



## IN THIS ISSUE

### 2019 CONVENTION PREVIEW

## Empowering Future Citizens Through Literacy Allison Marchetti to keynote WCTE program

**WHEN:** Oct. 17-18, 2019

**WHERE:** Crowne Plaza Hotel Madison  
4402 East Washington Ave.  
Madison, WI 53704

**REGISTER:** online at [WCTEonline.org](http://WCTEonline.org)

### ABOUT ALLISON MARCHETTI:

Allison Marchetti is co-author — with Rebekah O'Dell — of *Writing with Mentors* and *Beyond Literary Analysis*. Their popular blog, “Moving Writers,” focuses on writing instruction in middle and high school classrooms with an emphasis on voice and authenticity. Traveling the country to work with teachers and students provides constant inspiration as they help educators do the hard-and-transformative work of teaching real writing. Allison has taught middle and high school English in both public and independent schools in Richmond, Virginia. Her favorite moments in the classroom happen at students’ desks, thinking and reading and writing beside them.



## Call for Proposals

The Wisconsin Council of Teachers of English is currently seeking proposals for breakout sessions at the convention in Madison on Friday, Oct. 18. While convention participants always value the keynote speaker and workshop presenters, breakout sessions put on by their fellow ELA teachers in Wisconsin provide tools, tips and tricks that transfer easily to their classrooms. We are looking to offer breakouts on a variety of topics, so if you have successfully implemented a new writing strategy, have advice on leading a department full of English teachers with differing opinions, or anything else you’d like to share with our convention participants, please consider submitting a proposal.

We would love for you to join us and share your expertise with English teachers from around the state.

### [SUBMIT A PROPOSAL](#)

The submission deadline is Friday, June 14.

More information regarding the convention, follow the hashtag #WCTE2019 and @[WCTEorg](https://twitter.com/WCTEorg) on Twitter, or visit [www.wcteonline.org](http://www.wcteonline.org), click on the convention heading and select 2019 from the drop-down menu. Specific questions may also be sent to Lynn Frick at

✉ [lynn.frick@saukprairieschools.org](mailto:lynn.frick@saukprairieschools.org)



## MESSAGE FROM THE PRESIDENT >> John Schad

As spring reluctantly approaches, I find myself daydreaming about summer: grilling, vacations, swimming and hanging out around the campfire. It reminds me of one of my favorite childhood memories: skipping rocks at our up-north cabin. The sound of the splash and the sight of the final ripple reminds me why I teach; I do it because I believe in the ripple effect. I believe that what I do today will impact the future of this world.

The challenging part of this is that we rarely get to witness the final ripple; we usually only see the first splash. And even then, we rarely take time to enjoy it — we are all too busy throwing the next rock, and the next one, and the next one. As the final stretch of the school year begins, I hope that you will take time to enjoy the selfish rewards of giving to others — it's supposed to feel good, but it's the kind of good that only occurs when you work hard for something that is really important. So important that our future depends on it.

This year, I am teaching 8th and 9th graders — it's messy and tiring, but I don't care — I just keep throwing rocks. A rock to inspire literacy, a rock to inspire empathy and a rock to inspire future rock throwers. For some of my students, their water is still frozen, but I just keep throwing until there is a breakthrough. Sometimes when I am not breaking through, I feel a sense of hopelessness and start to believe I have lost my impact; but then, just at the right moment, I break through again and it's enough to keep me going. Other times, I throw a bunch of rocks that land on thick, solid ice and assume I never broke through, but years later, the ice begins to melt and the rocks drop in anyway. Ironically, most of the time, the students on whom I was the hardest, the ones I believe I had never broken through to, end up being the ones who come back and tell me about the kind of impact I had on them.

In the end, we will never really know what our legacy will be, but I continuously attempt to be more mindful of the actual process of throwing rocks. I realize that I am fortunate to be in a career where I get to have an impact on so many people, but I will surely never know how my ripples have impacted the next generation of rock throwers.

As we enter this demanding and sometimes exhausting end of the school year, I hope you'll remember to stop, just for a second, to enjoy the splash.

I am proud to be a rock thrower and you should be too!

*John Schad,*

WCTE President



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## AWARDS

# NCTE confers **REALM** awards: Recognizing Excellence in Art and Literary Magazines



The REALM program publicly recognizes excellent literary magazines produced by students with the support of their teachers. REALM is designed to encourage all

schools to develop literary magazines that celebrate the art and craft of writing. Congratulations to these Wisconsin winners for the 2018 program.

### **SUPERIOR**

Homestead High School, Mequon

#### ***Soliloquy***

Faculty adviser: Rachel Rauch

Bay Port High School, Green Bay

#### ***The Vessel***

Faculty adviser: Vicki Quinn

### **EXCELLENT**

Arrowhead Union High School, Hartland

#### ***AHS Literary Magazine***

Faculty adviser: Elizabeth Jorgensen

McFarland High School, McFarland

#### ***Driftwood***

Faculty adviser: Deborah Gadian

Lincoln High School, Wisconsin Rapids

#### ***Bloodstone***

Faculty adviser: Kurt Jensen

Marquette University High School,  
Milwaukee

#### ***Signatures***

Faculty adviser: Virginia Schauble

Edgewood High School of the Sacred  
Heart, Madison

#### ***The Wayfarer***

Faculty adviser: Natalie Koblenksi

### **MERIT**

D.C. Everest Senior High School, Weston

#### ***Point of Convergence***

Faculty adviser: Matthew Cepress

Kettle Moraine School for Arts and  
Performances, Wales

#### ***Ampersand Pages, volume 3***

Faculty adviser: Michael Weber

## CALL FOR NOMINATIONS FOR AWARDS

# Who do you know deserves an award? Deserving teachers will win only if you nominate them

Each year the Wisconsin Council of Teachers of English (WCTE) gathers in the fall to learn from and recognize greatness in our field. Right now, during this hectic time of quarters ending, spring breaks happening and planning for the next year, we ask you take time to recognize those colleagues around you who embody the ideals we strive for in English Language Arts. **All award nominations are due by May 15**, except for the NCTE High School Teacher of Excellence, which was due in March.

Each year WCTE selects two senior English education students to receive the **Outstanding Student Teacher Award**. Winners will be honored with a certificate and a one-year membership in WCTE. Individuals who student taught or were interns in the Fall 2017 or the Spring 2018 semesters are eligible. Each institution can nominate one candidate.

The **Nancy Hoefs Memorial Award for Outstanding First Year Teacher** recognizes an outstanding first-year teacher of the English language arts. Full-time teachers in their first permanent position are eligible to be nominated. Eligible first-year teachers will have taught during the 2017-2018 school year.

### **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.


#### **The criteria for this award:**

- It is designed to acknowledge the work done by educators who teach and extol the tenets of free speech and who urge responsible, humane and caring communication.
- Such work may be demonstrated in particular lessons, special projects and the ongoing style and goals set by an educator.

#### **Nomination materials should include:**

- Those wishing to nominate a possible recipient for this award should write a letter of nomination, describing the qualifications of the nominee.

#### **Due Dates:**

- Nomination letters are due via email to  **John Schad** by May 15.
- Please include any supporting materials you believe would strengthen the nomination

To nominate a teacher for any of the awards above, go to <http://www.wcteonline.org/>. A drop-down menu under the Awards tab will allow you to find the award you are looking for.

## ABOUT AWARD WINNERS

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 winners of the Outstanding Student Teacher Award will each receive an expense-paid trip to the WCTE convention where they are recognized at a reception, and a paid annual membership in WCTE.

The winner(s) of the Lee Burress Intellectual Freedom Award will be recognized at the fall WCTE convention.

Go to [www.WCTEonline.org/Awards and Grants](http://www.WCTEonline.org/Awards and Grants) for more details and other WCTE honorary awards!

# Committee needs your help to develop inclusion plan


At our last meeting, the diversity committee discussed and drafted a new — what we're now calling — **Inclusion Invitation and Action Plan**. Our goal with this verbiage is to actively seek and be held accountable for increasing representation from all walks of life within our organization.

We want WCTE to be representative of the classroom teachers across the state as well as representative of our student populations. We didn't want to simply create a statement; rather, we preferred the idea of an invitation, as it seems more welcoming and inclusive for all. The statement is still in the drafting stages, and we need your help with something.

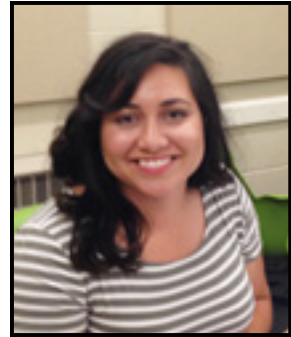
**Where are you?**

**Where are your teachers that provide a different perspective?**

We at WCTE crave the opportunity to learn from one another as we each bring something unique and powerful to the table. **We need your help** in branching out with our perspectives and to include more people at our table. **We also need your help** with your suggestions on how to best accomplish our goals. Our goals can't be achieved by one person alone. *Can you help us?* How can we do better to serve you and your goals? How can we help you broaden your perspective?

Feel free to contact me with your feedback. Email me at  [justina.plemon@gmail.com](mailto:justina.plemon@gmail.com). I so look forward to starting this conversation with you.

In order to determine the effectiveness of this policy, the Executive Board will monitor the success quarterly through a report given by the diversity chair.



Justina Plemon  
St. Mary's Catholic Middle  
School, Neenah

## ***Draft of WCTE Inclusion Invitation and Action Plan***

The Wisconsin Council of Teachers of English seeks to collaborate and engage with teachers who represent a variety of ability, color, religion, age, ethnicity, gender, sexuality, and identity.

We aim to actively and intentionally improve our practices to leverage diverse talents and encourage all members to grow within leadership positions in the organization and to individually grow as educators.

## **ACTION PLAN**

- Include diverse and authentic perspective in all appointed committees, taskforce and other official groups.
- We seek to include a diverse pool of candidates for nominations presented by each nominating committee.
- Include diverse and authentic representation in WCTE conventions and workshop sessions.
- Include diverse and authentic perspectives in WCTE publications.
- Target diverse groups of people in recruiting efforts.



## Wisconsin's Standards for English Language Arts: Where We've Been and Where We're Going

**NOTE:** A version of this article is available at <https://dpi.wi.gov/ela/standards>. The online version includes links to additional resources, including links to the standards reviewed from other states.



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**Bianca Williams-Griffin, DPI**

### BACKGROUND

In 1998, the Wisconsin Department of Public Instruction (DPI) published Wisconsin's Model Academic Standards for English Language Arts, which had been adopted by State Superintendent Benson. The standards included reading, writing, oral language, language, media and technology, and research and inquiry at grades 4, 8, and 12. About 10 years later, DPI convened a group of Wisconsin educators to update the ELA standards. At the same time, The Council of Chief State School Officers (CCSSO) and National Governors' Association (NGA) joined together in a bipartisan effort with almost every state represented to convene a group to write English language arts standards for each grade level that reflected college and career goals for literacy, publishing the Common Core State Standards for English Language Arts (CCSS ELA) in 2010. Following a process that engaged Wisconsin educators in review and providing feedback, State Superintendent Evers formally adopted the Common Core State Standards in June 2010.

In an effort to expand transparency and engagement in reviewing and revising Wisconsin academic standards, State Superintendent Evers authorized and appointed the State Superintendent's Standards Review Council. Beginning in 2016, each set of academic standards was put into a seven-year review cycle, giving Wisconsin a process to keep standards in all content areas current and relevant. Wisconsin's Standards for English Language Arts are scheduled for review and possible revision in 2019.

### WISCONSIN'S STANDARDS REVIEW PROCESS

The ELA standards review and revision process includes multiple opportunities for public and stakeholder participation. A digital survey will be available during July and August of 2019. The survey will ask for input about the current standards and the need for revision. Based on the input, the Council will provide the State Superintendent with a recommendation regarding the need to revise the current standards; the State Superintendent could start a revision process for ELA. More information on how to become a part of the revision process would then be distributed to the ELA community. The last opportunity to give feedback on any revised standards will be during the winter of 2020, when a draft of revised standards are scheduled for release for public comment, and public hearings will be held. More information about the specific steps in the standards review process can be found at <https://dpi.wi.gov/standards>.

### WHAT HAVE OTHER STATES DONE?

In preparation for the review and possible revision of Wisconsin's Standards for English Language Arts, we asked, "What are other states doing?" We began by selecting states to investigate. First, we eliminated states that are using CCSS ELA as they were published in 2010; this is the majority of states including several of Wisconsin's neighbors (Iowa, Minnesota, Illinois, Michigan and Ohio). Next, we



*Continued on next page*

identified states that made revisions. Some states, such as Massachusetts and New York, made primarily superficial changes. Other states, like Kansas and Nebraska, made more substantial changes. Several states, such as Virginia and Texas, never adopted CCSS for ELA. Some states' decisions and/or changes were due to state-level legislation; other states, similar to Wisconsin, update their academic standards on a specific schedule. Our in-depth examination included Indiana, Kansas, Massachusetts, Nebraska, New York, Oklahoma, Virginia and Texas.

The influence of CCSS ELA's organizational structure was apparent in the majority of standards we analyzed. Overall, states maintained the strands from CCSS for ELA (reading, writing, speaking and listening, and language); an emphasis on reading literature and reading informational text; and organization by grade level from kindergarten through grade eight and bands in high school (9 - 10 and 11 - 12). Most states we examined focused reading foundational skills in early grades. One state (Nebraska) included phonics and fluency in every grade level through grade 12. Another state (Oklahoma) used reading foundational skills standards to emphasize phonological awareness and phonics from kindergarten through grade two; in upper grades, these were replaced with standards for reading and writing processes. New York condensed CCSS ELA's reading literature and reading informational text standards into a single set of reading standards, specifying which apply to literature and which apply to informational text.

Several states added standards specific to independent reading (Kansas, Oklahoma and Texas); Kansas included standards about representation and diversity in reading. Oklahoma included standards about independent writing. New York included independent and wide reading in a supporting document. Two states (Virginia and Texas) included standards about personal responses to text, including connections. Several states (Indiana, Oklahoma and Virginia) included standards about handwriting. States also added sections about multiple or digital literacies (Indiana, Nebraska, Oklahoma and Virginia). (Note: In Wisconsin, digital literacy is a large part the Wisconsin Standards for Information and Technology Literacy, adopted in 2018.)

Some of the most striking features of the state-level standards we examined came not in the standards but in the documents and details that support the standards. Several states (Indiana, Massachusetts and New York) included a glossary. Virginia began each grade-level with a statement about learning that is unique to that grade-level. Indiana began each strand with supporting and explanatory statements from the International Literacy Association (ILA) and the National Council of Teachers of English (NCTE). Oklahoma created a graphic to illustrate the integrated nature of English language arts. Massachusetts included examples of what standards would look like in practice. In Wisconsin, some formatting details are part of the standards, but supporting documents are created after agreement is reached on the content of the standards and the standards are adopted by the State Superintendent.

### NEXT STEPS

The formal process for ELA standards review is scheduled to begin with a survey in summer of 2019. If the State Superintendent determines it is necessary to revise the current standards for ELA, a formal adoption would happen in the Spring of 2020. From there, each district learns about the standards, determines whether to adopt the standards (this is a local decision), and aligns local instruction and assessment to the standards. With time, Wisconsin's statewide summative assessments — as required by federal law — will be aligned to the standards adopted at the state level. Throughout this process, DPI relies upon your expertise and experience. **Complete the summer of 2019 survey, provide feedback on a draft of the standards (winter 2020), and contact us with additional suggestions.**

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## TWITTER CHATS >> WCTE Board members

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



If you have not already joined us for our new Twitter chats, now is the time!

Previous chats have discussed:

- Lesson Recommendations
- Testimonials – Why Did You Become an English Teacher?
- Choice Reading
- Books We Love

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:

**March 26, 2019 @ 8 p.m. – Poetry (*You're gonna write some bad poetry*)** led by Amanda Sweet

### ***Questions for the chat:***

- Q1: How do you convince the most reluctant students to take a chance on writing poetry?
- Q2: Who are some of your favorite poets or musicians to share with students? What advice can these experts give students on the writing process?
- Q3: What types of poetry activities do you use in your classroom to help students find inspiration to write poems?
- Q4: How do you teach students the importance of revision to make "bad" poetry better?
- Q5: How often do you as a teacher model writing poems? What advice can you give on modeling writing?

### **MARK YOUR CALENDAR for Upcoming Twitter Chats**

- April 22 Writing Skills with Tanya Sponholz
- May 20 TBD with Peg Grafwallner
- June 24 Professional Reading and Resources with Holly Caudill
- July 22 Convention Preview with Marianne Potter

### ADVERTISEMENT

## Promoting Forensic Activities

March kicked off with National Speech and Debate Education Day, with members of the Wisconsin Legislature celebrating with the Wisconsin High School Forensic Association and National Speech & Debate Association.



[whsfa.org](http://whsfa.org)





## PUBLICATIONS >> John Pruitt, WEJ editor

# NCTE resolutions support advocacy for educational issues

The NCTE Executive Committee formally approved three resolution on Feb. 22.

**How can you use these resolutions to advocate for the issues, knowing you have the backing of a national organization?** Submit your ideas to [wi.english.journal@gmail.com](mailto:wi.english.journal@gmail.com)

### Resolution on Literacy Teaching on Climate Change

Resolved that the National Council of Teachers of English encourage teachers and teacher educators to

- resist the politicization of climate science by evaluating curricular texts for scientific credibility;
- lead students to engage thoughtfully with texts focusing on social and political debates surrounding climate change; and
- work with teachers in other fields to implement interdisciplinary instruction on climate change and sustainability.

### Resolution on Alternatives to Guns in Schools

Resolved that the National Council of Teachers of English

- advocate for funding of school-wide training in antiracist practices that prepare personnel to confront unexamined biases that may lead to a disproportionate number of suspensions and disciplinary actions;
- endorse the teaching of conflict resolution through curricula, literature, effective communication, affirmation, negotiation, and appreciation for diverse cultures;
- prioritize texts that discuss the implications and effects of violence and encourage empathic thinking;
- encourage teachers, staff, and administrators to employ restorative justice, peer mediation, and other school-wide initiatives to promote peace and prepare students to advocate for themselves publicly about their safety;
- urge teachers to model emotional intelligence and behavior within classrooms and larger communities;
- recognize that recruitment and retention efforts may be hampered by violence in schools; and
- resist policies that permit the arming of teachers and students in all educational environments.

### Resolution on English Education for Critical Literacy in Politics and Media

Resolved that the National Council of Teachers of English

- promote pedagogy and scholarly curricula in English and related subjects that instruct students in civic and critical literacy, going beyond basic reading comprehension to the thinking skills that enable students to analyze and evaluate sophisticated persuasive techniques in all texts, genres, and types of media, current and yet to be imagined;
- support classroom practices that examine and question uses of language in order to discern inhumane, misinformative, or dishonest discourse and arguments;
- prioritize research and pedagogies that encourage students to become “critical thinkers, consumers, and creators who advocate for and actively contribute to a better world” (NCTE Vision Statement, 2017);
- provide resources to mitigate the effect of new technologies and platforms that accelerate and destabilize our information environment;
- support the integration of reliable, balanced, and credible news sources within classroom practices at all levels of education;
- resist attempts to influence civic discussion through falsehoods, unwarranted doubts, prejudicial or stereotypical ideas, attempts to shame or silence, or other techniques that deteriorate the quality of public deliberation;
- model civic literacy and conversation by creating a supportive environment where students can have an informed discussion and engage with current events and civic issues while staying mindful and critical of the difference between the intent and impact of their language.

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## WCTE BOARD MEMBER PROFILE

# Amanda Sweet, District 5 Director

Education is a magical thing because it gives people the tools that they need to be successful and confident in life. The study of the written word in any form is vital to creating understanding humans that can communicate effectively. These two passions have pushed me to become a high school English teacher. My name is Amanda Sweet, and I am a WCTE board member and the District 5 Director.

I joined WCTE right after college because of the amazing opportunities that this organization provides for professional development and collaboration. I currently live in Stevens

Point and teach at Stevens Point Area Senior High School (SPASH) with my wonderful boyfriend Max (math teacher). I am finishing up my sixth year in the profession and my third year as a teacher at SPASH.

My passion for education actually began when I was a high school student. I was fortunate to have family friends in the field that of-

fered me opportunities to job shadow. Through my job shadows at an Alternative Education High School near Detroit, Michigan, I knew I had found my life's purpose. I love working with students that do not naturally love learning or reading. I enjoy showing them that they are capable of amazing work if they put the time in. As a regular education teacher, I discovered the importance of inclusion and using a growth mindset to engage students that struggle or are reluctant in learning.

As an educator, I have tried to become a mentor and facilitator of learning to help show students that

learning never ends. Showing students my personal passion for English Language Arts often helps them see the value in becoming a lifelong learner. Showing students the power of the written word and showing them that their voice matters are two of the biggest goals that I have in my classroom. I want to ensure that the future is filled with empathetic people that are able to question and criticize the world around them, as well as great communicators.

WCTE has become a personal learning network for me because of the amazing ideas and feedback on the profession that I gain from other members. From presenters at the convention to board members sharing strategies and lesson plans, this organization offers great networks that help further important conversations that are related to the profession. I love being able to collaborate with this group and learn from them. Through this organization, I have been able to present at the convention and lead Twitter chats. Having the ability to complete professional development using social media has become an excellent, inexpensive way of growing as an educator.

I take pride in being back in Stevens Point. As a graduate of UWSP I see value in the community and the university. I often bring local writers, artists, storytellers and musicians to discuss the art of writing or literature in their life. Students often see a whole new perspective of how reading and writing are used in everyday facets of life and can even lead to some amazing careers or hobbies. Utilizing these local resources has made my classroom and lessons come to life for my students.

If you would like to get involved with UWSP, or if you would like to discuss the art of writing or the place of literature in our lives, please do not hesitate to ask.



### Contact Info

**Amanda Sweet**

Stevens Point Area High School



asweet@pointschools.net

“

### I LOVE

working with students that do not naturally love learning or reading. I enjoy showing them that they are capable of amazing work if they put the time in.

”

# national poetry month

National Poetry Month is coming in April! It was inaugurated by the Academy of American Poets in 1996. Over the years, it has become the largest literary celebration in the world with schools, publishers, libraries, booksellers and poets celebrating poetry's vital place in our culture. Get ready by stocking up on these NCTE resources on teaching about reading and writing poetry.

## [Lightning Paths: 75 Poetry Writing Exercises](#)

*by Kyle Vaughn*

Lightning Paths features poetry writing exercises that, while they teach and utilize technique, also focus on and inspire the intuitive and imaginative qualities of poetry. Each exercise features a philosophical introduction that explains the nature of what the exercise aims for, the detailed exercise instructions, and a student example.

The exercises themselves are divided into three sections:

- (1) exercises that focus on different types of imagery and different methods to generate fresh imagery;
- (2) exercises born out of unusual prompts and ideas aimed at engaging a writer's experiences beyond poetry in the real world; and
- (3) exercises related to form or perhaps a reconsideration of what form might be or how it might function.

Also included are introductions or essays related to imagery, inspiration, "leaping" poetry and constrained writing.

## [360 Degrees of Text: Using Poetry to Teach Close Reading and Powerful Writing](#)

*by Eileen Murphy Buckley*

Youth culture is rich with poetry, from song lyrics that teens read, listen to, and write, to poetry they perform through slams and open mics. The rich, compact language of poetry both inside and outside the classroom plays a valuable role in bridging the divide between youth culture and academic culture.

Whether we call it "critical literacy" or just "making meaning," being able to read and analyze with precision and judgment empowers all students, not just in their academic courses but in everyday situations that require thoughtful evaluation and response. Through Eileen Murphy Buckley's 360-degree approach to teaching critical literacy, students investigate texts through a full spectrum of learning modalities, harnessing the excitement of performance, imitation, creative writing and argument/debate activities to become more powerful thinkers, readers, and writers.

## [Wordplaygrounds: Reading, Writing, and Performing Poetry in the English Classroom](#)

*by John S. O'Connor*

John S. O'Connor offers exciting approaches to teaching poetry in middle school and high school classrooms with more than 25 high-interest activities designed to sharpen students' writing and self-understanding and heighten their awareness of the world around them. In the process, he demystifies poetry for teachers and students by using students' own life experiences as the basis for all student writing.

Wordplaygrounds shows how students can move beyond

the traditional boundaries of English curricula, interpreting poetry through a variety of media, including music, art and dance — without special talent and training in these areas.

## [Getting the Knack: 20 Poetry Writing Exercises](#)

*by Stephen Dunning and William Stafford*

A perennial bestseller and favorite of teachers nationwide, *Getting the Knack* offers 20 poetry writing exercises in an easy-to-use, winning style. Dunning and Stafford, both widely known poets and educators, offer this delightful manual of ideas for teaching everything from found poems to headline poems to letter poems, acrostic poems, and pantoums. Each exercise covers different types or phases of poetry writing — and is presented with wit, humor and a nonacademic style that makes it a perfect guide for novice and experienced poets (and teachers!) of all ages.

## [Poetry of Place: Helping Students Write Their Worlds](#)

*by Terry Hermsen*

This isn't your typical book about teaching poetry. Sure, you'll find plenty of information on helping students learn the fundamentals of writing poetry. But you'll also find creative, innovative ways to engage students — even those students who may be initially resistant to poetry.

Poet-in-residence Terry Hermsen has learned how to foster a love of poetry by taking learning out of the classroom—and into students' real lives. With numerous lessons and activities, Hermsen demonstrates how even the most mundane, everyday items — from "stuff" to food to photographs — can spark the imagination of student poets.

Filled with student examples, this book illustrates that poetry doesn't have to be boring. It can help students develop interpretive and creative thinking skills while helping them better understand the world around them, wherever they may live.

## [Living Voices: Multicultural Poetry in the Middle School Classroom](#)


*by Jaime R. Wood*

In this versatile resource, Jaime R. Wood uses her passion for poetry to help students overcome their fears and to introduce students to a kind of literacy they can get excited about. Because "traditional" poets may seem inaccessible to students, Wood focuses on the poetry of three "living voices"—Nikki Giovanni, Li-Young Lee and Pat Mora.

Through easy-to-follow lesson plans, Wood uses the work of these poets to demonstrate key concepts such as symbolism, personification, characterization and theme. The lessons have been teacher-tested in middle school classrooms and are designed to encourage students to take ownership of their own learning.

## ANTI-DEFAMATION LEAGUE

# First Amendment contest for 6-12 students

- Posters (below) are available for your school. Contact  [sseweryn@adl.org](mailto:sseweryn@adl.org).
- Visit [chicago.adl.org/fivefreedoms](http://chicago.adl.org/fivefreedoms) for more information.
- More information on the next page, including video of participants discussing their experiences.

## OUR FIRST AMENDMENT FREEDOMS ART & ESSAY CONTEST

For Grades  
6-12

### WHAT YOU NEED TO DO

*Using a personal example or experience, describe or portray how one or more of the five freedoms in the First Amendment personally affects your daily life.*

**FIRST PLACE: \$5000 SCHOLARSHIP**

Learn more at [chicago.adl.org/fivefreedoms](http://chicago.adl.org/fivefreedoms)

**ADL**<sup>®</sup>  
FIGHTING HATE FOR GOOD

## ANTI-DEFAMATION LEAGUE, cont.

### First Amendment Art & Essay Contest for Grades 6 - 12

#### Why is the First Amendment so important?

Students who explain why could win college scholarships!

- All students, grades 6-12, in Illinois, Wisconsin, Indiana, Minnesota, North Dakota and South Dakota may apply.
- Both art & essay formats are accepted.
- Free curriculum and lesson plans are provided for educators.
- \$1,000 award will be given to the teacher with the most submissions.
- \$25,000 in scholarships will be awarded overall!

To inspire their work, entrants should answer the question, “Using a personal example or experience, describe or portray how one or more of the five freedoms in the First Amendment affects your daily life.” **The entry deadline is May 30, 2019.**

**WGN INTERVIEW:** Watch a past participant and teacher discuss their experiences.



Featured in this interview:

**Lonnie Nasatir** – Regional director of ADL Midwest

**Sally Graham** – English teacher at Niles West (Ill.) High School (*in video photo at left*)

**Gina Kim** – Current student at Princeton, past ADL contest winner

## ESSAY GUIDELINES

Entrants must submit an original and unpublished essay. The essay must be solely the work of the entrant.

- Other forms of creative written expression, including poems and short stories that are within the guidelines, will also be accepted.
- The essay must be typed in 12-point font and double-spaced on 8.5" x 11" paper.
- The essay must be written in the English language.
- The essay must not exceed two pages.
- The entrant's name, school or city should not appear anywhere on the essay pages.

For judging guidelines, rubrics and more info, visit [chicago.adl.org/fivefreedoms](http://chicago.adl.org/fivefreedoms).

# Looking for a good book?

## Check out these titles, shared by the WCTE Board



**Bianca Williams,**  
**Griffn**  
DPI, Madison

### **Sadie** **by Courtney Summers**

A missing girl on a journey of revenge. A Serial-like podcast following the clues she's left behind. And an ending you won't be able to stop talking about.

Sadie hasn't had an easy life. Growing up on her own, she's been raising her sister Mattie in an isolated small town, trying her best to provide a normal life and keep their heads above water.

But when Mattie is found dead, Sadie's entire world crumbles. After a somewhat botched police investigation, Sadie is determined to bring her sister's killer to justice and

hits the road following a few meager clues to find him. ~Goodreads



**Lynn Aprill**  
CESA #8, Gillett

### **Salt to the Sea** **by Ruta Sepetys**

World War II is drawing to a close in East Prussia and thousands of refugees are on a desperate trek toward freedom, many with something to hide. Among them are Joana, Emilia, and Florian, whose paths converge en route to the ship that promises salvation, the Wilhelm Gustloff. Forced by circumstance to unite, the three find their strength, courage, and trust in each other tested with each step closer to safety.

Just when it seems freedom is within their grasp, tragedy strikes. Not country, nor culture, nor status matter as all ten thousand people — adults and children alike — aboard must fight for the same thing: survival.

~Goodreads



**John Pruitt**  
UW-Rock County,  
Janesville

### **Ham on Rye** **by Charles Bukowski**

In what is widely hailed as the best of his many novels, Charles Bukowski details the long, lonely years of his own hardscrabble youth in the raw voice of alter ego Henry Chinaski. From a harrowingly cheerless childhood in Germany through acne-riddled high school years and his adolescent discoveries of alcohol, women and the Los Angeles Public Library's collection of D. H. Lawrence, "Ham on Rye" offers a crude, brutal and savagely funny portrait of an outcast's coming-of-age during the desperate days of the Great Depression. ~Goodreads



**Lynn Frick**  
Sauk Prairie High School,  
Sauk Prairie

### **How I Resist: Activism and Hope for a New Generation** **edited by Maureen Johnson**

An all-star collection of essays about activism and hope, edited by bestselling YA author Maureen Johnson.

Now, more than ever, young people are motivated to make a difference in a world they're bound to inherit. They're ready to stand up and be heard — but with much to shout about, where do they begin? What can I do? How can I help?

In "How I Resist," readers will find hope and support through voices that are at turns personal, funny, irreverent and instructive. Not just for a young adult audience, this incredibly impactful collection will appeal to readers of all ages who are feeling adrift and looking for guidance. ~Goodreads



**Justina Plemon**  
St. Mary's Catholic Middle  
School, Neenah

### **Swing** **by Kwame Alexander with Mary Rand Hess**

Things usually do not go as planned for seventeen-year-old Noah. He and his best friend Walt (aka Swing) have been cut from the high school baseball team for the third year in a row, and it looks like Noah's love interest since third grade, Sam, will never take it past the "best friend" zone. Noah would love to retire his bat and accept the status quo, but Walt has big plans for them both, which include making the best baseball comeback ever, getting the girl, and finally finding cool.

To go from lovelorn to ladies' men, Walt introduces Noah to a relationship guru — his Dairy Queen-employed cousin, Floyd — and the always informative Woohoo Woman Podcast. Noah is reluctant, but decides fate may be intervening when he discovers more than just his mom's birthday gift at the thrift shop. Inside the vintage Keepall is a gold mine of love letters from the 1960s. Walt is sure these letters and the podcasts are just what Noah needs to communicate his true feelings to Sam. To Noah, the letters are more: an initiation to the curious rhythms of love and jazz, as well as a way for him and Walt to embrace their own kind of cool. While Walt is hitting balls out of the park and catching the eye of the baseball coach, Noah composes anonymous love letters to Sam in an attempt to write his way into her heart. But as things are looking up for Noah and Walt, a chain of events alters everything Noah knows to be true about love, friendship, sacrifice and fate. ~Goodreads



**Chelsea**  
**Gruetzmacher**  
P.J. Jacobs Middle School,  
Stevens Point

### **Black Leopard, Red Wolf (The Dark Star Trilogy #1)** **by Marlon James**

Tracker is known far and wide for his skills as a hunter: "He has a nose," people say. Engaged to track down a mysterious boy who disappeared three years earlier, Tracker breaks his own rule of always working alone when he finds himself part of a group that comes together to search for the boy. The band is a hodgepodge, full of unusual characters with secrets of their own, including a shape-shifting man-animal known as Leopard.

As Tracker follows the boy's scent — from one ancient city to another; into dense forests and across deep rivers — he and the band are set upon by creatures intent on destroying them. As he struggles to survive, Tracker starts to wonder: Who, really, is this boy? Why has he been missing for so long? Why do so many people want to keep Tracker from finding him? And perhaps the most important questions of all: Who is telling the truth and who is lying? ~Goodreads

**Look for more good  
book recommendations  
in the next WCTE Update  
in fall.**

# Wisconsin English Teachers' Calendar of Events, Deadlines



## April

**April 8-9** 2019 NCTE Advocacy and Leadership Summit in Washington, D.C. Attendees will engage in workshops focused on advocacy, discussions with education advocates, and visits to the offices of key legislators on Capitol Hill. Register here: <http://www2.ncte.org/get-involved/volunteer/take-action/ncte-advocacy-day/>

**April 25-27** Journalism Education Association/National Scholastic Press Association **High School Journalism Convention**, Anaheim, <http://anaheim.journalismconvention.org/>

## May

**May 15** Deadline for nominating a student teacher for the **Outstanding Student Teacher Award**. <http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>

**May 15** Deadline for nominating a first-year teacher for the Nancy Hoefs Memorial Award for **Outstanding First-Year Teacher** <http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/>

**May 15** Deadline for WCTE's Lee Burress **Intellectual Freedom Award**. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

**May 29** Deadline for registration and housing for **NCTE Affiliate Leadership** meeting in Washington, D.C. <http://www2.ncte.org/groups/affiliates/affiliate-leadership-meeting/>

## June

**June 15** Deadline for registering for **Summer Journalism Workshop** for high school students at Marquette University, sponsored by the Kettle Moraine Press Association. More information at <http://www.kempasjw.com>

## July

**July 9** Mailing deadline for **Recognizing Excellence in Art and Literary Magazines (REALM) Award**: This program for middle schools, junior high and high schools recognizes students, teachers, and schools for producing excellent literary magazines and encourages all schools to develop literary magazines, seeking excellence in writing and school-wide participation in production. Submit to NCTE. More information at NCTE website: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/>

**July 12-14** **NCTE Affiliate Leadership** meeting: Leaders from all regions attend this year's annual leadership meeting in Washington, D.C.

**July 21-24** **TALES AS OLD AS TIME. Summer Journalism Workshop** for high school students at Marquette University, sponsored by the Kettle Moraine Press Association.

**July 25-26** **WCTE Summer Board Meeting**, Cambria Suites, Madison

### WCTE Update March 2019

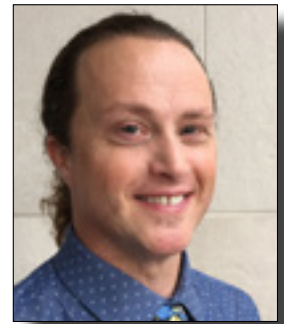
President John Schad	Secretary Jennifer Kieren
1st Vice-President Kelly Seefeldt	Treasurer Tom Scott
2nd Vice President Justina Plemon	Update Editor Linda Barrington

## Talking about books

### SETTING THE CONTEXT:

I do not teach Honors, AP or IB English classes. The only English classes I teach are the ones students take because they have to, not because they want to. For many of my students, in terms of difficulty, English as a subject is somewhere between occasionally problematic and frequently frustrating. Suffice to say they are not the type of students who require reining in because they are just too eager to share their literary opinions during classroom discussions. “I know how excited you all are to have a meaningful and respectful discourse about the book we are reading, but you’ll just need to wait your turn,” has never once been said in my class. Not by me, anyway. Some days, getting students to talk is like asking them to give up their cell phones for the day. Since my students do not readily participate in such discussion, I am always looking for other ways to engage them in conversations about books.

I have found three strategies that work particularly well to get all students in on the conversation: Turn and Talk, Save the Last Word for Me and Fishbowl.



Brad Bryan teaches at Tomah High School. This year he teaches junior and senior English and creative writing.

✉ [bradbryan@tomah.education](mailto:bradbryan@tomah.education)

**1** **TURN AND TALK** is a staple in my classroom. It is a great way to get all students engaged in learning. It provides a ready listener for students who will not speak in the whole-class setting. This works especially well for ESL students and those with learning disabilities. When students share their ideas one-on-one, teachers can be assured that everyone is participating in the discussion. As the name suggests, this strategy calls for teachers to ask their students to turn and talk about a specific question. If you are doing a read-aloud and want to double-up, ask students to turn to their elbow partner and make a prediction about what might happen next or why they think a character did what he or she did. Be sure to establish norms first. Turn and talk can transform sit-and-get into engaged learning with just a few short pauses and some well-chosen questions.

**2** **SAVE THE LAST WORD FOR ME** has been a favorite of mine since I read about it in Doug Buehl’s “Classroom Strategies for Interactive Learning.” Where he got it, I cannot recall. The activity allows students the opportunity to get into a discussion about something they’ve read, to be reflective in the reading they’ve done, and to hear and consider classmates’ views before sharing their own. It works best with texts that allow for various interpretations or opinions. I modify it to suit learning targets and for whatever text or standard I am trying to emphasize.

The procedure is this:

1. Assign a text and ask students to select from three to five statements based on whatever criteria you establish [anything from whatever they find interesting, to author’s purpose, to theme, etc. Give them several criteria to choose from].
2. I give each student an index card in advance. You could have students select passages beforehand and make this step part of your in-class procedure for the day-of. Have students write the statements they selected [with page numbers] on the front of the card. On the opposite side, have them write their comments about the passage, or why they selected each particular passage. Passages on one side, comments about the passages on the other.
3. Break students into groups of four or five. The student who goes first will identify the passage so everyone can turn to the page. Then, that student will read the passage aloud to the group. Each student must comment on the passage before the student who selected it offers his or her comment; hence, that student gets the “last word.”
4. Continue this process until everyone in the group has shared. If you have time, mix up the groups and start again.

*Continued on next page*

“  
**TURN AND**  
Talk is great for  
partners.  
”

“  
**SAVE THE**  
Last Word for Me works  
well for small groups.  
”

**3** **FISHBOWL** is not just for debate. If you've been afraid to try it with literature, don't be. Whereas **Turn and Talk** is great for partners, and **Save the Last Word for Me** works well for small groups, Fishbowl is perfect for whole class discussions where an abundance of voices enrich the quality of the conversation. I have used Fishbowl discussion as an end-of-unit summative assessment and for mid-novel formative assessments to suit any number of purposes.

To begin, I give students a list of 30-40, open-ended questions about topics or themes covered in the novel or section. I do this in advance and give them a class period to prepare notes if we are doing it at the end of the novel. (This removes some of the anxiety and gets them back into the book, rereading and doing some research.) I tell them there is no way they will answer all of the questions, but they should be prepared to discuss any of them. Students should come to the Fishbowl with their notes, their books, and annotations to help support the ideas and answers in their notes.

I arrange the classroom with about 15 chairs in the middle and tables (or desks) outside the ring of chairs. The chairs are the inside of the fishbowl and the tables are the outside the fishbowl. The "readiest" students self-select to go on the inside. Those on the inside each get a random slip of paper with one of the questions they prepared for.

Prior to starting the discussion, I give everyone on the inside a minute or two to locate a page in the book to reference when they answer their question.

When everyone is ready, a volunteer will cite a page in the book (which everyone turns to) and then answers his or her question.

Next, those on the inside have the option of: 1) building on the idea, 2) agreeing, 3) disagreeing, or 4) posing a question to a previous respondent on that topic.

To facilitate the conversation inside the fishbowl, I provide students with a half-page Discussion Frames cheat sheet. I also have a supply of rescue questions on standby in case the topic gets stale. I use a rubric that rewards "raising points and ideas" (I look for at least four) and for "reasoning and ideas" (similarly, I look for four specific citations or a combination of general references and specific citations).

I give students on the outside of the fishbowl a Column Notes graphic organizer to keep them engaged in the discussion. Having the ability to pilfer citations from the group on the inside should also be a good motivator to remain engaged.

At the half-way point, I switch the groups; those outside the fishbowl go inside the fishbowl, and vice versa. There are multiple ways to organize this activity, and this just happens to be how it works for me.

If you have any questions or want to know more about how I use these strategies in my classroom, please email me at [bradbryan@tomah.education](mailto:bradbryan@tomah.education).

“  
**FISHBOWL IS**  
perfect for whole  
class discussion.

”

## FOR TEACHERS

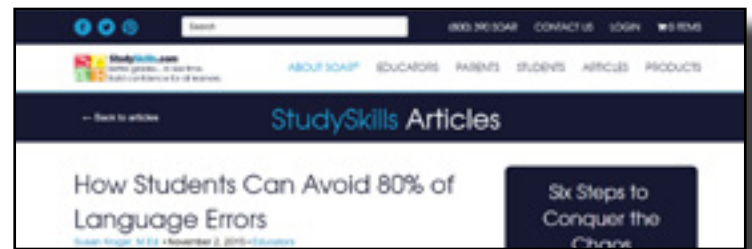
# Board members share TOP 10 favorite resources & 1 \*TIP

**1** [WISELearn](#) - Wisconsin DPI's dynamic digital library and network featuring Open Educational Resources (OER). Allows teachers to explore resources and join Wisconsin educators dedicated to curriculum, instruction, professional learning, and collaboration.

You can also use this like Newsela for mentor texts. You can have students set up an account or use it just for yourself. It is organized by text, genre, and topic.



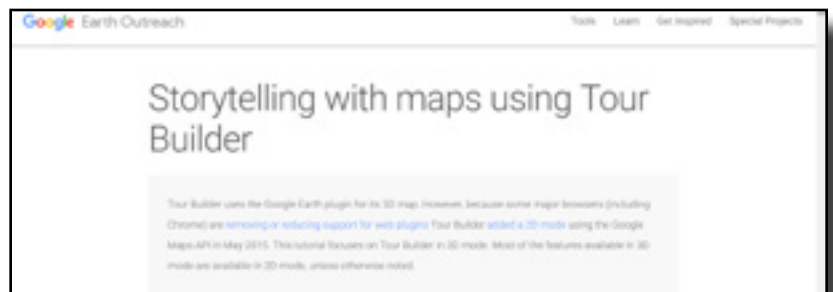
**2** This [studyskills.com article](#) explains how students can avoid 80% of language errors. It lists the most common errors in capitalization, spelling, punctuation and grammar. And it lists common figures of speech.



**3** [NoRedInk](#) allows you to track students' progress with diagnostics and graphs to show growth over a unit, etc. Use for 9th -11th grade classes.



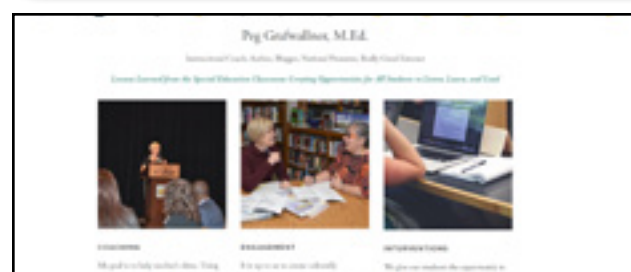
**4** [Google Tour Builder](#) is a web-based storytelling tool which lets you easily create and explore stories and places around the world. Based on the Google Earth plugin, you can create a tour of any subject of your choosing, zooming in to show the places where events took place, and easily integrating the story's text, photos and videos. Your tour will fly users from one place to the next along the storyline of your tour, immersing them in the relevant places through Google Earth's imagery and the custom content you provide.



**5** [UDL guidelines](#) are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Some districts focus on creating UDL strategy and lessons to engage students. It is also being incorporated in online education - WEN and WVVS.



**6** [www.peggrafwallner.com](#) has multiple resources in coaching, engagement and interventions. Site states that these are lessons learned from the special education classroom: creating opportunities for all students to listen, learn and lead.



**7** [Lagging Skills Assessment](#) is a tool created by Dr. Ross Greene, author of “Lost at School.” His book’s [website](#) includes general information about his model for improvement; answers to lots of questions about applying the model in school settings; and a compilation of articles, chapters, and research papers on the model.

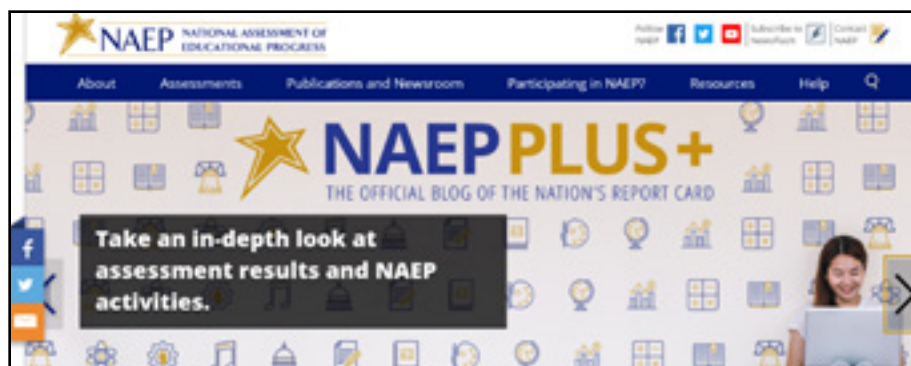
**ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	

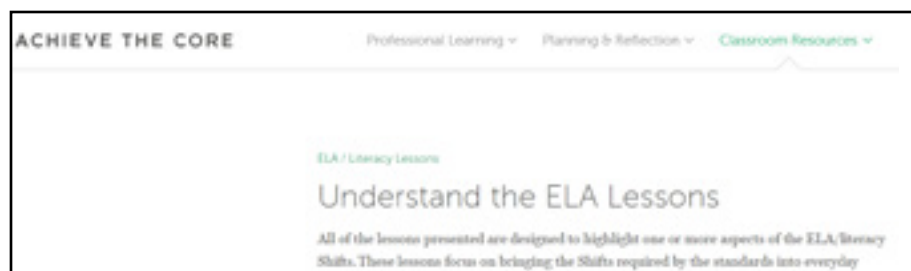
**8** [NAEP.com](#) is The National Assessment of Educational Progress, the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Besides assessment, the site provides sample writing questions, activities and tutorials.




**9** Literary elements graphic organizer maker from [readwritethink](#) best suits secondary students in literary study. The tool includes a set of graphic organizers designed to assist teachers and students in prewriting and postreading activities, focusing on the key elements of character, setting, conflict, and resolution development. Flash required.



**10** Classroom Resources from [Achievethecore](#). ELA/literacy lessons specifically designed to highlight the ELA/literacy shifts and expectations of college- and career-ready standards. You can filter by grade. Resources include lessons, student writing samples, assessments and an academic word finder.



 [Creative Commons](#) Use this before you share resources out into the world.

