subscribe to englishk16, send a blank email message to: join-englishk16@lists.dpi.wi.gov.

Assessments and Data Systems

- **School Report Cards: 2012-2013**
This fall, DPI is releasing school accountability report cards. Designed to inform conversations about a school’s successes and areas for improvement, the data reports the new college and career readiness benchmarks, aligning the WKCE data to the NAEP standards. For more information, visit <http://dpi.wi.gov/oea/pdf/impactdata.pdf>.
- **Smarter Balanced Assessment: 2014-2015**
WKCE will be replaced with Smarter Balanced Assessment for the 2014-2015 school year. The Smarter Balanced Assessment is a mandatory, computer adaptive state assessment that will be administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics. For more information, visit <http://www.dpi.wi.gov/oea/sbac.html>.

Educator Effectiveness: 2014-2015

- The primary purpose of Wisconsin's Educator Effectiveness System is to support a system of continuous improvement of educator practice from pre-service through inservice that leads to improved student learning. The system will evaluate teachers and principals through educator practice and student outcomes. For more information, view a 27-minute educator effectiveness webinar at <http://dpi.wi.gov/tepd/edueff.html#Principles>.

If you have any questions or comments, please contact Tamara Maxwell at tamara.maxwell@dpi.wi.gov.

'Appreciative Leadership' lets Board look at what WCTE has done well to plan for tomorrow

NCTE's Millie Davis started off the WCTE board in-service this summer by asking them to look at the issues affecting English education in Wisconsin:

- 1. Curriculum:** Schools are revising curriculum based on the Common Core Standards to prepare for a test which does not yet exist. Why does this matter? We are losing literary content to emphasize informational texts. We need to continue to emphasize the significance of both literary AND informational texts.
- 2. Teaching English:** We need to support preservice teachers and keep current teachers. We can help them with deepening content knowledge and mentoring, through collegiality and sharing.
- 3. We need to shift how we teach** because of public attitudes toward education, helicopter parents, high stakes, direct talk, lack of ownership, less critical thinking and sustained thought and reflection. [See chart.]

Then they looked at the challenges of professional organizations today. In the past people needed/wanted publications, membership and meeting/conferences from their state and national organizations. But not now. With membership down, one can deduce that the old way of doing business will not sustain WCTE into the future. Organizations that don't adapt will die. Value is what will help an organization live.

Millie then had board members focus on what WCTE does really well, "Appreciative Leadership." Then they looked at what WCTE can become to better serve its members in the future: networking, digital resources to facilitate that, reaching members where they are. The discussion will continue throughout the year.



Millie Davis
NCTE Division Director,
Communications & Affiliate
Services.

Appreciating WCTE

~from Millie Davis

WCTE...

- Manages our money well
- Provides collegiality
- Energizes attendees at convention with ideas
- Puts on a bang-up convention by bringing in a balance of researchers and practitioners
- Really honors all English teachers no matter sec, college, small-school, big school, etc
- Produces incredibly informative publications
- Leverages professional connections within and beyond the state
- Provides collaborative opportunities for English educators
- Keeps up with trends in the teaching of English
- Provides recognition of good teaching



Fisher & Frey's instructional models recommended

As the DPI's English Language Arts and Literacy consultant, Tamara Maxwell facilitated the afternoon in-service on Creating Models for Sharing Grammar Instruction. The Common Core State Standards is the starting point for any model of instruction. Common Core State Standards, she said, work best when addressed in an integrated format.

Maxwell recommended "Gradual Release of Responsibility, Guided Instruction" by Douglas Fisher and Nancy Frey. The different levels of support necessary to help students develop a skill to independence include focus lessons, guided practice (questions, prompts and questions), collaborative learning and independent task. These are not steps... 1, 2, 3, 4. Rather, a skilled teacher would shift between the levels of support within any given instructional situation as needed by the students.

This idea of varying the level of teacher responsibility depending on student need is not one that is specific to English language arts; it is particularly appropriate to this content area because of the intricate nature of the development of writing skills.

Resources around this topic: "Guided Instruction" by Douglas Fisher and Nancy Frey and "Productive Group Work" by Nancy Frey.

The group reviewed the "Wisconsin's Principles for Teaching Conventions, Grammar and Usage." The BIG idea behind these principles is that grammar must be taught; however, the preference is that grammar be taught in context based upon the writers' needs. (Constance Weaver, Harry Noden, Rei Noguchi, Nancie Atwell, etc.)

MILWAUKEE AREA WORKSHOP >> Mariann Maris, MAAAE coordinator

Social Media in 21st Century Classrooms

The Milwaukee Area Academic Alliance in English invites you to mark your calendars for Saturday, Oct. 20, Greene Hall, at UW-Milwaukee. Tanya Joosten, Director of UW-Milwaukee's Learning Technology Center, will facilitate a workshop on Social Media in 21st Century Classrooms.

Also, 'friend' the Milwaukee Area Academic Alliance in English Facebook page if you haven't friended it already. <https://www.facebook.com/pages/Milwaukee-Area-Academic-Alliance-in-English/348694066064>

For more information, contact Mariann Maris at mariann.maris@gmail.com.

LOOKING BACK >> Emily Ihrke, WCTE archivist

Fourth convention gives glimpse of interests in 1962

While going through some WCTE files, I came across the program for the "Fourth Annual Convention" of the Wisconsin Council of Teachers of English — the convention from 50 years ago.

The 1962 convention was held at the Hotel Loraine in Madison, over two days in April. Opened in 1924, Hotel Loraine was renowned for its grand lobby, exquisite dining and fabulous Crystal Ballroom. (The downtown Madison landmark building has since been transformed into luxury condominium homes.)

Sectional topics at that year's convention included "Structural Grammar in the Classroom," "Generative Grammar," "The Psychological Validity of Programmed Learning," "How Shall We Train Teachers of English," "Research in the Language Arts," "The Language of Hamlet," "Team Teaching in Wisconsin—A Progress Report," and "Developmental Reading in the Secondary School."

The NCTE President, Dr. G. Robert Carlsen, gave an address entitled "The Adolescent and Literature in Three Dimensions." The keynote speaker, Dr. David DeCamp of the University of Texas, gave a talk entitled "Let's Be a Little Kinder to Miss Fidditch."

The convention planning committee was made up of 26 English teachers from Madison (Edgewood High School, Madison public schools, UW, etc.).

WCTE Committees that met at the 1962 convention were as follows: Committee on Articulation, Committee on the Preparation and Certification of Teachers of English, Committee on Professional Standards, Committee on Publications, Committee on the State English Curriculum and Committee on Textbook Evaluation.

In 1962, WCTE officers and directors included (the now-famous WCTE members) Dr. Virginia M. Burke, (professor of English at UW-Milwaukee), Jarvis E. Bush (teacher at Wauwatosa (East) High School and namesake of the Jarvis E. Bush Award for successful techniques in teaching composition) and Sister Mary Hester (professor of English at Mount Mary College who went on to chair the NCTE convention in Milwaukee in 1968).



~ Mount Mary College archive
Sister Mary Hester, SSND

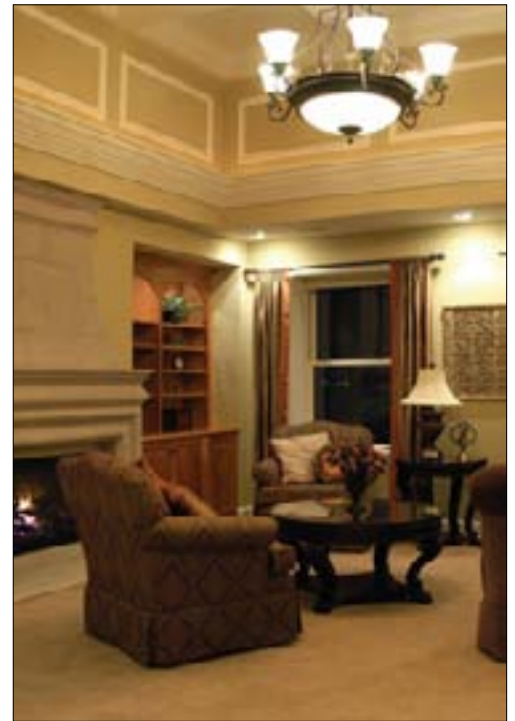


Photo of the lobby from The Loraine website

Wisconsin English Journal invites writers, reviewers

Editor

Mary Louise Gomez,
UW-Madison

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Lilly, UW-Madison

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

For spring 2013, we have chosen the theme of Diversity: An Asset to Education. From students' background knowledge to using various texts, we

invite you to submit articles showcasing the importance of diversity in your classroom and how it has contributed

to students' literacy

development. The due date for the spring issue is Feb. 1, 2013. The theme for the fall 2013 issue is the Common Core State Standards, and the due date is Aug. 1, 2013.

We also have call from Dr. Dawnene Hassett, one of our associate editors:

Call for Idea Submissions: The New Adventures of Old Literature

Future issues of this column will contain your own teaching ideas. To submit an idea, email me at ddhassett@wisc.edu. Submit a paragraph or an outline about how you teach a classic piece of literature in ways that resonate

with today's students. Include your phone number and email at the bottom of your submission, and I will be in touch with you as we work together to publish your units or lessons.

Sincerely Yours, Dawnene Hassett, Associate Editor

To submit articles to the Wisconsin English Journal, log on to the [website](#) and follow the prompts. The deadline for submissions for the spring issue is Feb 1, 2013.

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.

Publication dates: Oct. 1 and April 1.

Wisconsin English Teachers' Calendar of Events and Deadlines

September

- Sept. 14** Deadline for WCTE's Robert C. Pooley Foundation Awards: Robert C. Pooley Research Award, Lucille S. Pooley Award (for creative teaching) and Jarvis E. Bush Award (for successful teaching of composition). More Information: <http://www.wcteonline.org/awards-and-grants/robert-c-pooley-foundation-awards/>
- Sept. 15** Deadline for NCTE's Doublespeak Award, an ironic tribute to public speakers who have perpetuated language that is grossly deceptive, evasive, euphemistic, confusing, or self-centered. More information: <http://www.ncte.org/volunteer/groups/publiclangcom/doublespeakaward>
- Sept. 15** Deadline for NCTE's George Orwell Award, which recognizes writers who have made outstanding contributions to the critical analysis of public discourse. More information: <http://www.ncte.org/volunteer/groups/publiclangcom/orwellaward>

October

- Oct. 1** **Pre-registration deadline for WCTE convention**
- Oct. 11** WCTE pre-convention workshop in Madison. Featured speakers: Gay Ivey and John Scenters-Zapico
- Oct. 12** WCTE Fall convention in Madison. Theme: Literacy, Diversity, and Reflection.

November

- Nov. 1** Last day for online or mail-in registration for NCTE convention in Las Vegas, Nov. 15-18
<http://www.ncte.org/annual/registration>
- Nov. 15-18** NCTE Convention in Las Vegas
- Nov. 18-20** CEL Convention in Las Vegas

December

January

February

- Feb. 1** Mailing 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. 15** Mailing 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 more information: <http://www.ncte.org/awards/student>

WCTE Update September 2012

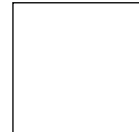
President Katherine Nelson	Secretary Karen Kelley-Rigoni
1st Vice-President Jessica Gallo	Treasurer Tom Scott
2nd Vice-President Lynn Frick	Update Editor Linda Barrington

CCSS Lesson Plan template: 'Healthy' Lesson and Unit Plans



The United States Department of Agriculture (USDA) has created a food guidance system that is comprised of the MyPlate symbol [left] and other materials to help Americans make healthy food choices and to be active every day. Without telling people exactly what to eat, the dietary guidelines provide people with the building blocks – fruits, vegetables, grains, protein foods, and dairy – for a healthy diet but allow people to select the specific food items that work for them.

Putting together well-balanced meals is a lot like putting together lesson and unit plans. There are core elements – standards, a balanced assessment system, and instructional practices, strategies, and resources – that should be included, but districts must select the specifics that work for their local communities.



Standards



Assessments



Instruction

The Wisconsin Department of Public Instruction has created lesson and unit plan templates that align with Wisconsin Standards, RtI, educator effectiveness, 21st Century Learning, and Universal Design for Learning. The templates outline the core elements of lesson and unit design – standards, a

The Wisconsin Department of Public Instruction has created lesson and unit plan templates that align with Wisconsin Standards, RtI, and Educator Effectiveness. They outline the core elements of lesson and unit design – standards, a balanced assessment system, and instructional practices, strategies, and resources – which support the diverse learning needs of the range of learners within a classroom.

balanced assessment system, and instructional practices, strategies, and resources – which support the diverse learning needs of the range of learners within a classroom. A lesson can vary in length, is recursive in nature, and allows students several practices. A unit consists of a series of lessons bound together by common essential questions. Questions are provided to guide thinking. Downloadable lesson and unit plan templates are accessible at <http://www.dpi.wi.gov/standards/ela-tchingandlrng.html>. Scroll down to “Lesson and Unit Plan Templates.”

Just as there is no one right way to put together a well-balanced meal, there is no one right way to develop lesson and unit plans. Districts, even individual schools within a district, have their own needs. The templates provide districts with an example of how to design lesson and unit plans; they are intended to honor the work that districts have completed and are designed to provide the core elements for curriculum development. Districts may choose to use the templates as they are, modify them to meet their needs, use them as a reference tool in designing their own lesson and unit plans, or use them as tool within professional learning communities.

A criteria sheet/scoring guide for districts/teachers to use to evaluate their lesson and unit plans is currently under development and will be available at <http://www.dpi.wi.gov/standards/ela-tchingandlrng.html>.

FOR CLASS >> from Lynn Aprill

Thanks to Lynn Aprill for sharing this sample lesson plan based on Common Core Standards.

Workshop Mini-lesson Planning Sheet: Colons and Semi-colons

Essential Question(s)/Teaching Point: (Intention):

What writing techniques can a writer use to communicate the human experience?

How can I collaborate with my peers during the writing process to improve my writing?

How does a writer organize complex ideas effectively when writing?

Common Core State Standards:

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

Learning Target:

I'm able to analyze the uses of the semicolon and colon.

I'm able to use semicolons and colons effectively in my own writing.

Materials needed:

Truman Capote's "A Christmas Memory" [on next page]

Connection:

We have been studying the epic through our reading of The Odyssey. Each adventure in The Odyssey can be take individually as a type of memoir, or story of a particular episode in a person's life.

Today, we are going to study a small section of a memoir by Truman Capote with special punctuation attributes and use it as a model to enhance our new adventure for Odysseus.

Teaching:

Focus Lesson:

To understand how to create a memoir, the teacher will read aloud part of a text by Truman Capote. [next page] As students listen, they should think about how he describes his holiday memory with a relative. Students have already been working on an additional adventure for Odysseus, in which Odysseus once again runs into trouble and learns a lesson.

Guided Instruction:

From Coop by Michael Perry

In the company of our six-year-old daughter Amy, my wife Anneliese and I have recently moved to a farm. I would like to present some sort of grant agrarian charter, but the whole deal is predicated mainly on the idea of having chickens. We are not alone in this: These Troubled Times seem to have precipitated a fowl renaissance. Mail carriers labor under a groaning load of multicolored hatchery catalogs, the latest issue of Backyard Poultry, and perforated containers that peep. Drop the term "chicken tractor" in mixed company and behold the knowing nods. The online world is alive with Subaru-driving National Public Radio supporters trading tips on eco-friendly coop construction and pros and cons of laying mash; my NASCAR-loving brother-in-law tenderly minds a box of chicks beneath a heat lamp in his garage; my biker bar bouncer-turned-Zen Buddhist pal Billy and his wife the certified nursing assistant are building their second backyard coop with an eye toward expanding into "ornamentals." Anecdotal evidence to be sure, and a drop in the Colonel's bucket, but something is afoot. The subject of chickens was raised between my wife and me fairly early in our courtship, and has sustained us. We are enthused by the idea of fresh eggs, homegrown coq au vin, and (at least until butchering day) a twenty-four hour turnaround on the compost. In addition, it is my long-standing opinion that entertainment-wise, chickens beat TV.

Whole Group: Give the students a copy of the Truman Capote text [next page] and the analyzing grammatical attributes chart. [page 19]

Individual: Students will circle all semicolons and colons in the passage.

Whole Group: The analyzing grammatical attributes chart will have the first sentence with a semicolon already filled in. The teacher will lead a discussion allowing students to notice the purpose of the semicolon in that passage.

Collaborative Learning/Active Engagement:

Students will work collaboratively to determine the author's purpose and utility for each of the passages containing semicolons and colons in the mentor text. Student groups will fill selected passages into the grammatical attributes chart and determine the purpose for each use of the semicolon/colon in the text. Teacher will circulate during the discussion to check for understanding.

Link:

So, when you are looking back at your Odysseus' adventure story, you can make deliberate contrasts and connections between your ideas by using semicolons and colons.

Independent Task/Conferring:

Students will go back to their draft of Odysseus' adventure story and find at least three places to rewrite sentences to include semicolons and colons correctly.

Group Share:

Students will then meet with their groups to share and discuss their uses of semicolons and colons and analyze their correct use. Corrections will be made if necessary.

Additional Resources:

Additional modeling, practice, and memoir development can be continued with additional mentor text excerpts, including:

- Night by Elie Wiesel, p. 35 [next page]
- Coop by Michael Perry, p. 2 [below]
- To Kill A Mockingbird by Harper Lee (semicolons and colons everywhere!)

From "A Christmas Memory" by Truman Capote

Imagine a morning in late November. A coming of winter morning more than twenty years ago. Consider the kitchen of a spreading old house in a country town. A great black stove is its main feature; but there is also a big round table and a fireplace with two rocking chairs placed in front of it. Just today the fireplace commenced its seasonal roar.

A woman with shorn white hair is standing at the kitchen window. She is wearing tennis shoes and a shapeless gray sweater over a summery calico dress. She is small and sprightly, like a bantam hen; but, due to a long youthful illness, her shoulders are pitifully hunched. Her face is remarkable - not unlike Lincoln's, craggy like that, and tinted by sun and wind; but it is delicate too, finely boned, and her eyes are sherry-colored and timid. "Oh my," she exclaims, her breath smoking the windowpane, "it's fruitcake weather!"

The person to whom she is speaking is myself. I am seven; she is sixty-something. We are cousins, very distant ones, and we have lived together - well, as long as I can remember. Other people inhabit the house, relatives; and though they have power over us, and frequently make us cry, we are not, on the whole, too much aware of them. We are each other's best friend. She calls me Buddy, in memory of a boy who was formerly her best friend. The other Buddy died in the 1880's, when she was still a child. She is still a child.

"I knew it before I got out of bed," she says, turning away from the window with a purposeful excitement in her eyes. "The courthouse bell sounded so cold and clear. And there were no birds singing; they've gone to warmer country, yes indeed. Oh, Buddy, stop stuffing biscuit and fetch our buggy. Help me find my hat. We've thirty cakes to bake."

It's always the same: a morning arrives in November, and my friend, as though officially inaugurating the Christmas time of year that exhilarates her imagination and fuels the blaze of her heart, announces: "it's fruitcake weather! Fetch our buggy. Help me find my hat."

The hat is found, a straw cartwheel corsaged with velvet roses out-of-doors has faded: it once belonged to a more fashionable relative. Together, we guide our buggy, a dilapidated baby carriage, out to the garden and into a grove of pecan trees. The buggy is mine; that is, it was bought for me when I was born. It is made of wicker, rather unraveled, and the wheels wobble like a drunkard's legs. But it is a faithful object; springtimes, we take it to the woods and fill it with flowers, herbs, wild fern for our porch pots; in the summer, we pile it with picnic paraphernalia and sugar-cane fishing poles and roll it down to the edge of a creek; it has its winter uses, too: as a truck for hauling firewood from the yard to the kitchen, as a warm bed for Queenie, our tough little orange and white rat terrier who has survived distemper and two rattlesnake bites. Queenie is trotting beside it now.

From *Night* by Elie Wiesel

Days went by. In the mornings: black coffee. At midday: soup. By the third day, I was eagerly eating any kind of soup . . . At six o'clock in the afternoon: roll call. Followed by bread with something. At nine o'clock: bedtime.

We had already been in Auschwitz for eight days. It was after roll call. We stood waiting for the bell announcing its end. Suddenly I noticed someone passing between the rows. I heard him ask:

"Who among you is Wiesel from Sighet?"

The person looking for us was a small fellow with spectacles in a wizened face. My father answered:

"That's me. Wiesel from Sighet."

The fellow's eyes narrowed. He took a long look at my father.

"You don't know me? . . . You don't recognize me. I'm your relative, Stein. Already forgotten? Stein. Stein from Antwerp. Reizel's husband. Your wife was Reizel's aunt . . . She often wrote to us . . . and such letters!"

My father had not recognized him. He must have barely known him, always being up to his neck in communal affairs and not knowledgeable in family matters. He was always elsewhere, lost in thought. (Once, a cousin came to see us in Sighet. She had stayed at our house and eaten at our table for two weeks before my father noticed her presence for the first time.) No, he did not remember Stein. I recognized him right away. I had known Reizel, his wife, before she left for Belgium.

He told us that he had been deported in 1942. He said, "I heard people say that a transport had arrived from your region and I came to look for you. I thought you might have some news of Reizel and my two small boys who stayed in Antwerp . . ."

I knew nothing about them . . . Since 1940, my mother had not received a single letter from them. But I lied:


"Yes, my mother did hear from them. Reizel is fine. So are the children . . ."

He was weeping with joy. He would have liked to stay longer, to learn more details, to soak up the good news, but an SS was heading in our direction and he had to go, telling us that he would come back the next day.


The bell announced that we dismissed. We went to fetch the evening meal: bread and margarine. I was terribly hungry and swallowed my ration on the spot. My father told me, "You mustn't eat all at once. Tomorrow is another day . . ."

But seeing that his advice had come too late, and that there was nothing left of my ration, he didn't even start his own. "Me, I'm not hungry," he said.

Punctuation Attribute Analysis Chart

Type of Punctuation	Textual Example	How does the author use this attribute?	Why does the author choose to use this?
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.

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	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.