



PENNY KITTLE

Oct. 12-13, 2023

Jefferson Street Inn

Wausau

Annual Convention

Submit proposals now

Centering Joy in Learning

(and in the center of Wisconsin)

The Wisconsin Council of Teachers of English is pleased to announce Penny Kittle as the keynote speaker at our fall convention on **October 12-13** in **Wausau** at the **Jefferson Street Inn**.

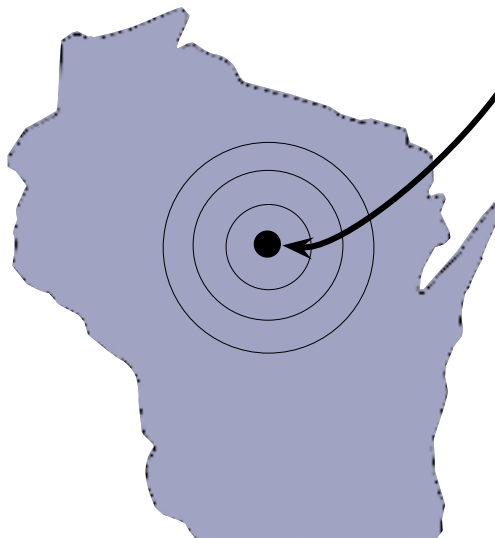
COVID-19 has made us all rethink how we do things, whether that's personally or professionally. We've realized more than ever before what is most important to us. Education is the same. So as a result of that, this convention is all about taking us back to the most important part of education: **Centering Joy in Learning**.

Not only that, we're centering the convention, too! Join us in Wausau at the Jefferson Street Inn, a Radisson Hotel with an outstanding conference center and meeting rooms.

We want you (yes, you!) to share your expertise with your colleagues across the state. Submit a [proposal](#) for a breakout session by July 1, 2023.

— Tanya Sponholz

CALL FOR PROPOSALS ON NEXT PAGE



IN THIS ISSUE

Centering Joy in Learning

WHERE: Wausau, Wisconsin

WHEN: October 12-13, 2023

Every year, teachers from around the state volunteer to share teaching strategies for reading, writing, and speaking at our convention in hopes of sharing expertise with each other to improve education for all.

Is it your turn to share this year?

Do you have a strategy that works really well with your students?

Do you have a special skill or idea that may benefit other colleagues?

If you answered "YES" to any one of these questions, please fill out the proposal form below and volunteer to share your talents with other colleagues.

WCTE is entertaining sectional proposals addressing:

- Integration of technology during reading instruction
- Introducing new instructional resources
- Culturally-responsive practices
- Incorporating informational text in the literature classroom
- Post-secondary developmental reading and writing
- Effective ways to approach text analysis and discussion
- Best practices for RTI - Reading

WCTE is an affiliate of the National Council of Teachers of English.

Proposal submissions due Friday, July 1, 2023. Please submit electronically to Tanya Sponholz at sponholz@prescott.k12.wi.us

You can also submit a proposal online at <https://forms.gle/tMv8VGxjudCz97tGA>

Program Proposal

Service to the Profession

Are you willing to work at the conference or become active on a WCTE Committee whether or not you present at the conference (check all that apply)?

Sectional Introducer Registration Desk Table Decorations Convention Planning

Diversity District Representative Strategic Planning Professional Issues

Program Proposal

Name: _____

School/Institutional Affiliation: _____

Contact Information

Address, City, State, Zip _____ Check one: () home () work

Phone _____ Check one: () home () work () cell

E-mail _____ Check one: () personal () work

Session Title (This should reveal the content of your session.)

Abstract (A brief description of your session that will appear in the conference program. Approximately 50 words.)

Target Audience (Check all that apply.) () Elementary () Middle () Secondary () College () Pre-Service Teachers
() First-Year Teachers () General

AV Equipment - Specify audiovisual equipment needed. (Computers and projectors supplied by presenters.)

Teacher Standards: Indicate which Wisconsin State Teacher Standards are addressed in your session. See <https://dpi.wi.gov/licensing/programs/educator-standards> for a description of the 10 Wisconsin State Teacher Standards.

Description: Please attach a page to describe the format of the session, including topics to be covered and methods/activities to be used.



FROM THE PRESIDENT
>>Sarah Rowse-Borelli

Dear WCTE Members,

Be a Goldfish

I often thought about what I wanted as a teacher. For me, it has always been about connection. I wanted to be that person who could understand a student's needs but also could push them a little harder and support them on the side and encourage the productive struggle that learning requires. As the current President of WCTE, I still believe that teaching is still about connection and pushing others, and coaching others to be their best version. This concept of connection has been hard in a post-COVID world; however, one person who has taught me about connections has been Ted Lasso.

I fell in love with Mr. Lasso and AFC Richmond when it aired in 2019. I sincerely do “believe” in the wisdom and puns that are shared on AppleTV’s Emmy-winning show. I work hard to “be a goldfish,” especially with the apathy that fills classrooms. As an instructional leader in my school I “hit the pitch” with vigor and enthusiasm as I work on forgetting the actions of students and staff daily. I see the value in connections just like Ted. I may also have “Biscuits with the Bosses” once a week to maintain that energy.

It is incredibly important to WCTE that we acknowledge the various states of education and the mental states of our members. Wisconsin Education is a bit like AFC Richmond: a bit lost, with various players out for themselves and some ready to retire. The Wisconsin Council of Teachers of English is in a state of rebuilding. Our board is continuing to work and ideate around “What should professional learning look like?” Should it be attending conferences even though there are sub shortages and no money? Should it be webinars on our own time and dime? What do we need in order to work and reflect on the practice of teaching? What do teachers need? We feel. Teachers need the opportunity to connect. WCTE is offering that and more. We are working on developing resources and online webinars, and striving to build a modern-day collection of impassioned educators who want to create successful students, no matter what they look like. We are building our team.

I do wonder, what should education look like? I am reading articles that say, to be that “sage on the stage” to model and explain, then next shift to the “guide on the side” in order to allow students growth and development. No matter how one names it, it still boils down to connecting with students, colleagues, parents, and oneself to properly identify what you need to create the team. Coach Lass knows what it takes to build a team.



The facts are, teachers, students, librarians, and schools still need to create connections. WCTE is here to be the club that people want to join. Please consider joining this league of “diamond dogs” and misfits as we work to move forward in Education because we BELIEVE.

Please join us as a member of WCTE or even as a member of our board as we work to center ourselves in our practices.

Sarah Rowse-Borelli
WCTE President
mrs.sarahr.b@gmail.com

PROFESSIONAL INVOLVEMENT



Who's interested in getting *on board*?

Want to make a difference? WCTE is always interested in meeting talented individuals who are interested in joining our Board of Directors to help us impact our profession.

The following information will give you a clearer picture of board members' responsibilities and the application process. Please don't hesitate to reach out if you have any questions or need additional information.

If you decide to pursue a position on the board, please send your resume and a brief statement about why you are interested in joining us to the president: Sarah Rowse-Borelli at mrs.sarahr.b@gmail.com

Primary Board Purposes:

The purposes of the Board of Directors are

- to improve the quality of instruction in the English language arts at all school levels in the state of Wisconsin;
- to encourage research and experimentation in the teaching of the English language arts;
- to advance the professional status of teachers of the English language arts and English;
- to furnish opportunities for the study and research in educational problems in the field of the English language arts and to facilitate the exchange of ideas on subjects of special concern to Wisconsin teachers of the English language arts;
- to plan and host a yearly conference;
- to sponsor publication of desirable articles, books, and reports of particular interest to Wisconsin teachers of the English language arts at all school levels;
- to integrate efforts of all those who are concerned with the improvement of instruction in the English language arts.

Each director should have the following qualities:

- Willingness to be a team player and an empathetic, thoughtful listener.
- Willingness to commit to two years of Board service.
- Willingness to serve on at least one committee and actively participate.
- Willingness to accept assignments and complete them thoroughly and on time.
- Willingness to commit time for board meetings (often online) and special events.

Board Selection Process:

- You send an [email](#) with your resume and a brief statement about why you are interested in joining us.
- After we review your application, you will have a meeting or phone conversation with the Board president to discuss your interests, availability and possible role(s) for you on our Board.
- You attend the next Board meeting.

Current Board members listed on page 17.



AWARDS>> Trista Owczarzak, David Roloff

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 to take time to recognize those colleagues around you who embody the ideals we strive for in English Language Arts.



David Roloff
Student Teacher and First
Year Teacher Awards Chair

Each year WCTE selects two senior English education students to receive the **OUTSTANDING STUDENT TEACHER AWARD**. Individuals who student taught or were interns in fall 2022 or the spring 2023 semesters are eligible. Each institution can nominate one candidate. Nominations are due May 15.

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 2022-2023 school year. Nominations are due May 15.

HIGH SCHOOL TEACHER OF EXCELLENCE

is recognized for excellent practices and contributions in the classroom. Nominations are due by May 15. The finalist from the state is sent on to NCTE by July 1.

LEE BURRESS INTELLECTUAL FREEDOM AWARD

recognizes an educator who has been an advocate for expression free from censorship and for humane communication. It is designed to acknowledge the work done by educators who teach and extol the tenets of free speech and who urge



Trista Owczarzak
WCTE Awards Chair



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. Nominations are due May 15.

DIVERSITY AND INCLUSION AWARD will recognize Wisconsin English teachers who create safe spaces for their students, use inclusive teaching strategies, and embrace diversity — especially diversity that mirrors their students' cultural heritage. The deadline to nominate a teacher or teachers for this award is May 15.

To nominate a teacher for any of these awards, 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.

The Wisconsin winners of the **NCTE PROGRAM TO RECOGNIZE EXCELLENCE IN STUDENT LITERARY MAGAZINES** is featured on the next pages. **Submissions should be made directly to NCTE**. More information at NCTE website: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/> The deadline for 2023 magazines will be in July 2023.

AWARDS >> from NCTE

State literary magazines excel in NCTE contest

Nine Wisconsin high schools won awards in NCTE's Recognizing Excellence in Art and Literary Magazines (REALM) contest. Eight received the rating of **EXCELLENT**. Awards were announced online at the end of January.

The award recognizes students, teachers and schools for producing excellent liter-

ary magazines. The program's mission is to encourage all schools to develop literary magazines and seek excellence in writing and school-wide participation in production.

WCTE is proud of this year's Wisconsin winners for their 2022 magazines. This is a large number of winners for Wisconsin. (See below.) This year 262 magazines

entered the contest.

Submissions should be made directly to NCTE. The deadline is July 1.

More information at NCTE website: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/>

EXCELLENT

Arrowhead Union High School, Hartland

Arrowhead Literary Magazine: A Collection of Creativity

Faculty Editor: Elizabeth Jorgensen

Student Editors: Kadin Saffert, Lauren Theiler, Anamarie Casper

"It was truly an amazing opportunity to be able to make such a cool piece that represents our school's students' talents. The publication process was a lot, as we had to cut a lot of great pieces to be able to fit in the page limit, and make sure everything was formatted exactly the way we saw it in our heads. But nonetheless, it was worth every complication, because it turned out better than we had hoped for.

When I saw that our Literary Magazine was ranked Excellent, I was in complete shock. I knew that we gave our all into this piece, but I honestly forgot it was even a contest. I spent so much time on it because I wanted to do it for our school, but I could not be more grateful that it got the recognition it did. The whole experience of creating our Literary Magazine is something that I'll always remember when I think about high school. I learned so much about publishing, and got to read some of the best pieces I've ever read because of this Magazine. I am so grateful."

-- Kadin Saffert, Student Editor



EXCELLENT

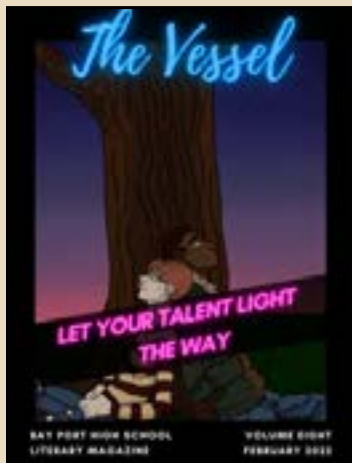
Bay Port High School, Green Bay

The Vessel

Faculty Editor: Vicki Quinn

Student Editors: Madison Larscheid, Aubrey Daggett, Anastasia Birnschein

"Each year, The Bay Port Anchor Yearbook team creates a Literary Arts Magazine called The Vessel which celebrates student and staff voice through submitted prose, poetry, photography, fashion, design, and art. The Volume 8 digital version is published online, here: <https://online.fliphtml5.com/ipvxa/hluq/#p=2>."



-- Vicki Quinn, Faculty Editor

EXCELLENT

D.C. Everest Senior High School, Weston

Point of Convergence

Faculty Editor: Matthew Cepress

Student Editors: Elyse Edens, Rob Jensen, Ysabel Heffner, Makenna Kampmann, Mackenzie Ostrem, Mikayla Pozorski, Lyn Sepersky, Abigail Sheedy, Asher Schroeder, Annita Yang, Tommy Yothsack

"I'm so proud of our editors for working hard to showcase the work of young writers from all over our district. It was a delight to work as a staff to make this book happen!"

-- Matthew Cepress, Faculty Editor



Continued on next page

AWARDS >> from NCTE, *continued*

EXCELLENT

Lincoln High School, Wisconsin Rapids
Bloodstone

Faculty Editors: Kurt Jensen, Dana Rice, Nicole Reetz, Jeanine Kleman

Student Editors: Courtney Burr, Noah Kawleski, Anna Halbersma, Ivey Czysz, Alexis Weight, Emma Anderson, Adriana Rupp

"Bloodstone is a collaborative project in which students make all of the artistic and layout decisions while faculty editors only offer suggestions. A bloodstone is a green quartz sprinkled with red spots. The red and green colors are complementary and each is beautiful alone. Yet, when they appear together in the bloodstone, these separate colors enrich each other. This is also true in the works in *Bloodstone*.



--Kurt Jensen, Faculty Editor

EXCELLENT

Kettle Moraine High School for Arts & Performance, Wales
Ampersand Pages, Volume 7

Faculty Editors: Kimberly Suhr, Michael Weber
Student Editors: Autumn Gyles, Clara Wayne

EXCELLENT

Marquette University High School, Milwaukee
Signatures

Faculty Editor: Erica Zunac
Student Editors: Tristen Yang, Charles O'Connor

EXCELLENT

McFarland High School, McFarland
Driftwood Creative Arts Anthology

Faculty Editors: Traci Tucker, Tom Alesia
Student Editors: Olivia Headley, Ursula Kleinhaus, Charlotte Douglas, Alexis Udell

EXCELLENT

Vel Phillips Memorial High School, Madison
The Memorial Spotlight

Faculty Editor: Dianne Guse
Student Editors: Mia Braico, Akanksha Denduluri, Keomali Johnston, Shreepriya Sengupta, Olivia Zhu

Are you the faculty adviser for a literary magazine? Here are a few good resources:



- "Magazine Fundamentals," published by the Columbia Scholastic Press Association.
- Exchange publications with award-winners: Click [HERE](#) for CSPA Crown finalists. Click [HERE](#) for Pacemaker winners from the National Scholastic Press Association.



Featured Wisconsin author: W.H. Beck (Rebecca Wojahn)

Wisconsin Connection: Eau Claire, Wis.

Becky Wojahn is the library media specialist at Memorial High School in Eau Claire, Wis. She has worked in libraries from preschool to college levels. Becky Wojahn writes books for kids under the pen name W.H. Beck.

Becky Wojahn has loved books all her life. As a kid, her dad used to tease her that she would grow up to be librarian because her nose was always stuck in a book! And that's exactly what she did. In addition to being an elementary school librarian, Becky also loves to tell stories, especially the kind that boys like to read (she has never owned anything pink on purpose and likes to use parentheses in her writing).

She has written a number of nonfiction books, including the Follow that Food Chain series (Lerner Books) that she authored with her husband, Donald. Her first work of fiction, a middle-grade novel called MALCOLM AT MIDNIGHT, with illustrations by Brian Lies, was published by Houghton Mifflin in 2012. A sequel, MALCOLM UNDER THE STARS, was published in fall 2015. Her nonfiction picture book, GLOW: ANIMALS WITH THEIR OWN NIGHT LIGHTS (also with Houghton Mifflin) came out in 2016.

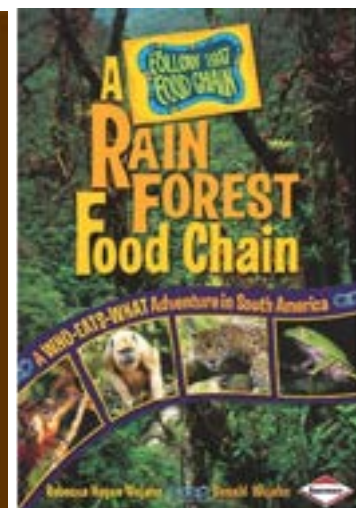
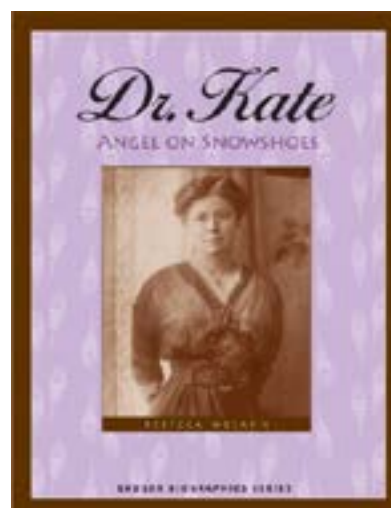
DR. KATE: ANGEL ON SHOWSHOES and a FOLLOW THE FOOD CHAIN book are her two most recent publications.

Becky grew up in Wisconsin, where she still lives with her husband, two sons, and a large black dog.

(Biography from Wernick & Pratt Agency website)



W.H. Beck writes books for those who are young at heart. Her 17 books been honored with Junior Library Guild selection, state awards and nominations, and best-of-the-year book lists. (taken from her website at <https://www.whbeck.com/>.)



Want to learn more about Rebecca Wojahn and another 132 Wisconsin authors? Visit the Wisconsin Lit Map website at <https://www.wisconsinlitmap.com/>

News writing is different from English class writing

"Why are my paragraphs so short?" is the title of a presentation by Candace Perkins Bowen, journalism professor at Kent State University and director of its Center for Scholastic Journalism. The PowerPoint presentation is accessible for middle and high school journalism students and easy to use for English teachers who may not be familiar with journalistic writing.

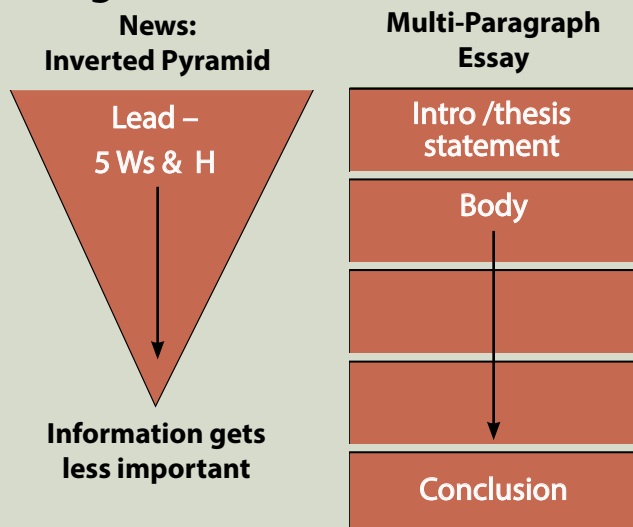
One of the most fundamental differences between journalism and other forms of writing is the way journalists obtain the information they write about. Journalists obtain information through a variety of reporting techniques, which can include interviewing sources, looking through government documents, researching old articles and observing events firsthand.

This presentation focuses on organization, information-gathering and objectivity. It is a good introduction for students and English teachers to the world of journalistic writing. You can download this presentation as a Powerpoint from the WCTE website Journalism Resources page. (Link is at bottom of the next page.)

2 Here are some differences:

- **Journalistic writing** has short, concise sentences.
- Journalistic writing has simple, understandable words.
- Journalistic writing uses short paragraphs, often one or two sentences.
- **"English class" writing** has longer, more complex sentences.
- "English class" writing uses more multi-syllable words.
- "English class" writing often has paragraphs of 100 words or more, including a topic sentence and its support.

4 Organization:



1 Keep in mind:

Each has a different audience.

- With an English class essay, the writer usually has an audience of one — the teacher.
- When writing for media, the writer has a much broader audience — the entire school or community.

Each has a different purpose.

- Usually the English essay writer is trying to impress the teacher...and get an A!
- The journalist needs to clearly and often quickly inform, entertain or persuade an audience.

3 Organization varies:

- **News** is traditionally arranged in an inverted pyramid.
- The first paragraph is the lead — with 5Ws and H.
- A summary lead is usually one sentence.
- Additional paragraphs are short and contain less and less important information.
- **Essays** traditionally are five paragraphs.
- The first paragraph is the introduction and thesis statement.
- Second, third and fourth paragraphs develop the topic using
 - Compare and contrast
 - Definition
 - Classification, etc.
- The final paragraph is the conclusion.

5 Information gathering varies:

Media writing uses lots of primary sources.

- Interviews
- Experts
- Spokespersons
- Newsmakers
- 'People on the street'

Secondary sources include:

- Official records
- Reference materials
- Other media

Essays often require material from

- Reading a particular work
- Drawing on insight and information from previous readings or lectures
- Applying personal experience

6

Keep in mind why that's the case:

- Different audience
- Different purpose

8 It's not quite that simple, but...

Not every assignment in English class is a five-paragraph essay. Not every story in the media is a traditional news story. Today's publications — especially student media — often use news features.

These start with a "softer" lead

- Anecdote
- Description
- Suspended interest

Organization varies but generally has

- An interest-catching beginning
- A "nut graph" to show the focus
- An ending that makes it feel "finished"
- Plenty of short, interesting quotes
- Transition to tie all the parts together

10 What is the same?

The basic writing process

- Brainstorm for ideas.
- Gather information.
- Organize and select appropriate information.
- Write the first draft.
- Share with a coach.
- Use coaching suggestions and insight for second draft.
- Tweak as many times as necessary, polish and submit.

7 Beware of plagiarism: All writing needs attribution...

Media writing works attribution into context:

- "The result is dangerous," Principal Jones said.
- According to the health survey, 27 percent of the students lost weight.

This is also necessary when using secondary sources the reporter didn't interview:

- "Students need more mathematics," President Biden said.

Essays use various citation forms:

- MLA
- APA

This could include:

- Footnotes or endnotes
- Parenthetical citations
- Bibliography

9 ...news and feature don't contain reporter opinion.

- While all readers would agree, it's not a "tragic fire."
- Without a survey or other way to show this, it's not accurate to say "everyone owns an iPhone." What is the source? Who researched this?
- And even if "our school is better off because she won the award," the reporter shouldn't be the one to say it.

11 Good writing is still good writing...

But when you become journalists, you have to remember you have

- A different audience
- A different purpose

and that may mean leaving some of your English class writing style behind.

If you would like to use this with your class, you can download the Powerpoint version from the WCTE website journalism resources page: <http://www.wcteonline.org/wp-content/uploads/2023/02/Newswriting-comparison-with-English-class-writing-for-WCTE.ppt>

Teaching listening in the English classroom

Although I learned this when teaching speech class, it is relevant for the English classroom as well. It should take 25-30 minutes.

Step 1: Have students move their chairs to form groups of three, forming small circles. Each group will have a listener, a speaker and an observer. Have them decide on their roles.

Explain that they will be switching roles later in the activity. The speakers will talk, listeners will simply listen, and observers will notice how the listeners listen and if that has an effect on the speakers. While speakers think of something to talk about, observers get paper and pencil to take notes. Listeners join me in the hall.

Step 2: In the hall, others can't hear what I say. I explain they are to be the world's best listeners during the activity. I suggest ways they can do this.

Step 3: Listeners return. Speakers have about 2 1/2 minutes to talk while listeners are to practice listening skills and observers are to take notes. After 2 1/2 minutes I call time and ask the speakers and observers if their listeners were being good listeners.

Step 4: I tell them it will be helpful if they can experience more than one role. Listeners become observers, speakers become listeners; and observers become speakers.

Step 5: In the hall I tell the listeners to be the world's best listeners for about a minute and a half. I show them a secret signal. When I give the signal they are to GRADUALLY shift from being good listeners to being poor listeners. I suggest things to do and remind them to keep a straight face while they're doing all this.



Step 6. I reassemble the group and give the same general instructions as before. After 90 seconds I give the secret signal. After about a minute and a half of non-attentive listening, call time. I ask what they think about their listeners this time.

Step 7: Have them return to their original seating for debriefing. I use a series of questions about the listeners' behaviors each time. I ask them to state specific things they did and how that made the

speakers feel. As they respond I jot down the comments on the board.. Gradually a chart will develop, showing good and bad listening behaviors and their effect on the speaker.

Step 8: This final part of the discussion summarizes what was learned: why it is important to be a good listener, how a good listener helps the speaker, how being a good listener helps the one who is the listener, how being a good listener would help them in their relationships with others, and how they can use what they learned outside of this class/activity.

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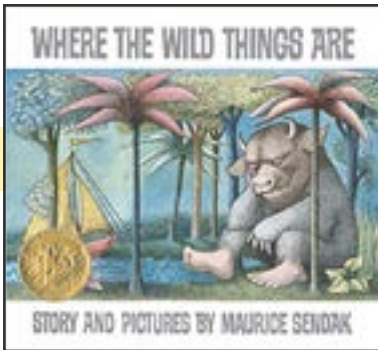


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WISCONSIN ENGLISH JOURNAL >>Jennifer Moody

CALL FOR SUBMISSIONS: Animal Stories

How do animals and their stories, the tales of our lives with/among animals, and our conceptions of a more-than-human world play a role in our teaching, learning, and growth?



The stories I remember best from my childhood all had animals in them. Some characters were so animalistic that they seemed otherworldly, like "Where the Wild Things Are." Other non-human characters were so domesticated that they wore clothing, like "Goodnight Moon" and "Peter Rabbit."

In middle school, animal stories were my entry into considering larger issues. The first time I envisioned a world without power was after reading a science fiction story in my literature textbook. The story followed a kid who found an eel while fishing in one of the Great Lakes and brought it home to live in his bathtub. The child both befriended the eels and sought to gain from them, building a machine that let humans use their electric items for the first time in years. And then the inevitable ending - an overuse of resources and regret over taking the eels from their home environment. (Do you know this story? Please [email me!](#))

As a graduate student, I navigated debates on the pros/cons/inescapability of anthropomorphism and broke the rules of my creative writing workshops by including animals in my stories. But perhaps more importantly, I had a dog of my own for the first time. Over the past 10 years, Abe has expanded my understanding of both the world and myself.

For the next issue of the Wisconsin English Journal, I'd like to hear your animal stories.

- How do you bring animals and their lives into your classrooms? How do you feel about classroom pets?
- What books, stories, poems do you share and how do your students respond?
- How do you teach your students to include animals in their own writing?
- What changes or realizations have you witnessed in your students as a result of their interactions with animals?
- How do animals and your interactions with them shape you as a writer, teacher, scholar?

The Wisconsin English Journal is open to all genres and mediums of composing. Please send submissions and questions to WEJsubmission@gmail.com.

I look forward to reading your animal stories!



CALL FOR SUBMISSIONS ANIMAL STORIES

**DEADLINE: MAY 15
SUBMIT TO**

WEJsubmission@gmail.com

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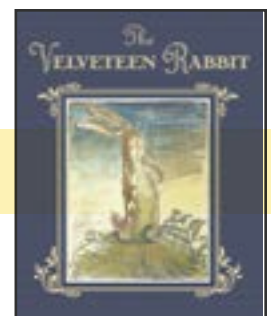
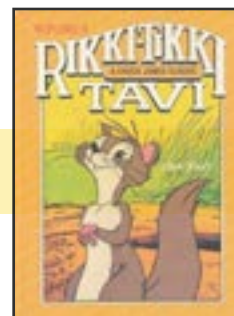
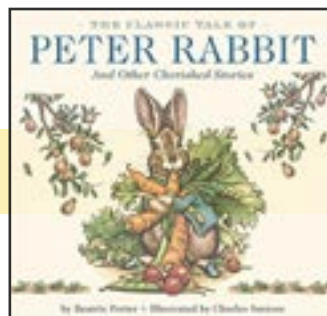
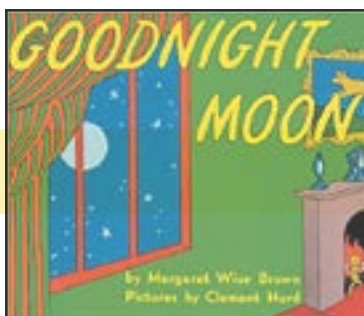
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Looking for a good book?

Check out these titles, shared by the WCTE Board



Spare by Prince Harry Windsor

"Prince Harry writes vulnerably about his life as part of the royal family. He shares how much his mother's death impacted his life and relationships." ~ Tanya Sponholz

Tanya Sponholz
Prescott
High School

It was one of the most searing images of the twentieth century: two young boys, two princes, walking behind their mother's coffin as the world watched in sorrow — and horror. As Princess Diana was laid to rest, billions wondered what Prince William and Prince Harry must be thinking and feeling — and how their lives would play out from that point on.

For the first time, Prince Harry tells his own story, chronicling his journey with raw, unflinching honesty. A landmark publication, Spare is full of insight, revelation, self-examination, and hard-won wisdom about the eternal power of love over grief." ~ Goodreads



Beaches, Bungalows and Burglaries by Tonya Kappes

"This is the first 'Camper & Criminals Cozy Mystery.' The mystery follows a divorced wife, who was married to a man who has a Ponzi Scheme, but he left her a little campground in Normal, Kentucky." ~Sarah Rowse-Borelli

Sarah Rowse-Borelli
Eisenhower HS,
New Berlin

"Welcome to Normal, Kentucky~ where nothing is normal. Mae West, a far cry from the Hollywood actress, has been thrown for a loop. Her plush lifestyle in the big city of New York comes to a screeching halt after the FBI raids her mansion and arrests her husband, Paul West, for a Ponzi scheme that rips people out of millions of dollars. Mae finds herself homeless, friendless, and penniless. All hope isn't lost. . .the only thing Mae got to keep that the government didn't seize is a tourist camp ground, Happy Trails, in Normal, Kentucky and an RV to live in. One problem, Mae's idea of camping has room service." ~ Goodreads



Learning to Walk in the Dark by Barbara Brown Taylor

"Each chapter takes the reader to a different kind of darkness — blindness, underground caves, cloudy nights, the dark night of the soul. The author explores our fears, our faith, our courage and invites each of us to "go dark" and walk with the eyes of the blind. The most challenging chapter for

Linda Barrington
Brookfield

me was the deep cave exploration." ~ Linda Barrington

Barbara Brown Taylor has become increasingly uncomfortable with our tendency to associate all that is good with lightness and all that is evil and dangerous with darkness. Doesn't God work in the nighttime as well? Taylor asks us to put aside our fears and anxieties and to explore all that God has to teach us "in the dark." Through darkness we find courage, we understand the world in new ways, and we feel God's presence around us, guiding us through things seen and unseen. Often, it is while we are in the dark that we grow the most. ~ Goodreads



The New Annotated Frankenstein by Mary Shelley (author), Leslie S. Klinger (editor)

"I am a little bit obsessed with Frankenstein. It connects various contexts and how the book was created." It resulted in a curiosity of a teenage author and learnings that changed how this book was received." ~Jessa Turner

Jessa Turner
Elkhart Lake -
Glenbeulah HS

"Remarkably, a nineteen-year-old, writing her first novel, penned a tale that combines tragedy, morality, social commentary, and a thoughtful examination of the very nature of knowledge," writes best-selling author Leslie S. Klinger in his foreword to The New Annotated Frankenstein. Now, two centuries after the first publication of Frankenstein, Klinger revives Shelley's gothic masterpiece by reproducing her original text with the most lavishly illustrated and comprehensively annotated edition to date. ~ Goodreads



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



Wisconsin English Teachers' Calendar of Events and Deadlines



March

March 19 #NCTE Chat 8 p.m EDT. Third Sunday of each month. More information here: <https://ncte.org/blog/2017/06/join-nctechat/>

June

- June 1** Deadline for nominating a student teacher for the **Outstanding Student Teacher Award**. <http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards-2/>
- June 1** 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/>
- June 1** Deadline for WCTE's **Lee Burress Intellectual Freedom Award**. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>
- June 1** Deadline for WCTE's **WCTE Diversity and Inclusion Award**. <http://www.wcteonline.org/wcte-award-for-diversity-and-inclusion/>

July

- July 1** Deadline for WCTE convention proposals.
- early July** **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 23-25** "Reaching New Heights" is the theme for the Summer Journalism Workshop for high school students at UW-Whitewater, sponsored by the Kettle Moraine Press Association. More information here: <https://kempajournalism.org/8599/content/news-updates/kempa-journalism-summer-camp-open-for-registration/>

October

Oct. 12-13 **WCTE Convention**, featuring **Penny Kittle**, Jefferson Street Inn, Wausau. **Theme:** Centering Joy in Learning.

WCTE Update March 2023		
President Sarah Rowse-Borelli	2nd Vice President Trista Owczarzak	Treasurer Tom Scott
1st Vice-President Tanya Sponholz	Secretary Jennifer Kieren	Update Editor Linda Barrington

FOR CLASS >> Tanya Sponholz

Hexagonal Thinking

Have you heard about hexagonal thinking yet? Or have you tried it in your classroom? If not, now's the time. Google "hexagonal thinking" and you will find many resources, but the original article from [Edutopia](#) lays out exactly how to use this in your classroom.

I first tried this activity during the height of the pandemic. We had pivoted to a hybrid classroom, and I needed something to get my virtual students talking to the students in the room. It worked. The activity has continued to provide students opportunities to discuss the connections between character and themes in the novels they were reading, and in other classes, they could discuss vocabulary words and their connections. The versatility of the activity is what has me coming back to it time and time again.



Tanya Sponholz teaches English at Prescott High School. She is also WCTE First Vice President and this year's convention chair.

✉ sponholz@prescott.k12.wi.us

1 Characters and Themes

In my AP English Literature and Composition class, we used hexagonal thinking to talk about characters and themes in *The Great Gatsby*. I've used it before to only discuss the connections between characters, but I wanted a few more hexagons for the students to grapple with. Themes provided a new and interesting challenge; plus, it also added a secondary standard we could check off. For this activity, I provided the students the characters and themes I wanted them to include, but an alternative could be for the students to come up with their own characters to include. This was a formative assessment, so I didn't use it for a grade.

Explanations

1	Nick and Jay are connected by them being neighbors. Jay then finds out that Nick is related to his long-lost love Daisy and then proceeds to use him to get closer to her, which causes a friendship to form between him and Nick.
2	The green light + the American dream are connected by the green light at the end of the dock, showing that the American dream is there for Jay and Daisy when they are ready for it.
3	Tom is having an affair with Myrtle, where he is cheating on Daisy and Myrtle is cheating on her husband, Gorge. George ran a gas station and car workshop where he had worked on Tom's cars in the past. Tom treats Myrtle with lavish presents that distract her from her life in the Valley of Ashes.
4	The eyes of Dr. Eckleburg are connected to Tom Buchanan by way of recognition, if not conviction, of Tom's own infidelity.
5	Daisy is the inspiration behind the green light that motivates Gatsby; thus there is, even though she did not know ho or what her name wa sa connection between the two. The green light represents everthing that Gatsby has built his success up for: romance and materialism.
6	Daisy + Myrtle Wilson are connected by Daisy murdering her, even though she did not know who or what her name was. She connected the dots that that was the woman her husband was potentially cheating on her with. So Daisy decidd that when Myrtle ran out into the road to talk to them because she thought that they were Tom, she hit her with the car.
7	Wolfsheim and Gatsby are connected because Wolfshim was somewhat how Gatsby got his money which allowed him to live a lavish lifestyle and pursue Daisy. He also represented the darke paet of Gatsby and how will kind of do anything to achieve his ideal dream.
8	The hollowness of the upper class and Nick Carroway are connected because of the discoveries that Nick made about how truly hollow the upper class is. He discovered how easily they lie to each other and how they cheat and stab each other in the back. They are also all fake friends which Nick learns when he sees that no one shows up to Gatsby's funeral.



2 Vocabulary

I've also used hexagonal thinking as a summative assessment. My English 1 students study five new vocabulary words each week, totalling 50 words by the end of the trimester. Like the AP students, the freshmen had great conversations where they discussed the definitions of the words, connotative meaning, parts of speech and more. Since I used this as a summative assessment, I created a [rubric](#) to grade it.

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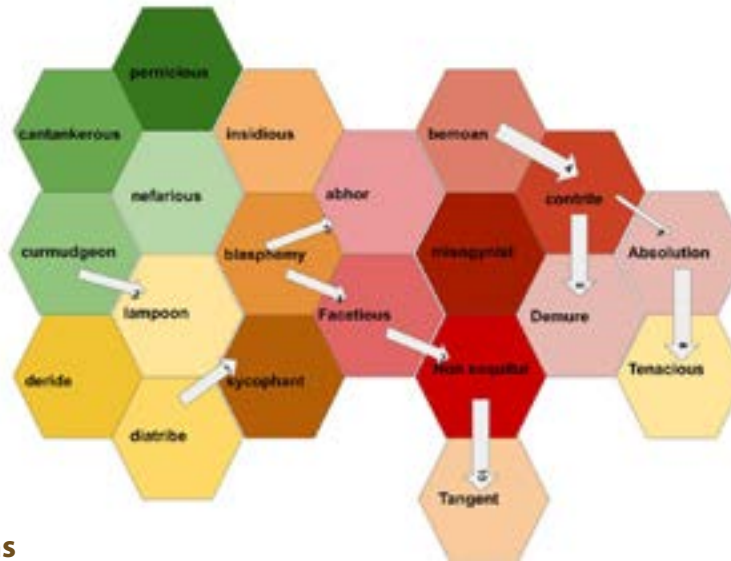
HEXAGONAL THINKING

Words on Wednesday
Trimester 1 Final Project

Directions: Make connections among the vocabulary words by placing them in the hexagons and arranging the hexagons based on the connections you have made among the terms. In other words, by placing a side of a hexagon with another side of a hexagon, you are stating there is a connection between the terms. You will explain these connections in the graphic organizer on the next slide.

STEPS:

1. Of the 50 words we've learned this trimester, choose 20 you would like to use.
2. Use the hexagons below to demonstrate which words are connected to which words. The hexagons can be moved.
3. Use the 10 arrows to point to which connections you would like to explain. You can change the direction of the arrows.
4. On the last slide, write a couple sentences for each of the 10 connections explaining how the words are connected.



Explanations

1	Both diatribe and syncophant are expressed verbally usually.
2	Lampoon and curmudgeon both are expressed angrily.
3	Both blasphemy and abhor are hatefully expressed.
4	Both feel sorrow for something
5	Both of these express some form of nervousness.
6	Both of these show signs of disrespect.
7	Both show inappropriate behavior for the situation.
8	Both have to do with not giving up.
9	Both have to do with forgiveness.
10	They change the subject.



"The district director position of this Council is an elected, unpaid position for a two-year term. The district directors shall perform those duties requested of them by the Executive Committee and such other duties as usually devolve upon this office, and, specifically, they shall be charged with the recruitment of members within the boundaries of their respective districts."
 --from the WCTE by-laws



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