Christopher Lehman, Founding Director of The Educator Collaborative, kicks off our Friday convention with an exploration of next steps in developing literacy practices that support and sustain our students, their literacy development and their lives.

Filling our classrooms with more “diverse books” is an essential start, but going farther requires us to examine how our instructional practices silence or celebrate students and how our advocacy can connect with outside action. Chris will share practical strategies to infuse in your reading and writing practices that, not only create a more inclusive learning environment, but also raise student skills.

Student achievement is directly connected to responsive instruction. Ensuring learners feel seen and heard leads to learners who see and hear the world around them more critically and compassionately.

ABOUT THE EDUCATOR COLLABORATIVE:
The Educator Collaborative is a think tank and educational consulting organization working to innovate the ways educators learn together. It provides K-12 literacy professional development to schools across the United States, Canada, and around the world. They provide expert support in areas like writing workshop, reading workshop, balanced literacy, digital literacy, and standards integration.

Whether you are seeking yearlong literacy consulting and staff development for your school as it moves toward independent reading practices; on-site summer institutes to engage your colleagues in workshop instruction; professional development day literacy training on writing instruction; or online professional development resources to share to deepen your pedagogy and content—we have the experience, passion, research-based practices, and engaging literacy consultants to support your professional growth.
2018 WCTE Convention Breakout Sessions

Friday’s convention will include 20 breakout sessions. The following 16 sessions have been confirmed so far.

**TOPIC CATEGORIES:** Diversity  Poetry  Reading/Literature  Speaking/Discussion  Teaching/Thinking  Writing

(T) Curiouser and Curiouser: Curiosity in the Classroom
This session will discuss sparking curiosity in the classroom through teaching impossible problems and pushing back to push students forward.

~Shannon Lee Denney, UW-Milwaukee

(R) Curriculum Design and Instructional Planning with Paired Texts
This presentation will address and demystify the curriculum design and implementation of paired texts conceptually related in some way (theme, genre, etc.) as supported by the Common Core State Standards. Learn how to better support readers to make connections across multiple texts!

~Benjamin Boche, Oshkosh

(W) Developing Confident Writers: The Writing Workshop Model in the High School Classroom
This session will explore the challenges high school teachers encounter with getting students to be engaged in writing and how the writing workshop model and peer writing groups can be used to increase student engagement and help students become more confident with writing.

~Christine Trainor, Pius Xi Catholic H.S., Milwaukee

(T,W) Edit Less, Coach More
What is the secret to teaching good writing skills? Learn how and why you should shift gears from being a fixer who makes changes to your students’ writing to a coach who builds strong writers. The secret is coaching. By its very nature, coaching is personal. And that is what makes it powerful. Let’s talk about this.

~Linda Barrington, Kettle Moraine Press Association

(S,T) Empathy, Cultural Responsiveness, and Collaboration: The Power of the Round Table in Every Classroom
All students need to actively explore and appreciate diverse ideas. Our method — built on years of collaboration, research, reflection, and iteration — does just that AND is distinctive, intense, fun, and student-centered. Come develop new strategies to develop a community of readers united through respect, intellectual curiosity, and empathy.

~Kate Gay, University School of Milwaukee

(P,S) Fake News, Real Poetry
Current political and social issues are more polarizing than ever. How do teachers allow for student-led discussions on controversial issues? This panel facilitates attendees practicing use of poetry as vehicles for students’ voices while expressing arguments on current events.

~J. Scott Baker & undergrad students, UW-LaCrosse

(S) Going Farther on Issues: Foster Deeper Thinking and Meaningful Listening and Speaking Through Debate
Interscholastic debate simultaneously meets all ELA CCSS, while engaging students in all zones of literacy. This session will familiarize participants in the nation’s most popular form of debate, which can be employed within a class period. Attendees also will personally practice tactics used to prepare debaters.

~Adam Jacobi, Wis. High School Forensic Assn.

(R) Harness Culturally Relevant Literacy with Commonplace Books in Your Classroom
The adage goes, “you don’t know what you don’t know,” however, students also don’t know what they know. Through journaling, teachers help students connect prior personal and cultural knowledge taken for granted. Attendees will practice use of commonplace books to improve culturally relevant literacy in essays, speeches, and argumentation.

~J. Scott Baker, UW-LaCrosse

(T) How to F.R.A.M.E. (Focus, Reach, Achieve, Model and Encourage) the First Ten Minutes of Your Class
During the first 10 minutes, relationships, engagement and motivation are necessary for student learning. In this interactive presentation, we will write Focused Learning Targets and Success Criteria, explore ways to Reach all students, show examples of Achievement and Modeling meant to lower student concern and model Encouragement toward all students!

~Peg Grafwallner, Reagan High School, Milwaukee

(R,P,T) Poetry in Motion
This session will demonstrate strategies for teaching Multi Disciplinary Literacy on Wisconsin’s Ice Age Trail. I will discuss how I am using service and outdoor learning with Pre-service teachers to help them understand how they may develop a transformative curriculum.

~Kelly Hatch, UW-Whitewater

(S,T) Redefining the Classroom
Instructors can implement different pedagogical methods including technology to help students gain a better understanding of what is good research and how to obtain it. Accepting technology and expanding the way we use it by creating interactive lectures and group discussions, we can keep students’ attention and teach them what makes sources pertinent and useful.

~Dolores Greenawalt, Bryant & Stratton College

(R,T) Scavenger Hunting: A Way to Engage Students in Finding & Considering Texts
A course-long scavenger hunt is a way to encourage students to seek out and consider various texts in thoughtful and meaningful ways while providing the voice and choice crucial to culturally relevant literacy. Successful approaches will be shared and participants will be able to adapt the task for their classrooms.

~Amy Menzel, Waukesha School District

(T) Standards-Based Learning & Assessment...a MUST for an Inclusionary Classroom!
This session provides educators with the why and how standards-based learning is key in designing student-centered instruction. Educators will learn strategies to create learning objectives, assessments and rubrics that support students in their understanding of their personal progressions towards specific learning objectives, while continuing to engage student voice and choice.

~Kelly Thompson, D.C. Everest Area S.D. Schofield

(R,T) The Holocaust through Literature: A Means for Student Growth
We all want to impact students positively by helping them grow and become respectful, empathetic, independent thinkers. Amber and Josh have designed a quarter of their year-long English 10 classes that focuses on Holocaust literature, genocide, and human rights in order for students to read, think, write, and reflect. This process has allowed tremendous personal growth in their students. In this breakout session, they will share some of their tips and experiences in teaching the Holocaust through literature and give you some materials and ideas to take back to your students.

~Amber Tilley & Josh Oliviotti, Northland Pines High School, Eagle River

(R) The Penny Kittle Effect: Reigniting the Love of Reading in Your Students
Frustrated by students who aren’t reading? In this session, discover how the research of Penny Kittle helped one teacher completely change her classroom by making student choice books a foundation of the class. Get realistic tools and hear student testimonials about the power and success of choosing their own books.

~Emily VanDyne, Union Grove High School

(W) Writing: Building Stamina and Confidence
This session will provide specific, easy-to-replicate systematic writing exercises to be completed during class time that stretch students to write more — and better — within specific time constraints.

~Samantha Jayne & Cathy Kowalski, New Berlin S.D.
58TH Annual Convention

Thursday afternoon: choose two of four workshops with the Greater Madison Writing Project

Friday convention will feature a keynote address and small-group workshops with Christopher Lehman, founding director of The Educator Collaborative.

Keynote: Going Farther: Keep Moving On Culturally Relevant Literacy

Oct. 18-19 2018 / Union South, 1308 W. Dayton St., Madison, Wis.

Pre-Registration Deadline: Oct. 12, 2018

Register at www.wcteonline.org or mail in this two-page form.

Convention Registration Fees (see next page for membership information)

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Thursday workshops fee includes snacks.

Friday’s convention fee includes continental breakfast and a buffet lunch featuring Cuban pork and black beans with rice, cookies and assorted cold beverages.

To register for the convention by check or purchase order, print out this form and mail to:

WCTE 2018 Conference Registration
Dept. of Curriculum & Instruction
Enderis 310
UW-Milwaukee
P.O. Box 413
Milwaukee, WI 53201

Convention Fees: Make Checks Payable to WCTE. Keep a copy for your records!

To register for the convention with a credit card, use online form and payment by clicking on the convention tab at wcteonline.org.

Registration: $__________ Membership Dues: $__________ Total Enclosed: $__________
Hotel, Workshops and Membership

Hotel Rooms: A limited block of rooms has been reserved at the following:

**Double Tree by Hilton** 525 West Johnson, Madison
Use identifying code **WTC** for $169 per night which includes parking, Wi-Fi and local shuttle to the Union.
To get this rate, you must reserve a room by Sept. 19, 2018. To make a reservation call 608.251.5511 or toll free 800.222.TREE

**Cambria Hotel & Suites** 5045 Eastpark Blvd., Madison
For a rate of $82 per night, you must reserve a room by Oct. 4, 2018. To make a reservation call 608-241-7070. Identify yourself as a WCTE State Convention Group or follow the link on the WCTE website.

Finding Your Way To and Around the Convention

Visit the UW Union website for **driving directions to Union South**. The Hilton DoubleTree has free parking for guests and a shuttle that will take you the few blocks to Union South. If you’re in need of parking on campus, visitor spots in the Union South garage are limited, but more are available one block away on the Engineering campus. The **UW transportation website** provides ramp addresses and availability updates regarding parking. We recommend attendees carpool if possible.

Registration will be on the second floor outside Varsity Hall. The keynote and meal will also be on the second floor and all breakouts on the third.

**Thursday, Oct. 18 Workshops:**

12:30-12:45: Check in with Tom Scott, the registrar. You will be able to choose between the following:

- A. Promoting Student-Centered Classrooms Through Increased Student Questioning
- B. Moving Beyond Pro & Con with the National Writing Project’s College, Career and Community Writers Program (C3WP)

2:30 to 2:45: Break

2:45 to 4:30: C. Aligning Assessment Practices with Our Values
- D. Rise Up & Write: Civically Engaged Writing

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 district for me based on my school address: ____________________________

☐ Please look up my CESA district for me based on my home address: ____________________________

What grades do you teach? ☐ Elementary ☐ Middle ☐ Secondary ☐ Post-secondary

Are you an administrator or specialist?  *(Check all that apply.)*

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

What sort of membership would you like? ____________________________

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MESSAGE FROM THE PRESIDENT >> John Schad

... every [WCTE] convention that I have attended ... has given me ... inspiration and realistic techniques for teaching in my classroom on a yearly basis.

Dear Fellow WCTE Members,

Welcome back to a new school year! I hope that you all had a chance to read, relax, and reinvent yourselves as teachers for the upcoming year. I always find that the summer has a way of changing me as a person as well as an educator. Being a teacher gives us a unique chance to have a fresh start each and every year with our new classes. Not only do our students come to us with a new sense of curiosity, but we also feel a different sense of renewal and excitement.

WCTE hopes to help you continue all of this momentum throughout the entire school year, starting with our annual convention on October 18 and 19 in Madison. Our convention will feature Chris Lehman, founding Director of the Educator Collaborative, and provide many breakout sessions where you can get new ideas and resources from experts throughout the state.

Personally, I can say that every convention that I have attended through our organization has given me so much inspiration and realistic techniques for teaching in my classroom on a yearly basis. In some cases, I have come back from the convention and completely changed how my classroom looked and how my students experienced the world of reading and writing. This two-day investment allows me to stay fresh and invigorated for each and every school year!

Please strongly consider joining us for our annual convention! Hopefully, this will be a great way to continue all of the momentum that we are feeling right now as we start the year. I look forward to meeting you in October and WCTE looks forward to partnering with you to make 2018 the best year yet!

John Schad, WCTE President
schadjkohler.k12.wi.us
NCTE Teacher of Excellence

WHO: AMY RICHARDS, Bay Port High School, Green Bay
WHAT: Writing, Advanced Language Arts 3 (American Literature), British Literature, Remedial Language Arts, Modern World Studies Language Arts, English Language Arts 3, IB English HL Year I, IB English HL Year II, Summer Credit-Recovery Language Arts 9, 10, 11

WHAT OTHERS SAID: “Amy is organized, efficient, and smart in juggling several tasks at once. ... She has brought vitality to the department with her charm and honesty. She is confident in sharing her ideas and opinions in discussions about curriculum and instruction. She has volunteered to work on curriculum teams and teach remedial courses during the summer and collaborate with her colleagues. She has added valuable insight... Amy is devoted to her profession. Her love of language and literature is genuine and passionate.” ~Krista Greene, ELA dept. co-chair

WHAT AMY SAID: “I’m honored to represent the resilient educators of Wisconsin in this capacity! I’m surrounded by incredible ELA teammates at Bay Port High School, so what I am able to accomplish in my classroom is a direct reflection of the entire department’s cooperation and innovation. My district has actually never before — at least in my eleven years here — sent educators to the NCTE Conference, so I’m especially excited to get to attend both the state and national conferences this year through the award. I’ve been enviously watching the Twitter thread for years.”

Nancy Hoefs Memorial Award for an Outstanding First-Year Teacher

WHO: JESSE MARTIN, James Madison High School, Milwaukee
WHAT: 10th grade English teacher

WHAT OTHERS SAID: “Jesse has consistently worked hard every day since the start and provides both his colleagues and students with cutting edge teaching practices. Jesse has also brought innovative ideas and leadership skills to the English department. He led many professional development meetings and showed great enthusiasm in trying to change school policies that were often flawed and ineffective. His resilience and patience as an educator is contagious to both me and other staff members.” ~Matthew Reuter, teacher, James Madison High School

WHAT JESSE SAID: “I feel humbled and grateful to receive this award. Thanks is due to the teachers in my building and throughout Milwaukee Public Schools for their consistent support and sound advice. This community showed me what it means to be a truly excellent educator. The success of any teacher should serve as a reminder of the indispensable role of community in this difficult, wonderful profession.”

OUTSTANDING STUDENT TEACHER AWARD

WHO: MARJORIE STRUCK, student teacher at Lynde and Harry Bradley Trade and Technology High School, Milwaukee; now teaching at Riverside University High School
WHAT: 9th grade student teacher

WHAT OTHERS SAID: “Marjorie’s teaching performance in this challenging school setting has been superior in every way. An extraordinarily talented young teacher, Marjorie possesses many strengths — an infectious enthusiasm for learning, a creative approach to designing classroom activities and assignments, and a deep commitment to urban education, to name only a few… Perhaps most importantly, Marjorie is deeply committed to her students’ learning. In collaboration with her co-operating teacher and a special education teaching assistant, Marjorie has redesigned the curriculum for two of her ninth grade sections to accommodate the large number of students in these classes with special learning needs.” ~Alice Gilliam, student teacher supervisor, UW-Milwaukee

WHAT MARJORIE SAID: “I am honored to be named the recipient of the WCTE “Student Teacher of the Year” award. My year as a student teacher was a year of personal growth, reflection, and joy. I was able to learn from some of the most influential, innovative, and inspiring teachers in the state of Wisconsin. The English department at Bradley Tech High School in Milwaukee Public Schools, under the leadership of Ms. Tracy Borkin, became a family to me. I would like to dedicate this award to each member of that department and thank them all, from the bottom of my heart for their guidance and support. I am now located at Riverside University High School, in Milwaukee, teaching 9th grade English, and the experiences I gained through student teaching have been a guiding light, a foundation that I am excited to build on, as I continue my career as an educator.”

ABOUT WCTE AWARDS

The winner of the Nancy Hoefs Memorial Award for an Outstanding First-Year Teacher Award receives free registration and one night accommodation at the fall WCTE convention as well as formal recognition at the convention.

The winner of the Outstanding Student Teacher Award will receive an expense-paid trip to the WCTE convention where she will be recognized, and she will receive a paid annual membership in WCTE.

The winner of the Lee Burress Intellectual Freedom Award will also be recognized at the fall WCTE convention. (See story on next page.)
Facts. Alternative facts. Fake news. Never has the need been more urgent to foster information literacy, critical listening, and cogent speaking. Yet, Wisconsin only has 40 high schools and five middle schools that participate in interscholastic debate.

New debate formats are less cumbersome and readily accessible to all students, and can even fit in a 40-minute class period. The Wisconsin High School Forensic Association can help a middle or high school implement debate as an in-class activity, with the ability to participate in just one interscholastic debate (unless the school would like to expose young people to more opportunities).

Visit whsfa.org/implement-debate. Or call Adam Jacobi at (920) 710-1895, or email debate@whsfa.org.

ABOUT THIS AWARD

The Lee Burress Intellectual Freedom Award recognizes an educator or group who has been an advocate for expression free from censorship and for humane communication. It was begun in honor of Lee Burress, a long-time educator at UW-Stevens Point, who exemplified these attributes in his life as well as his teaching. The winners of the Lee Burress Intellectual Freedom Award are recognized at the fall WCTE convention.

Lee Burress Intellectual Freedom Award

And the winner is...

Megan Schliesman from the Cooperative Children’s Book Center in Madison

Megan Schliesman, a librarian, and a member of the Cooperative Children’s Book Center, has been awarded this year’s Lee Burress Intellectual Freedom Award. Ms. Schliesman will receive this award at our upcoming convention where she will be thanked for the services she provides for all of the teachers in our state.

The CCBC Intellectual Freedom Information Services serves Wisconsin librarians, teachers, and administrators facing potential or concrete book censorship issues. CCBC librarians are passionate and knowledgeable about helping teachers and librarians understand the basics of intellectual freedom and supporting them in defending our students’ right to read.

Not only is the CCBC steadfast and efficient in serving educators who reach out for support when facing a potential or actual book challenge, but they also provide expertise and confidential help, which they tailor based on the book and the situation. Megan Schliesman is the person behind the scenes who makes all of these things possible!

CCBC librarians also work to ensure that administrators and educators include and honor their local policies related to selection and reconsideration in districts who are facing a challenge. They travel throughout the state and the nation to share information related to intellectual freedom in the pursuit of making sure that educators know what their local policies are, how to best share that information, and what to do if there is a concern or complaint about a particular book.

This year, Ms. Schliesman has been selected as WCTE’s top choice for this award, and we look forward to honoring her efforts to keep intellectual freedom a top priority for our students and our state.

For more information about how CCBC can help with a potential challenge, please visit their website: https://ccbc.education.wisc.edu/freedom/default.asp

ADVERTISEMENTS
The Wisconsin Council of Teachers of English, [http://www.wcteonline.org](http://www.wcteonline.org), co-edited by Linda Barrington of Brookfield, Wisconsin and Lynn Aprill of Gillett, Wisconsin, has been named as a recipient of the 2018 NCTE Affiliate WEBSITE of Excellence Award, given by the National Council of Teachers of English (NCTE). Three other affiliates’ websites will also be recognized.

Established in 2000, this award recognizes outstanding websites with high-quality content, easy navigation, size, speed, privacy, links, and interactive abilities (message boards, live chats, forums, blogs, mailing lists, etc.). In particular, the judges liked the innovative “Wisconsin Literary Map,” collaborative networking opportunities, and opportunities for professional recognition through WCTE Awards.

The award winners will be announced at the 2018 NCTE Annual Convention in Houston, during the Affiliate Roundtable Breakfast on Sunday, Nov. 18.

Other winners include Michigan Council of Teachers of English Language, [https://www.mymcte.org](https://www.mymcte.org); New York State English Council, [https://www.nyseqteach.org](https://www.nyseqteach.org); and Ohio Council of Teachers of English Language Arts website, [https://www.octela.org](https://www.octela.org).

WCTE Update, edited by Linda Barrington of Mount Mary University, published by the Wisconsin Council of Teachers of English, has been named as a recipient of the 2018 NCTE Affiliate NEWSLETTER of Excellence Award, given by the National Council of Teachers of English (NCTE).

Established in 1992, this award recognizes outstanding newsletters of affiliates of NCTE that have published a minimum of three newsletters from May 2018 through the program deadline on May 1, 2018.

Newsletter submissions are judged on: content (particularly the inclusion of current, pertinent information with a good balance between theory, practice, and professional growth information), quality of writing, clear and accurately defined purpose for the publication, a format which aids the reader in locating information and is easy to read, and the use of graphics to aid the overall effectiveness of the newsletter.

The award winners will be announced at the 2018 NCTE Annual Convention in Houston, during the Affiliate Roundtable Breakfast on Sunday, Nov. 18. WCTE representatives will receive a certificate from NCTE.

The breakfast program will feature information on all the newsletters of excellence. And, as an additional national recognition of WCTE’s work, information on the award will also appear in NCTE’s Annual Convention Program and on the NCTE website.

Other winners include newsletters published by the Arkansas Council of Teachers of English Language Arts; the Georgia Council of Teachers of English; the Indiana Council of Teachers of English; the Montana Association of Teachers of English Language Arts; the New York State English Council; the Ohio Council of Teachers of English Language Arts; and the Texas Council of Teachers of English Language Arts.

The Wisconsin Council of Teachers of English has been named as one of nine recipients of the 2018 NCTE AFFILIATE Excellence Award, given by the National Council of Teachers of English (NCTE). The affiliate, whose president is John Schad of Plymouth, Wisconsin, has won the award one time.

The Affiliate Excellence Award was established in 1996 to honor NCTE affiliates that meet high standards of performance for programming and promote improvement in English language arts teaching.

Qualifications for the award represent standards of excellence to which all NCTE affiliates should aspire. Award winners fulfilled at least eight different criteria for excellent affiliate programming during the school year of application. The required criteria include:

- increasing membership in the affiliate or NCTE;
- publishing an affiliate communications instrument at least twice a year;
- conducting at least one professional development program for members;
- completing the annual affiliate report to NCTE by the deadline; achieving accomplishments such as implementing and maintaining a cultural diversity plan;
- developing a program to encourage new teachers into the profession;
- participating in an NCTE Affiliate Leadership Meeting;
- participating in at least three affiliate-sponsored activities at the NCTE Annual Convention.

The award winners will be announced at the 2018 NCTE Annual Convention in Houston, during the Affiliate Roundtable Breakfast on Sunday, Nov. 18.

Other affiliates of excellence include Colorado Language Arts Society, Georgia Council of Teachers of English, Michigan Council of Teachers of English, New York State English Council, Ohio Council of Teachers of English Language Arts, Texas Council of Teachers of English Language Arts, Virginia Association of Teachers of English, and West Virginia Council of Teachers of English.
Welcome to new ELA consultant

Bianca Williams-Griffin is the new English Language Arts Education consultant for DPI. She comes to DPI from Milwaukee Public Schools, where she taught Middle School English Language Arts for eleven years. She also served the district as a School Support Teacher/Instructional Coach for eight years. Bianca has a passion for diversity and inclusion in education and is well versed in culturally responsive teaching practices. She is also a teacher consultant for the UW Milwaukee Writing Project. Bianca is excited to continue her work in education at the state level.

People really enjoy reading about the things they want to know about. Just like our students, we're not as motivated to dig into those articles that tell us what we need to know, even when they cover information that we should know.

That's where we English teachers in Wisconsin are in luck. Our DPI liaison in Madison, Bianca Williams-Griffin, is right at the epicenter of education initiatives, education legislation and education policy. Even better, she lets us know how these affect us in our classrooms and our professional lives. You can reach Bianca at bianca.williams-griffin@dpi.wi.gov.

Literacy Updates

• In August, English Language Arts educators from across the state played a significant role in Forward Exam item review providing valuable input to improve the quality of the assessment. For more information on state assessments visit the Assessment and Accountability page.

• The American Indian Studies Program spotlighted a resource that is meant to support educators and librarians in identifying and collecting materials that promote and advocate for culturally relevant, authentic, and accurate depictions of Native nations in our classrooms and libraries, A Tiered Purchasing Plan for Supporting Wisconsin Act 31 in your Classroom or Library.

Teacher Education, Professional Development, Licensing

• The Department of Public Instruction conducted a hearing on Aug. 29, 2018, at department headquarters, to take public testimony on revisions to permanent rules related to educator licensing.

• Reminder: You can find the most up to date information about licensing on the Teacher Education and Professional Development website.

Wisconsin’s Implementation of ESSA

• Districts that receive Title I money are in the process of submitting their district plans that must meet new ESSA requirements. Find ESSA information at https://dpi.wi.gov/esa.

• The new ESSA requires schools that will be identified under the new ESSA to spend their Title and school improvement dollars on practices or programs that meet these evidence requirements.

Continued on next page
Bilingual/ESL Program

- The Seal of Biliteracy is awarded to graduating high school students in districts with a Department of Public Instruction-approved program, who have demonstrated achievement in bilingualism, biliteracy, and sociocultural competence in two or more languages (English and a partner language) by successfully participating in the development of the languages through our schools, their families, and the community. The Department of Public Instruction is currently updating the Seal of Biliteracy application form and guidance document. During this time, we will not be processing new Seal of Biliteracy applications from June 25, 2018 - October 2018. Check the Bilingual/ESL program website for the application and guidance document in November 2018.

- Title III and Bilingual-Bicultural Fall Meeting: Creating Positive Learning Environments for Multilingual Learning: Program Design, Implementation, and Measuring Program Effectiveness. Will be held on Friday, September 28, 2018, at the Madison Marriott West Hotel.

Special Education

2019-21 State Budget Information: State Superintendent Tony Evers is rolling out four major budget requests for the 2019-2021 biennium. For more information visit the 2019-21 State Budget Information webpage.

Academic Standards

- Theatre Standards are being revised. A public hearing was held in July and open to the public for review. For further information on the theatre standard visit the Fine Arts and Creativity: Theatre page.
- For more information on content area standards click this link.
- English Language Arts Standards are scheduled for review, the review process will start in July, 2019.

English/Language Arts Modes of Communication

For up-to-date information, resources, and helpful instructional ideas and resources, join our communities!

- Join DPI ELA Google+ Community: http://bit.ly/1S7vUrl
- Follow WI DPI Literacy Twitter: https://twitter.com/WisDPILit
- Join the Listserv: englishk16@lists.dpi.wi.gov
TWITTER CHATS >> John Schad and the WCTE Board

Join us for WCTE’s new Twitter Chats @WCTEorg #wctechat on 4th Tuesdays

If you have not already joined us for our new Twitter chats, now is the time! At our next chat, the breakout presenters for our 2018 WCTE Convention will be joining us to discuss their presentations in greater detail.

Previous chats have discussed:

- Successes and Challenges of Being an English Teacher in Wisconsin
- Tips for Engaging Students
- Personal and Professional Reading Recommendations
- Lesson Recommendations
- Testimonials – Why Did You Become an English Teacher?

This is such a cool way to connect with English teachers around the state! Join the wave of teachers who are looking for practical advice to improve their teaching practice and share your thoughts and expertise in our next chat:

- September 25 @ 8 p.m. – Thursday’s WCTE Convention Workshop Preview
- October 23 @ 8 p.m. – Review of WCTE Convention | Ideas for Improvement
- November 27 @ 8 p.m. – Recap of NCTE Convention and CEL Convention
- December 18 @ 8 p.m. – Holiday Break: Keeping Engaged, Reading over Break, Recharging
PUBLICATIONS >> John Pruitt, WEJ editor

Wisconsin English Journal calls for articles, board members

**ANNOUNCEMENT 1**

The Fall 2018 issue will showcase approaches to teaching English in rural school districts.

Rural schools face difficulties recruiting and retaining a qualified teacher workforce. Potential contributing factors include social and collegial isolation, lower salaries, multiple grade or subject teaching assignments, and lack of familiarity with rural schools and communities. Together, these challenges can discourage teachers from accepting rural positions or cause them to leave rural settings after teaching there for only a short time.

We welcome personal narratives, lesson plans, critical reflections on teaching, vignettes from the classroom, anything you’d like to share with a broader readership.

Deadline Sept. 1, 2018. See our website at [https://wisconsinenglishjournal.org/](https://wisconsinenglishjournal.org/) for submission details!

**ANNOUNCEMENT 2**

Wisconsin English Journal is seeking high school and middle school teachers to serve on the editorial board. We turn to these volunteers to 1) read and critique articles submitted to the journal and give advice to the editor concerning acceptance, rejection, and/or work that needs to be completed before acceptance, 2) submit articles concerning policy of the WCTE to the WEJ and also concerns that the WCTE wishes to highlight to its members, and 3) advise the editor on the journal’s direction.

Those interested should email the editor, John Pruitt, at [john.pruitt@uwc.edu](mailto:john.pruitt@uwc.edu). See the reviewer profile form at the WEJ website.

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**Comment & Opinion/Should Teachers Share Their Political Views with Students?**

This recent article in the Huffington Post ponders the propriety of teachers sharing their political views with their students. What do you think? If you have a story or thoughts to share about this subject, send it to the editor, John Pruitt, at [wi.english.journal@gmail.com](mailto:wi.english.journal@gmail.com).

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**Visit Wisconsin English Journal's Facebook page**

Please take time to like/follow it and encourage your colleagues to do so as well: [https://www.facebook.com/wisconsinenglishjournal/](https://www.facebook.com/wisconsinenglishjournal/)

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**Interesting things you'll find on the Wisconsin English Journal website**

- Current issue
- Archives back to the 1960s
- Submission guidelines
- How to become a reviewer
- Recent book titles available for review
- Call for papers
Passion is a force that drives you. My driving force is creating a caring, quality and engaging environment for all students that will support their individual needs in education. My name is Sarah Rowse-Borrelli and I am a WCTE Board member. I joined WCTE after attending my first conference and based on the suggestion from our leaders, John and Kelly. I currently live in Milwaukee with my husband and our two-year old daughter, Collette. I am beginning my 13th year of teaching and my sixth year at New Berlin Eisenhower, after moving here from Nebraska. (Go Huskers!)

My passion for education goes beyond the classroom. I have taught many various classes these past 13 years. Each new year I hope to inspire people and build a foundation for students and produce considerate, positive, and insightful individuals that communities would be proud of. As a teacher, I am dedicated to sharing my passion with my students every day. I work to challenge them, assist them and drive them to see the potential within themselves. I believe that I am a facilitator in their educational path. The effort I put forth to ask the right questions, create engaging activities and shift their thinking and learning beyond what they have done in the past is visible in my classroom daily. I also enjoy sharing this passion through the work and efforts of WCTE.

Prior to becoming a “cheesehead,” I taught and coached theater in Nebraska and I firmly engage in the idea that I am an English Language Arts teacher. I love teaching speech, film, theater, and most importantly, reading. As a WCTE member and a Wisconsin State Reading Association member, I am empowered by the brilliant educators that I have encountered that share my beliefs and also continue to improve my passion for education. I appreciate the challenges that ebb and flow in this occupation and the value that exists in education is not lost on me. I also greatly appreciate the resources available from WCTE through Twitter chats, engaging with the website and, most importantly, the conferences and workshops. I find it all rewarding and pertinent to our roles as educators.

Rewards in Education can seem like a silly thing, but I try to look at the positive aspects in education. I have found that the joys of being a teacher truly come from the students and individuals I am able to work with daily. The creativity and innovation students bring to my classroom make my job fun and ever-changing. I enjoy working most days and on those days that I don’t, I seek out my colleagues to bring me back to the goal. The positive energy we all share when students become excited about learning or make a gain in reading or reach any goal they set out for, is what makes being a teacher so rewarding.

Since students and the world of education is constantly changing, there is never a dull moment. These moments of greatness come from the students, but they also come from the outstanding teachers in the profession. The increased passion for creating real leaders outside the classroom and collaborating through various activities such as WCTE, Professional Learning Networks on Twitter, Facebook groups, or our own learning communities within the school have allowed me to see the interesting and innovative work my colleagues do and create something awesome together.

I believe that through collaboration and communication we all can work together, and create positive and successful citizens that will revolutionize the world. I love that these goals are echoed through WCTE and look forward to our continued push to revitalize learning together. I look forward to engaging with you through WCTE.
The Great American Read on Wisconsin PBS stations

Have you voted yet? The Great American Read is searching the country for the best-loved novel, and you can help choose the winner. Based on a nationwide survey of thousands of Americans, an advisory panel chose 100 novels. The voting began last spring when the top 100 were announced.

The Wisconsin PBS Fall Kickoff, hosted by Meredith Vieira, investigates how writers create their fictional worlds, how we are affected by their stories, and what these books say about our shared human experience.

The series continues with five themed episodes and a Grand Finale.

- **Who am I?** explores the ways novels attempt to answer this age-old question. From life lessons to spiritual journeys, these books help us understand our own identities.
- **Heroes** examines the trials and tribulations of our favorite literary heroes — how they find inner strength and overcome challenges.
- **Villains & Monsters** delves into the way fictional characters become evil and what these villains can tell us about our own dark impulses.
- **What We Do for Love** reflects on the many types of love and how we search for love.
- **Other Worlds** takes us on a magical journey to the fictional worlds in some of these novels.
- **Grand Finale** reveals America’s best-loved novel.

Start reading...voting...watching The Great American Read!

Check [https://wpt.org/](https://wpt.org/) for schedule and program times.

### 100 books... 1 winner!

1) - Go to pbs.org/greatamericanread
- Click on “Vote”
- Choose your favorite book

2) - Select your favorite book’s hashtag below
- Post the hashtag on Facebook, or
- Tweet the hashtag on Twitter

3) - Select your favorite book(s’) hashtag below
- Text it to 97979.

Vote once a day, every day for every one of your favorite novels on the list.

### THREE WAYS TO VOTE

1984 George Orwell
A Confederacy of Dunces John Kennedy Toole
A Prayer for Owen Meany John Irving
A Separate Peace John Knowles
A Tree Grows in Brooklyn Betty Smith
The Adventures of Tom Sawyer Mark Twain
The Alchemist Paulo Coelho
Alex Cross Mysteries (series) Jim Patterson
Alice’s Adventures in Wonderland Lewis Carroll
Americanah Chimamanda Ngozi Adichie
And Then There Were None Agatha Christie
Anne of Green Gables Lucy Maud Montgomery
Another Country James Baldwin
Atlas Shrugged Ayn Rand
Beloved Toni Morrison
Bless Me, Ultima Rudolfo Anaya
The Book Thief Markus Zusak
The Brief Wondrous Life of Oscar Wao Junot Diaz
The Call of the Wild Jack London
Catch-22 Joseph Heller
The Catcher in the Rye J.D. Salinger
Charlotte’s Web E.B. White
The Chronicles of Narnia (series) C.S. Lewis
The Clan of the Cave Bear Jean M. Auel
The Coldest Winter Ever Sister Souljah
The Color Purple Alice Walker
The Count of Monte Cristo Alexandre Dumas
Crime and Punishment Fyodor Dostoyevsky
The Curious Incident of the Dog in the Night-Time Mark Haddon

The list continues on the next page >>>
The Da Vinci Code  Dan Brown
Don Quixote  Miguel de Cervantes
Doña Bárbara  Rómulo Gallegos
Dune  Frank Herbert
Fifty Shades of Grey  E.L. James
Flowers in the Attic  V.C. Andrews
Foundation  Isaac Asimov
Frankenstein  Mary Shelley
A Game of Thrones  George R.R. Martin
Ghost  Jason Reynolds
Gilead  Marilynne Robinson
The Giver  Lois Lowry
The Godfather  Mario Puzo
Gone Girl  Gillian Flynn
Gone with the Wind  Margaret Mitchell
The Grapes of Wrath  John Steinbeck
Great Expectations  Charles Dickens
The Great Gatsby  F. Scott Fitzgerald
Gulliver's Travels  Jonathan Swift
The Handmaid's Tale  Margaret Atwood
Harry Potter  J.K. Rowling
Hatchet  Gary Paulsen
Heart of Darkness  Joseph Conrad
The Help  Kathryn Stockett
The Hitchhiker's Guide to the Galaxy  Douglas Adams
The Hunger Games  Suzanne Collins
The Hunt for Red October  Tom Clancy
The Intuitionist  Colson Whitehead
Invisible Man  Ralph Ellison
Jane Eyre  Charlotte Brontë
The Joy Luck Club  Amy Tan
Jurassic Park  Michael Crichton
Left Behind  Tim LaHaye and Jerry B. Jenkins
The Little Prince  Antoine de Saint-Exupéry
Little Women  Louisa May Alcott
Lonesome Dove  Larry McMurtry
Looking for Alaska  John Green
The Lord of the Rings  J.R.R. Tolkien
The Lovely Bones  Alice Sebold
The Martian  Andy Weir
Memoirs of a Geisha  Arthur Golden
Mind Invaders  Dave Hunt
Moby-Dick  Herman Melville
The Notebook  Nicholas Sparks
One Hundred Years of Solitude  Gabriel García Márquez
Outlander  Diana Gabaldon
The Outsiders  S.E. Hinton
The Picture of Dorian Gray  Oscar Wilde
The Pilgrim's Progress  John Bunyan
The Pillars of the Earth  Ken Follett
Pride and Prejudice  Jane Austen
Ready Player One  Ernest Cline
Rebecca  Daphne du Maurier
The Shack  William P. Young
Siddhartha  Hermann Hesse
The Sirens of Titan  Kurt Vonnegut
The Sun Also Rises  Ernest Hemingway
Swan Song  Robert R. McCammon
Tales of the City  Armistead Maupin
Their Eyes Were Watching God  Zora Neale Hurston
Things Fall Apart  Chinua Achebe
This Present Darkness  Frank E. Peretti
To Kill a Mockingbird  Harper Lee
The Twilight Saga  Stephenie Meyer
War and Peace  Leo Tolstoy
Watchers  Dean Koontz
The Wheel of Time  Robert Jordan and Brandon Sanderson
Where the Red Fern Grows  Wilson Rawls
White Teeth  Zadie Smith
Wuthering Heights  Emily Brontë
For over 200 years, the First Amendment has been the cornerstone of freedom in the United States. Commonly referred to as the “five freedoms,” the First Amendment has helped people in the U.S. exercise their rights to work for a more free and just society and impacts every aspect of our lives.

The Anti-Defamation League (ADL) is now accepting submissions for the 2018 “Our First Amendment Freedoms Art & Essay Contest.” Students grades of grades 6-11 in Illinois, Wisconsin, Indiana, Minnesota, North Dakota and South Dakota can apply by Sept. 28, 2018. First Place winners in each grade category will receive college scholarships for $5,000. Second Place winners will receive $1,000.

As a part of the contest, teachers are invited to use ADL’s completely free curriculum guides on the First Amendment! A recent poll found nearly 75% of students took the First Amendment and its protections for granted. Help teach the next generation the importance of the First Amendment freedoms!

"It’s time that we start listening to each other, because only then will the First Amendment regain the potency that was gifted to this country. Only then will we be truly free."

Madison, Grade 11
First Place Essay Winner

Dear Wisconsin Teachers,

We know it’s sometimes harder for students in states outside Illinois to get to our dinner in Chicago (where the awards are presented), but that does not disqualify them. They are absolutely welcome to enter the contest and teachers should most definitely utilize our free curriculum, lesson plans and other resources. Contact me with any questions.

Stephanie L. Seweryn
Assistant Director of Development
sseweryn@adl.org

Did you know...

• The classroom teacher with the most entries will be invited to the awards dinner and will receive $1,000. The school with the most entries will receive an Anti-Defamation League A WORLD OF DIFFERENCE® Institute educational workshop.

• All art entries will be eligible for submission to local festivals thanks to Amdur Productions. The winning students will be invited to present their work at the 2018 Freedom Award Dinner in Chicago.

• Scholarships are provided by a generous anonymous donor, the Harold R. Burnstein Future Leaders Merit Award Endowment Fund, and the Kathleen Hart Solovy Scholarship Endowment Fund.

LEARN MORE & GET STARTED
WHAT WE'RE READING >> the WCTE Board

Looking for a good book?
Check out these titles, shared by the WCTE Board

Girls Burn Brighter
by Shobha Rao

A searing, electrifying debut novel set in India and America, about a once-in-a-lifetime friendship between two girls who are driven apart but never stop trying to find one another again.

When Poornima first meets Savitha, she feels something she thought she lost for good when her mother died: hope. Poornima’s father hires Savitha to work one of their sari looms, and the two girls are quickly drawn to one another. Savitha is even more impoverished than Poornima, but she is full of passion and energy. She shows Poornima how to find beauty in a bolt of indigo cloth, a bowl of yogurt rice and bananas, the warmth of friendship. Suddenly their Indian village doesn’t feel quite so claustrophobic, and Poornima begins to imagine a life beyond the arranged marriage her father is desperate to lock down for her. But when a devastating act of cruelty drives Savitha away, Poornima leaves behind everything she has ever known to find her friend again.

In breathtaking prose, Shobha Rao tackles the most urgent issues facing women today: domestic abuse, human trafficking, immigration, and feminism. At once a propulsive page-turner and a heart-wrenching meditation on friendship, Rao’s debut novel is a literary tour de force. —Goodreads

Shadow of the Wind
by Carlos Ruiz Zafón

The international literary sensation, about a boy’s quest through the secrets and shadows of postwar Barcelona for a mysterious author whose book has proved as dangerous to own as it is impossible to forget.

Barcelona, 1945 — just after the war, a great world city lies in shadow, nursing its wounds, and a boy named Daniel awakes on his eleventh birthday to find that he can no longer remember his mother’s face. To console his only child, Daniel’s widowed father, an antiquarian book dealer, initiates him into the secret of the Cemetery of Forgotten Books, a library tended by Barcelona’s guild of rare-book dealers as a repository for books forgotten by the world, waiting for someone who will care about them again. Daniel’s father coaxes him to choose a volume from the spiraling labyrinth of shelves, one that, it is said, will have a special meaning for him. And Daniel so loves the novel he selects, “The Shadow of the Wind” by one Julian Carax, that he sets out to find the rest of Carax’s work. To his shock, he discovers that someone has been systematically destroying every copy of every book this author has written. In fact, he may have the last one in existence. Before Daniel knows it his seemingly innocent quest has opened a door into one of Barcelona’s darkest secrets, an epic story of murder, magic, madness and doomed love. And before long he realizes that if he doesn’t find out the truth about Julian Carax, he and those closest to him will suffer horribly.

An uncannily absorbing historical mystery, a heart-piercing romance, and a moving homage to the mystical power of books, “The Shadow of the Wind” is a triumph of the storyteller’s art. —Goodreads

180 Days: Two Teachers and the Quest to Engage and Empower Adolescents
by Kelly Gallagher and Penny Kittle

Two teachers. Two classrooms. One school year.

“180 Days” represents the collaboration of two master teachers — Kelly Gallagher and Penny Kittle — over an entire school year: planning, teaching, and reflecting within their own and each other’s classrooms in California and New Hampshire. Inspired by a teacher’s question, “How do you fit it all in?” they identified and prioritized the daily, essential, belief-based practices that are worth spending time on. They asked, “Who will these students be as readers and writers after a year under our care?”

What we make time for matters: what we plan, how we revise our plans while teaching, and how we reflect and decide what’s next. The decision-making in the moment is the most essential work of teaching, and it’s the ongoing study of the adolescents in front of us that has the greatest impact on our thinking. With both the demands of time and the complexity of diverse students in mind, Kelly and Penny mapped out a year of engaging literacy practices aligned to their core beliefs about what matters most. They share their insights on managing time and tasks and offer teaching strategies for engaging students in both whole class and independent work.

Endurance: A Year in Space, A Lifetime of Discovery
by Scott Kelly

The veteran of four space flights and the American record holder for consecutive days spent in space, Scott Kelly has experienced things very few have. Now, he takes us inside a sphere utterly inimical to human life. He describes navigating the extreme challenge of long-term spaceflight, both existential and banal: the devastating effects on the body; the isolation from everyone he loves and the comforts of Earth; the pressures of constant close cohabitation; the catastrophic risks of depressurization or colliding with space junk, and the still more haunting threat of being unable to help should tragedy strike at home — an agonizing situation Kelly faced when, on another mission, his twin brother’s wife, Gabrielle Giffords, was shot while he still had two months in space. Kelly’s humanity, compassion, humor, and passion resonate throughout, as he recalls his rough-and-tumble New Jersey childhood and the youthful inspiration that sparked his astounding career, and as he makes clear his belief that Mars will be the next, ultimately challenging step in American spacelflight. —Goodreads

Look for more good book recommendations in the next WCTE Update in December
Wisconsin English Teachers’ Calendar of Events, Deadlines

**September**

**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](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](http://www.ncte.org/volunteer/groups/publiclangcom/orwellaward)

**Sept. 19** Deadline for reserving reduced priced guest rooms for the WCTE convention at the Double Tree by Hilton in Madison: 608-251-5511.

**Sept. 23-Sept. 29** Banned Books Week: Celebrating the Freedom to Read [https://bannedbooksweek.org/](https://bannedbooksweek.org/)

**Sept. 30** Deadline for advance registration for the Kettle Moraine Press Association Fall Scholastic Journalism Conference. More information at [www.KEMPJournalism.org](http://www.KEMPJournalism.org).

**October**

**Oct. 4** Deadline for reserving reduced priced guest rooms for the WCTE convention at the Cambria Hotel and Suites in northeast Madison: 608-241-7070.

**Oct. 12** Pre-registration deadline for WCTE convention

**Oct. 12** Fall Scholastic Journalism Convention sponsored by the Kettle Moraine Press Association at UW-Whitewater Theme: Be Extraordinary

**Oct. 18** Afternoon WCTE pre-convention workshops at Union South in Madison

**Oct. 18** WCTE Executive Board meeting, 5:30-8 p.m.

**Oct. 19** WCTE Fall convention at Union South in Madison, featuring Chris Lehman
**Keynote:** Going Farther: Keep Moving On Culturally Relevant Literacy

**November**

**Nov. 1-4** Journalism Education Association/National Scholastic Press Association High School Journalism Convention, Chicago

**Nov. 6** Last day for online or mail-in registration for NCTE/CEL conventions in Houston [http://convention.ncte.org/2018-convention/registration/](http://convention.ncte.org/2018-convention/registration/)

**Nov. 16-19** NCTE Convention in Houston, **Theme:** Raising Student Voice

**Nov. 18-21** CEL Convention in Houston, **Theme:** CELebrating the Vision, Voice, and Momentum of Leadership

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**WCTE Update September 2018**

- **President:** John Schad
- **Secretary:** Jennifer Kieren
- **1st Vice-President:** Kelly Seefeldt
- **Treasurer:** Tom Scott
- **Past President:** Marianne Potter
- **Update Editor:** Linda Barrington

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FOR CLASS >> Jennifer Kiernen, Ellsworth High School

CHOICE READING

For the last three years in my department, we have implemented choice reading. We dedicate 15 minutes every day at the start of class to allow the students to read a book of their own choosing.

I spend a lot of time on the front end setting them up for success. I do a Book Tasting at the beginning of the quarter which allows them to be exposed to a variety of books, look over cover art, flap descriptions, and even to smell them. I have them rotate through different tables, each time picking up a new book, recording it on their “menu” as to their initial interest level, until at the end they decide which one they would MOST like to read. I supply them with a To Be Read (TBR) list (on last page) where they can record different titles so when they finish one, they already have a title ready to read next, so there’s no wandering aimlessly around the library. I do book talks twice a week, and on Friday I show book trailer videos. All of these could potentially go into their TBR sheet.

Some classes are required to do a book project of their choosing at the end of the quarter. There is a list of 70+ options for them to choose. Some classes will be required to do Book Banter in front of their class. In all of the classes, I make sure I talk to the students about their reading. I wander the room during some reading times doing a status of the class. This way I can see if they are really reading, if they are struggling with their book, or talk to them about what they’re thinking of reading next. It’s a great way to keep them accountable for their reading and make connections to the students. Several days, I just model good reading with them and sit somewhere in the room reading with them.

We have seen standardized test scores rise over the last two years after this implementation. Other content area teachers tell us they have students come into their rooms with their choice book, and there are times they have to tell students to put them away so they can focus on their class. That’s a good problem to have. If you have any questions or would like more information about what I do with choice reading, please email me at kierenj@ellsworth.k12.wi.us.

All about Book Bantering

Book Banter Rubric

Title/Author mentioned ______/ 2 pts.
Summary ______/ 10 pts.
(shows an obvious understanding of the book; includes character description, conflict, theme, and plot; creates interest)

2 Passages ______/ 10 pts.
(provides 2 selected passages with reasons for inclusion; example reasons: character description/explanation, important message, theme identification, etc.)

Reflection ______/ 5 pts.
(reflects on lessons learned and/or feelings/thoughts provoked during the reading)

Question/Answer Session ______/ 3 pts.
(responds accurately and appropriately to questions from peers and/or the teacher about the content of the book)

Time requirement ______/ 5 pts.
(5 minute minimum)

TOTAL: ______/ 35 pts.
# Book Tasting Menu

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