

update

wcte

on a mission to provide...

mentoring scholarship advocacy collegiality

WISCONSIN COUNCIL OF TEACHERS OF ENGLISH

WCTEonline.org

January 2021



We are social.

IN THIS ISSUE

CONTINUING CONVENTION...

Passionate Readers registration now open!

The [registration](#) for the WCTE Book Club and Webinar Featuring Pernille Ripp's "Passionate Readers" is open now. Visit the [WCTE website](#) to register for a FREE book while supplies last with special thanks to the Pooley Foundation.

Read your book throughout the month of January and engage with WCTE and others reading *Passionate Readers* on our Facebook [page](#). Join the private group, just for Book Club and Webinar attendees, to discuss and pose questions."

Save the date! The webinar featuring Pernille Ripp will take place on **Tuesday evening, Feb. 9, at 7 p.m.**

How do we inspire students to love reading and discovery? In "Passionate Readers: The Art of Reaching and Engaging Every Child," classroom teacher, author and speaker Pernille Ripp reveals the five keys to creating a passionate reading environment. You'll learn how to...

- Use your own reading identity to create powerful reading experiences for all students
- Empower your students and their reading experience by focusing on your physical classroom environment
- Create and maintain an enticing, well-organized, easy-to-use classroom library;
- Build a learning community filled with choice and student ownership; and
- Guide students to further develop their own reading identity to cement them as life-long, invested readers.

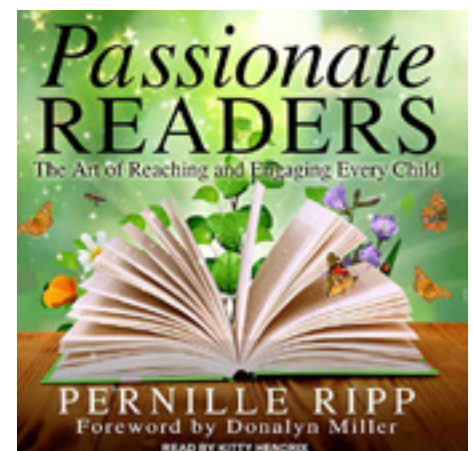
Throughout the book, Pernille opens up about her own trials and errors as a teacher and what she's learned along the way. She also shares a wide variety of practical tools that you can use in your own classroom, including a reader profile sheet, conferring sheet, classroom library letter to parents, and much more. These tools are available in the book and as eResources to help you build your own classroom of passionate readers. (Amazon.com)



Online
PROFESSIONAL LEARNING
FREE for WCTE Members



Pernille Ripp



2020-2021 WCTE Board of Directors

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Kelly Seefeldt
NCTE Affiliate Liaison
Coordinator,
Website Coordinator
P.J. Jacobs Jr. High School,
Stevens Point
kseefeld@pointschools.net



FIRST VICE-PRESIDENT

Justina Plemon
Membership and
Benefits Chair,
Website Coordinator
St. Mary's Catholic Middle
School, Neenah
justina.plemon@gmail.com



SECOND VICE-PRESIDENT

Sarah Rowse-Borelli
Professional Issues and
Diversity Chair
Eisenhower High School,
New Berlin
mrs.sarahr.b@gmail.com



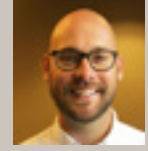
SECRETARY

Jennifer Kieren
Ellsworth High School,
Ellsworth
kierenj@ellsworth.k12.wi.us



TREASURER

(appointed position)
Tom Scott
Pooley Trustee Board
(elected position)
UW-Milwaukee
tscott2@uwm.edu



PAST PRESIDENT

John Schadt
Kohler Middle School,
Kohler
schadj@kohler.k12.wi.us

Regional District Directors



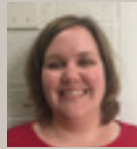
Chelsey Gruetzmacher

P.J. Jacobs Jr. High School,
Stevens Point
cgruetzm@pointschools.net



Patrick Osowski

Social Media and
Communications
Chair
Fond du Lac High
School, Fond du Lac
osowskip@fonddulac.k12.wi.us



Tanya Sponholz

Prescott High School,
Prescott
sponholz@prescott.k12.wi.us

Three
Positions
Vacant

Regional District Director Liaisons



Mary Beth Desens

Cedar Grove-Belgium
High School,
Cedar Grove
mbdesens@cgbrockets.com



Marianne Potter

(acting liaison)
pottermom55@gmail.com



John Schadt

Kohler Middle
School, Kohler
schadj@kohler.k12.wi.us

Non-Voting Members



Bianca Williams

Dept. of Public
Instruction liaison
Madison
Bianca.Williams-Griffin@dpi.wi.gov



EXEC. DIRECTOR

Lynn Frick

NCTE Affiliate Liaison
Sauk Prairie High School,
Prairie du Sac
lynn.frick@saukprairieschools.org

Board Members



Lynn Aprill

Pooley Trust Officer,
Wisconsin Literary
Map,
CESA #8, Gillett
l.aprill8@gmail.com



Linda Barrington

Pooley Trust
Board,
WCTE Update
Editor
Mount Mary
University
lbarrington@wi.rr.com



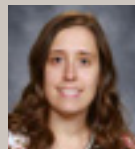
Brad Bryan

Awards
Coordinator
Tomah High
School,
Tomah
bradbryan@tomah.education



Marti Matyska

Archivist
mamatyska@gmail.com



Trista Owczarzak

Oakfield High
School, Oakfield
towczarzak@oakfield.k12.wi.us



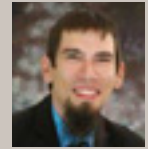
David Roloff

First Year Teacher
and Student
Teacher Awards,
ELATE state liaison
UW-Stevens Point
droloff@uwsp.edu



Joanna Slattery

Amherst High
School
Amherst
jslattery@amherst.k12.wi.us



Adam Sprague

Wisconsin English
Journal editor
Bellin College,
Green Bay
adam.sprague@bellincollege.edu

Two
Positions
Vacant

MESSAGE FROM THE PRESIDENT

>> Kelly Seefeldt, P.J. Jacobs MS

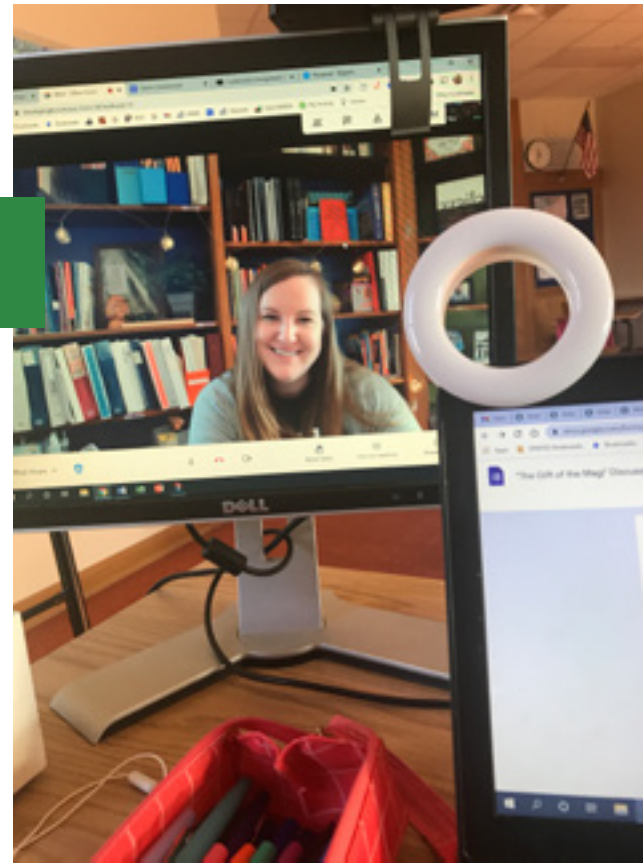
Dear WCTE Members,

Hello. How are you? Are you doing OK? I know this year has been a challenge in so many ways, but here we are, at the end of 2020 and the midpoint of the school year. Are you just barely surviving? Are you, against all odds, thriving? In my opinion, if you're still here, no matter what state you're in, that's enough.

At the beginning of this school year, I was feeling the weight of my responsibilities as a teacher, a leader, and a parent like never before in my career. My students were either coming back to a school that they would hardly recognize, or they would be learning exclusively online. The teachers in my department were trying to figure out how to teach in-person and online simultaneously. And the WCTE board was crossing our fingers that our online replacement for our cancelled convention would be useful for our members during these challenging times. On top of all that, I was physically back at work for the first time since March, leaving my daughter who was born a couple weeks after the spring shut-down, for the first time.

Honestly, I did not feel up to the task(s) in front of me. I lost a lot of sleep in the days leading up to the start of school. However, a simple social media post shared by a fellow teacher helped me reframe my thinking. I'm paraphrasing, but in her one-sentence post, she simply said: here we go; let's show everyone how good we can make this school year. Her post brought my doom scrolling to a screeching halt. What if I faced this challenge head-on? What could come out of this year if I just tried to make it the best it could be?

With this new mindset, things have felt a little more manageable. This year hasn't been my best, and there certainly were times when it felt like a little too much to handle, but I keep trying to come back to good things that have arisen whenever my mood darkens. For example, my department is collaborating like we never have before. We meet weekly, discuss student



outcomes regularly, and plan our upcoming teaching moves collectively. I'm connecting with students; we celebrate successes in weekly check-ins, and some of them email me pictures of their pets just to brighten my day.

There were bright spots in the work WCTE has accomplished as well. Our fall webinar with Pernille Ripp was a refreshing way to start the year, and sign-up for our next webinar and book read with her is live on our website. We have a number of copies of Pernille's book, free to the first members who sign-up for the January webinar, available as well.

I hope you can find some positives to hang onto this school year. And if you're still struggling, or feeling beaten down by all that is happening, know that your feelings are valid and you're not alone. Stay safe. Be well. And thank you for dedicating your time to our organization.

Sincerely,

Kelly Seefeldt

Kelly Seefeldt

WCTE President

✉ kseefeld@pointschools.net

REBRANDING >> WCTE board

WCTE to reveal new logo in coming months

WCTE will soon have a new look! The board of directors has chosen a new logo for WCTE. Over the years, WCTE has adopted many logos and icons to represent the organization, and with the increased need for digital communication in recent years, it was clear our logo needed an upgrade that translated to a cleaner, more recognizable look online. The colors and style of the new WCTE logo are meant to draw a connection between the National Council of Teachers of English and their logo which was revamped as part of the organization's rebranding in 2018.

Keep a lookout for our new logo over the coming months as we transition to this next chapter in WCTE's history.

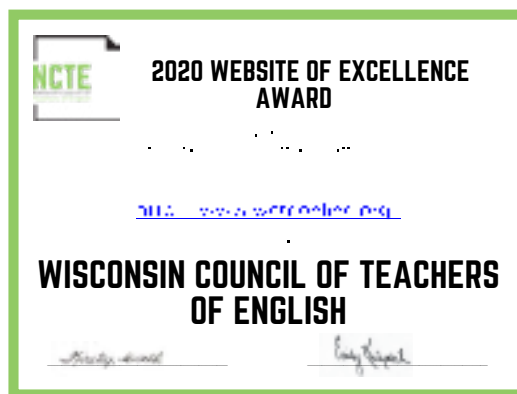


current logo

ANNOUNCEMENT >> WCTE award

NCTE has presented WCTE with its 2020 Website of Excellence Award. Websites selected represent models for affiliate websites to emulate. The following criteria are used to decide the award winners: content, structure and navigation, visual design, functionality, interactivity and overall experience.

This year 11 affiliate websites were selected for the award. WCTE also won in 2018 and 2010.



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JOURNALISM
(BLOGS, PODCASTS, VIDEOS)

KETTLE MORAINÉ PRESS ASSOCIATION

JOHN SPENCER

WCTE's connection with Wisconsin Public Radio

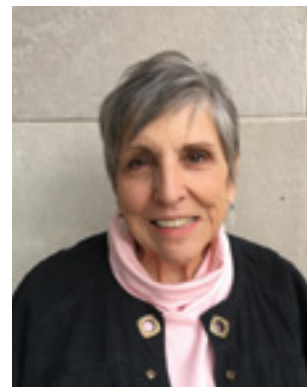
We seem to be up to our necks (or maybe I should say eyeballs) in distance learning. But it's nothing new for Wisconsin. A case could be made that the first opportunity for distance learning was the radio. In 1930 the hot new technology was the radio and the Wisconsin School of the Air (WSA) produced programs designed for classrooms, especially for the one-room schools numbering 6,500 at the time. WSA produced a curriculum of art, music, science, literature and conversation. Who knew that conversation would be considered curriculum, and that art could be taught over radio waves?

WCTE was formed in 1958, so our organization had little to do with WSA (although some of the original members recall the music class), but WCTE has supported Wisconsin Public Radio. Here's an excerpt from our archives of a 1990 letter from WPR:

"I'd like to take this opportunity to thank WCTE for their years of underwriting support for Wisconsin Public Radio...I, for one, very much enjoyed many of the 1,040 on-air announcements broadcast throughout the state. Your yearly contribution of \$1,000 is appreciated... and I am proud our two organizations share many important goals."

"Distance learning" seems to have morphed into the term, "virtual learning," but WCTE is still involved. Currently we are developing materials for teachers surviving and/or thriving in COVID teaching conditions.

Coming soon: Successful Practices for Teaching Book Clubs in Multiple Educational Platforms.



Marti Matyska

ARCHIVES

are important because they provide evidence of activities and tell us more about individuals and institutions. They tell stories. They also increase our sense of identity.

Worst analogies written in a high school essay

The little boat gently drifted across the pond exactly the way a bowling ball wouldn't (R.B., Springfield)

The politician was gone but unnoticed, like the period after Dr. on a Dr Pepper can (W.G., Madison)

His thoughts tumbled in his head, making and breaking like underwear in a dryer without Cling Free. (C.S., Woodbridge)

Especially this year, stay connected with WCTE

FOLLOW US



*for classroom ideas
for organization updates
for professional development opportunities*

We're here to support you!



WCTEorg



@WCTEorg



@WCTEorg

WCTE BOARD MEMBER PROFILE

Introducing Trista Owczarzak, new board member

I grew up in northern Wisconsin, near the border to the UP, and attended Northland Pines High School in Eagle River. Despite a short exploration of culinary arts and massage therapy schools early in my senior year, I had always wanted to be a teacher. Thanks to a couple of standout teachers, my time at Northland Pines solidified my desire to teach English. After high school, I attended Northern Michigan University where I dove right into English Education. After graduating in 2011, I spent a year as a substitute teacher in the Lansing, Michigan, area before moving back to Marquette to attend NMU as a graduate teaching assistant in the English department. After one year of working towards a master's in English, I left the UP to move back to Wisconsin and get married.

My husband and I settled in a small town northeast of Madison, and I was lucky enough to be hired by the School District of Oakfield to teach English at the middle and high school just before the next school year started. My responsibilities in my eight years at Oakfield have included a number of different classes, including English 1, Strategic Reading, Senior English, World of Film, Young Adult Literature, Social Criticism Literature and AP English Language and Composition. My desire to create authentic learning experiences has challenged me to constantly change what content I teach and how I approach teaching each class.

As I continue to refine my own teaching, I have had the opportunity to be a mentor for a new teacher and a cooperating teacher for a student teacher — all within the last 12 months! Outside of the classroom, I have also had the pleasure of advising our high school's Key Club, which has kept me connected to students and our community through volunteer work. At home, I am a mom to a 4-year-old and a 1½-year-old, who keep me plenty busy!

Currently, I am pursuing a Master of Library and Information Science degree online from UW-Milwaukee to stretch beyond only classroom teaching. Philosophically, my goal is to promote reading and literacy to all age levels, and a degree in library science will allow me to do just that. I have found that teaching is really a team sport, that closing our classroom door and driving our own ship with the students in our classroom is not how I teach best. In fact, collaborating with my colleagues and making connections between subject areas and classrooms are when I think I am at my best. I am hopeful that changing my current full-time classroom teaching hat for a librarian hat down the road will help me take more of a collaborative and coaching approach to education.

I am excited to have recently joined the WCTE board! Navigating teaching in the midst of a pandemic fraught with virtual and hybrid learning, I am excited to take another step in collaborating with other teachers across the state. Now, maybe more than ever, connecting and collaborating to support one another have become an integral part of the teaching profession, and I look forward to working with the WCTE board to collaborate and improve learning for students state-wide.



Contact Info

Trista Owczarzak

towczarzak@oakfield.k12.wi.us

“

I HAVE FOUND

that teaching is really a team sport, that closing our classroom door and driving our own ship with the students in our classroom is not how I teach best. In fact, collaborating with my colleagues and making connections between subject areas and classrooms is when I think I am at my best.

”



DPI WCTE Liaison Report: Winter 2020-21

This is the most up-to-date information for English teachers from the Wisconsin Department of Instruction. For more details or additional information, contact *Bianca Williams-Griffin* (bianca.williams-griffin@dpi.wi.gov), English Language Arts Consultant at DPI.

I am writing this report in admiration and respect for all of the work Wisconsin educators have done over the last 10 months. Your commitment and dedication to ensuring the students in Wisconsin receive the best education possible have not gone unnoticed. The attached resources in this update will help you continue to move forward in your efforts to provide rigorous grade-level instruction for all students.



Bianca Williams-Griffin

DPI COVID-19 Resources

The following resources were created to support districts and schools as they navigate student instruction during the current COVID-19 global pandemic. Please reach out to the Literacy and Mathematics team if you have any questions or concerns about the resources.

[Literacy and Mathematics](#)

- [WI Priority Content](#)

This document explains and identifies the suggested priority academic content for English language arts and mathematics during the 2020-2021 school year when student learning has been and will continue to be impacted by extended school closures due to COVID-19. It is based on the work of Student Achievement Partners under the Creative Commons license.

- [Instruction Partners Webinars](#)

On this page, you will find the curated recordings of technical assistance and guidance created by Instruction Partners for Wisconsin schools and districts.

- [Teaching Lab](#)

Teaching and learning in a remote and/or hybrid learning context is not the same as teaching in-person. Teaching Lab facilitators and educators from the field will ground these learning opportunities in: Chief Council for State School Officers' [Restart and Recovery: Considerations for Teaching and Learning](#) guidance, Teaching Lab's [Distance and Hybrid Learning Principles](#), Student Achievement Partner's [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#), and [WI's Model to Inform Culturally Responsive Practices](#) and [Equity during COVID 19 District Checklist](#).

ELA Standards

- [Professional Learning Modules Wisconsin's Standards for English Language Arts \(ELA\) were revised in 2020.](#)

The professional learning modules on this page support schools, districts, and/or organizations in developing a general understanding of the 2020 standards to ensure instruction, materials, and assessments are aligned.

Continued on next page

- **Virtual Office Hours**

Remaining date Feb. 1, 2021, 4 p.m.– 5 p.m.

Virtual office hours are designated times for DPI staff to be available to provide live answers to your questions about Wisconsin's 2020 Standards for English language arts (ELA) and planning professional learning related to these standards.

- Drop in at any time during the office hours that work for your schedule.
- Leave once your question is answered - no need to stay the whole time.

(Please, still email or call us (and your colleagues at your local CESA) at any time, but during these office hours, you will be able to get an answer right away.)

The Wisconsin Department of Public Instruction is here to support and collaborate with educators in Wisconsin to face the challenges and eliminate the barriers that we are currently experiencing and will continue to encounter in our education system. We look forward to continued collective work. Stay safe and enjoy your break!

ADVERTISEMENT

Forensic Speaking & Listening



Winter-Spring 2021 Online Contests and Programming

Coaching webinars in January/February; learn more at whsfa.org/speech-resources.

Official WHSFA Middle Level + High School **Speech contests** – key details:

- Submission of prerecorded videos for asynchronous adjudication/evaluation
- Students may log in to view peers' presentations
- Group categories must be recorded videoconference or video captured, in-person performances with students in masks and socially distanced
- High school State Speech Festival offers live/synchronous option in April
- Debate contest opportunities to be announced in early January

See our [Middle Level Speech Contests](#) or [High School Speech Contests](#) pages for informational videos, FAQs, and other details.

Action plan supports diverse, inclusive classrooms

WCTE and the diversity committee have approved the “Inclusion Invitation and Action Plan” as a foundation for specific ways to grow our organization as professionals and continue to meet the needs of professionals in Wisconsin.

When this is done, the needs of students are met as well. We are currently working on purposefully “Includ[ing] diverse and authentic representation in WCTE conventions and workshop sessions.” My colleague, Lynn Aprill, has written about the first offering of the Pooley Foundation Convention Grant in direct correlation with these efforts.

A second step beyond the action plan that we would like to take is making it even more clear what best practices in inclusive classrooms are. Creating an inclusive classroom can be challenging for a number of reasons. Let’s take a look at some of these numbers. According to the Wisconsin Department of Instruction’s Public Schools at a Glance report: 69.3% of students are White, 12.3% are Hispanic, 9.1% are Black or African American, 4.1% are Two or More Races, 4% are Asian, and 1.1% are American Indian. Beyond race, 40.7% of students are

Wisconsin Public School Students	
At a Glance	
White 63%	
Hispanic 12.3%	
Black 9.1%	
2 or more races 4.1%	
Asian 4%	
American Indian 1.1%	
Economically Disadvantaged 40.7%	
Students with Disabilities 14%	

economically disadvantaged. Students with disabilities account for 14%.

In education, we talk about books being windows and mirrors for students because sometimes a book is the best and only way a student will ever be able to empathize with another’s very specific and challenging situation, at least before high school graduation. We need more of these lenses that provide opportunity for rich discussion and guidance. It’s difficult to read every book that has the potential to be just what you needed for your students, but some educators make this happen and make it a priority to

share what they’ve learned. **Pernille Ripp** is one of those educators. Not only is Ripp the creator of The Great Read Aloud, she has a beautifully curated Instagram and blog where she shares lists of books that help teach important lessons in inclusivity ranging from children’s literature to YA. Visit her at <https://pernillesripp.com/>

Another educator that has taken the time to create a community of fellow educators that care about social justice and ethics is **Megan DuVarney Forbes** of toocoolformiddleschool.com. I’d like to join her in inviting you to post the **Teaching Tolerance Social Justice Standards** in your classroom. Take a look at these standards, people! These standards are critical life skills that all of our students can achieve with the right opportunities. Teaching Tolerance has also provided scenarios of how these standards play out in real world situations across grade level bands K-12. Forbes was kind enough to let us share her nicely formatted, printer-friendly, bulletin-board-ready adaptation of the standards. Check out her blog post at <https://toocoolformiddleschool.com/blog/>

I have enjoyed working on making connections and developing a better understanding of how to best support the teachers of Wisconsin in all aspects of our profession. Please don’t hesitate to reach out to me if you have a need or ideas for us to grow and support.



New editor announces call for submissions

The “Wisconsin English Journal” (WEJ) has a new editor, Adam Sprague, Ph.D. Sprague currently teaches Writing, Communication and Student Success courses at Bellin College in Green Bay, where he also serves as the coordinator of the Student Success Center. Sprague has numerous years of experience regarding teaching, tutoring, publishing and curriculum design, and has published in national and international journals on a wide variety of topics related to teaching, technology and multilingual students.

He began as editor in September 2020, and there are several key changes. First, the journal’s website has been redesigned and includes a new logo. We encourage you to visit the site: <https://wisconsinenglishjournal.org/>

Secondly, the journal has now opened itself to creative writing (fiction and poetry) submissions. This is a large step in the way of inclusivity as the journal now fully recognizes both major aspects of our field (rhetoric and composition and literature). Sprague has assembled an editorial team of MFAs from Wisconsin as well as other locations across the nation. The journal would like to welcome and recognize these new members:

- Kofi Antwi
- Margaret Koss
- Annie Cigic
- Brooklin Pigg
- Clara Collins
- Erika Spadavecchia
- Emma Fay
- Tori Tiso

This editorial team has already been busy reviewing literary submissions, and we thank them for their continued service to the WEJ moving forward.

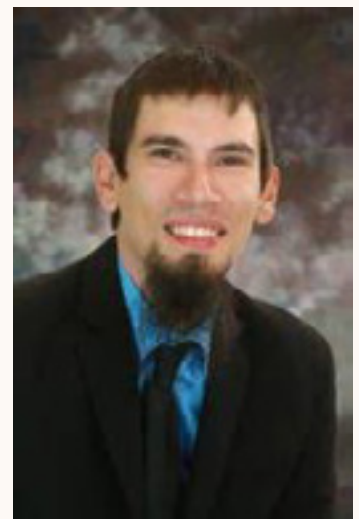
Additionally, Sprague has reached out across numerous platforms to bring in some new, key contributors outside of Wisconsin as well. At this time, we would like to highlight the addition of Krynn Hanold, copy editor, who joins us from W.W. Norton, and Caleb James, book review coordinator, who joins us from the University of Maine at Augusta.

Finally, two new reviewers have also joined the journal: Soha Youssef from Thomas Jefferson University (with expertise in ESL writing and feminist pedagogy) and Jeffrey S. Moore from Howard Community College (with expertise in ESL and basic writing). If you would like to be considered as a reviewer, please visit <https://wisconsinenglishjournal.org/reviewing/> and complete the reviewer profile form.

Putting our readership in conversation across perceived “boundaries” is currently Sprague’s goal, whether that is areas of study (literature and composition) or the physical places in which we work (secondary and postsecondary instructors). **Thus, submissions are still open for our first issue of 2021**, which calls for submissions focusing on the topic of “Strengthening Connections: Teaching and Writing in Secondary and Post-Secondary Classrooms.” Given the changes to the journal, we are currently interested in the following types of submissions:

1. Original research articles relevant to rhetoric and composition, literature, poetry, film, veteran, or gender studies
2. Literary / critical analyses
3. Creative writing (poetry and flash fiction)
4. Program / project profiles of courses, peer tutoring / mentoring initiatives, community engagement projects, course design, program design/challenges, and so on
5. Interviews
6. New media
7. Book reviews and new media reviews
8. Voices (opinion section)
9. Announcements, calls and news

To see a full description of each category as well as a submission checklist, please see our website at <https://wisconsinenglishjournal.org/submission-guidelines> for submission details! Submit all writing to the new editor, Adam Sprague, at wi.english.journal@gmail.com. Stay safe!



Adam Sprague

Stay connected
with Wisconsin
English Journal

[https://
wisconsinenglishjournal.org/](https://wisconsinenglishjournal.org/)

 [https://www.facebook.
com](https://www.facebook.com)

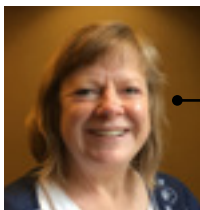


[wisconsinenglishjournal/
@WisconsinEngli1](https://wisconsinenglishjournal.org/)

WHAT WE'RE READING >> the WCTE Board

Looking for a good book?

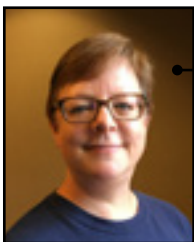
Check out these titles, shared by the WCTE Board



Lynn Frick
Sauk Prairie HS
Prairie du Sac

Culturally Responsible Teaching and the Brain by Zaretta Hammond

Hammond explores brain science and what teachers can do to create inclusive classrooms and transform all of our students from passive to active learners with a focus on Growth Mindset. The book is well written and provides practical suggestions.



Lynn Aprill
CESA #8, Gillett

Anxious People by Fredrik Bachman

Real estate open houses are usually mundane, but throw in a cast of characters going through a variety of life crises and a would-be bank robber, and it becomes a much more interesting event! Add a father-son cop duo, and every time you think you have things figured out, a new wrinkle reveals itself. A good read by a great author.



Marti Matyska
Cecil

Eleven Miles to Oshkosh by Jim Guhl

A mystery and coming of age story that I think students would enjoy, especially since it's set in Wisconsin, lots of local references. A good read by a great author.

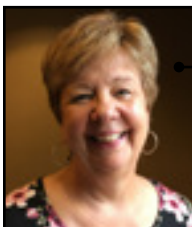


Tonya Spanholz
Prescott HS

The Girl with the Louding Voice by Abi Dare

Adunni, a 14-year-old Nigerian girl, was ripped from her home to be the third wife of a man hoping to father a son when his first two wives could only have girls. Adunni befriends one of the sister-wives and is brutally beaten by the other. Fearful of how her husband, father, and the town would take the news of the death of one of the sister-wives and Adunni's possible involvement, she runs away. Hoping to go to school and hoping to see her brothers again, she gets sent to be a maid at Big Mama's house.

Abi Dare writes a novel filled with horror but also full of hope. Adunni's hopefulness will last long past the pages of this book.



Marianne Potter
Stevens Point

The Black Swan of Paris by Karen Robards

The book focuses on a singer who helps bring down the Nazis in Paris. This story of intrigue incorporates family issues during the end of World War II. A historical work that brings the reality of WWII to life. A mystery and coming of age story that I think students would enjoy, especially since it's set in Wisconsin, with lots of local references. A good read by a great author.

Look for more good book recommendations in the winter WCTE Update.

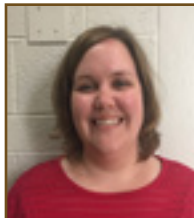
WHAT I'M TEACHING>> the WCTE Board

One of my favorite resources



Hexagonal Thinking

This blog post from Cult of Pedagogy offers a unique way for students to discuss topics and how they connect and relate with each other. This could easily be used for in-person cohorts but also digitally.



Shared by Tanya Sponholz

I used this as an assessment tool with vocabulary for my freshmen students. They were able to show me their knowledge of the definitions of the vocabulary words and an even deeper understanding of how the words connected with each other. [Tanya teaches at Prescott High School.]

What are your favorite resources?

Send them to us, and we'll publish them in the next issue. Include a description of the resource and an explanation of how/when you use it. Also include your name, school and a photo of yourself. Send to the Update editor at lbarring@wi.rr.com.

Identifying the Main Idea through Listening

Here's an activity that can be done whether your students are in-person or virtual.

Time: 15 minutes

Materials

- **Podcast**

I highly recommend the **Short Wave** podcast produced by NPR. They have highly engaging topics and are timely. Run time for the episodes is around 9 minutes, so they're perfect for class. A few of my favorites are "Touch And Go: NASA's Delicate Mission to Sample Asteroid Bennu" and "After A Whale Dies, What Happens?"

- **A premade Google Form**

I have students fill out their name and then I have four short answer boxes: main idea, supporting detail 1, supporting detail 2, supporting detail 3.



Justina Plemon teaches at St. Mary's Catholic Middle School in Neenah.

✉ justina.plemon@gmail.com

Plan

- The class listens to the podcast together. As students listen, they are free to fill in the Google Form.
- After we are done listening, students share their ideas with the class as part of a whole-class discussion.
- We agree together on the main idea, and the key so far has been making sure that two things happen with the supporting details.
 - The first is that students think of them in terms of a beginning, middle, and ending supporting detail. This helps students avoid picking random specific details but rather how the ideas tie together in a chronological order.
 - The second is that students make sure that the supporting detail makes sense with the main idea — that details support main idea. These two factors have been integral in helping students identify these key concepts.

Reflection

After analyzing MAP test data from my students and across Wisconsin, I noticed that identifying the main idea and supporting details is a skill that students need to work on. The listening-only aspect of a podcast forces students to actively listen rather than scan text. Once you have a podcast picked out, this activity is quick and a very interesting way to incorporate cross-curricular study into your classroom.

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Opportunities to lend a hand are always available.



Artwork by Jade Purple Brown

Wisconsin English Teachers' Calendar of Events, Deadlines



January

- Jan. 31** Submission deadline for **NCTE Edwyna Wheadon Postgraduate Training Scholarship**, which provides funding for professional development experiences for English/Language Arts teachers in public educational institutions. The scholarship supports postgraduate training to enhance teaching skills and/or career development in teaching. http://www.ncte.org/library/NCTEFiles/Sections/Secondary/Wheadon_Guidelines_and_Application.pdf

February

- Feb. 1** Entry deadline for **Student Poetry Contest**, Sponsored by the Wisconsin Fellowship of Poets. More information on the website: <https://www.wfop.org/student-contest>
- Feb. 1** Registration scheduled to be available online shortly for **Conference on College Composition and Communication (CCCC)** convention in Spokane, Wash., April 7-10. <http://cccc.ncte.org/cccc/conv>
- Feb. 7** WCTE Book Club and Webinar featuring Pernille Ripp's "Passionate Readers." See details and registration on front cover of this issue.

February

- Feb. 15** Online submission deadline for **Promising Young Writers**: This school-based writing program emphasizes the importance of writing skills among eighth-grade students. For more information, see <http://www2.ncte.org/awards/promising-young-writers/>
- Feb. 15** Online submission deadline for **NCTE Achievement Awards in Writing**: This school-based writing program encourages high school students in their writing and recognizes publicly some of the best student writers in the nation. For eleventh-grade students. For more information: <http://www2.ncte.org/awards/achievement-awards-in-writing/>

March

- March 6** **Winter Advisers' Seminar** for journalism advisers. Brookfield Central High School, with option to attend virtually. Jeff Browne, director of Quill and Scroll National Honor Society, will be the keynote speaker. Meet and connect with other journalism advisers and help re-charge to finish the school year strong. Sponsored by the Kettle Moraine Press Association. <https://kempajournalism.org/8255/conferences/winter-advisers-seminar/winter-advisers-seminar-2021/>

April

- April 1** CCCC Convention, "We Are All Writing Teachers: Returning to a Common Place" in Spokane, Wash.

WCTE Update January 2021

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