



We are social.

IN THIS ISSUE



CONVENTION >> **Trista Owczarzak**

Expanding our Uni-VERSE: Creating Learner-Centric Experiences

Last October, English educators from across the state gathered in Wausau to “center our joy in learning” in the center of our state, as we continued to navigate challenges in our education system, our need for self-care as educators, and in the wake of increasing teacher shortages.

Penny Kittle, our 2023 keynote speaker, helped us do just that: find joy in teaching, in learning, and in each other. We successfully re-energized ourselves and breathed new life into our WCTE organization with growing

our membership and adding new board members.

This year, we are looking to build on that joy and bring educators, librarians, and literacy professionals together in Wausau, this time with the theme of “**Expanding our Uni-VERSE: Creating Learner-Centric Experiences.**” I am so excited to welcome author Joy McCullough to join us as our keynote speaker! She is sure to bring joy into

Continued on next page

CONVENTION >> Trista Owczarzak

Expanding our Uni-VERSE, cont.

the sometimes-arduous task of teaching and participating in the writing process. To add to the joy and excitement, and bring us some #VerseLove, we will also have author and Oklahoma State University teacher educator Sarah J. Donovan as a second keynote speaker on Friday and workshop presenter on Thursday afternoon!

We are sure to have plenty of other fun surprises and breakout sessions scheduled throughout the convention, so

spread the word and bring your entire department to join in a convention that is sure to be out of this world! Consider submitting a proposal to share the fantastic things that are happening in your classroom (see below). Or nominate a colleague for one of our many awards (see page 5)!

We look forward to expanding WCTE's Uni-VERSE with you at the Jefferson Street Inn October 24-25, 2024!



Joy McCullough



Sarah J. Donovan

CALL FOR PROPOSALS >> Trista Owczarzak



Share your expertise

We KNOW that you are doing amazing things in your classroom, and we want you to share your hard work and success with educators from around the state! The WCTE Fall Convention will take place October 24-25, 2024 in Wausau, Wis., at the Jefferson Street Inn. Our convention theme, "Expanding our Uni-VERSE: Creating Learner-Centric Experiences," encourages sessions focused on so many different topics. Our keynote speakers are both fantastic verse novelists, and we welcome **sessions that center on the teaching and writing of poetry or use of verse novels**. Or diversify our Uni-verse with a **session on a great lesson or unit you've taught or research that you've been working on**. The sky's the limit! Please submit a proposal for a breakout session using the form linked [here](#). Proposals are due May 1. Contact Trista Owczarzak at trista.owczarzak@gmail.com with any questions!

Audiobook fans: Libro.fm needs to be your new app!

You may be surprised to learn that Audible isn't the only game in town when it comes to audiobook purchases. Rather than using your dollars to send another billionaire into space, you can instead direct your audiobook dollars to your local independent bookstore through the Libro.fm app.

"Libro.fm is an employee-owned Social Purpose Corporation that shares profits from your audiobook purchases with your chosen bookstore, giving you the power to keep money within your local economy." You can choose to pay for a monthly membership, or purchase audiobooks directly to give as gifts or keep for yourself. Whatever you choose, your local independent bookstore wins! Libro.fm wants to support small businesses because they ARE a small business. For more information, see their website at <https://libro.fm/>.





MESSAGE FROM THE PRESIDENT >> Sarah Rowse-Borelli, New Berlin SD

Dear WCTE members.

I joined the Wisconsin Council of Teachers of English (WCTE) in 2015. I started as a district director and entered the organization with limited knowledge. The first board meeting was curious; Robert's Rules of order were enacted, learning through osmosis was required, and from it all, I've watched this organization grow, develop, respond and be reflective to ensure the organization continues.

Discussions consistently occur about what WCTE members need and how to make our organization meet the needs of educators in the state. This is not clear from Robert's Rules of Order. These ongoing conversations have happened since I joined the board nine years ago. Reflections, discussions, and ideas were shared during our winter board meeting. We also discuss the limitations that arise or don't. How do we support educators in the state of Wisconsin? What resources do teachers need? How do we fund this? Personally, these are items that haunt me in the classroom, too. How do I support my students and colleagues? What new resources do they need or have access to? How do I get this into their hands? In all these reflective practices, I tend to throw my hands up like a meme and look for more information through collaboration.

“
**WE ARE
LOOKING**
to update, modernize,
connect and grow our
membership.

”

Over the past five years on this road to the presidency, various iterations of our WCTE vision have been discussed. We are looking to update, modernize, connect and grow our membership. This is through social media, new branding, continuing our conferences and webinars, seeking feedback and further discussions from more teachers in and around the state. **WE NEED TO HEAR FROM YOU!!** Please consider your needs and connect with them, read the Update, join WCTE, email me or submit for educational review, and share your classroom conversations and ideas. We want to Center ourselves on Learning and

continue strengthening the teaching of English Language Arts through mentoring, scholarship, advocacy and collegiality.

Please know we are here for you and want to hear from you! May your spring be filled with growth and admiration!

Warm wishes and summer smiles,

Sarah Rowse-Borrelli

WCTE President

✉ mrs.sarahr.b@gmail.com

WCTE BOARD INFORMATION

BOARD OF DIRECTORS

OFFICERS

President

Sarah Rowse-Borrelli
Eisenhower HS, New Berlin
Mrs.sarahr.b@gmail.com

First Vice President

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

Second Vice President

Trista Owczarzak
Cambria-Friesland School District
trista.owczarzak@gmail.com

Secretary

Catherine Houser
Northcentral Technical College, Wausau
houser.c@ntc.edu

Vacant

Treasurer, Membership

REGIONAL DISTRICT DIRECTOR

Chelsey Bohan, P.J. Jacobs JHS
Stevens Point
cbohon@pointschools.net

BOARD MEMBERS

Lynn Aprill, Executive Director, Pooley
Trust Officer, Literary Map
Laprill8@gmail.com

Linda Barrington, Pooley Trust Officer
WCTE Update Editor
lbarrington@wi.rr.com

Adrian Hook, Webmaster
Plum City School District
ahook@plumcity.k12.wi.us

Stephanie Hurt
Brodhead School District
sthurt5@gmail.com

Shannon Lagore, Diversity Chair
Oakfield High School
stlagore@oakfield.k12.wi.us

Patricia Rieman, WEJ Editor
Carthage College
prieman@carthage.edu

David Roloff
UW-Stevens Point, Awards co-chair
NCTE ELATE state liaison
droloff@uwsp.edu

Joanna Slattery, Amherst High School
jslattery@amherst.k12.wi.us

Jessa Turner, Archivist
Sheboygan Falls HS
jmturner@sheboyganfalls.k12.wi.us

NON-VOTING MEMBER

Bianca Williams-Griffin
DPI Liaison
bianca.williams-griffin@dpi.wi.gov

HELP WANTED: WCTE TREASURER



Interested for more information? Contact Lynn Aprill, executive director, at Laprill8@gmail.com

Qualifications:

- detail-oriented
- math/financial skills
- effective communicator

Job Description:

- attend meetings, convention
- prepare budgets, pay bills, collect fees
- keep track of membership
- report to the board
- file Form 990 yearly
- collect dues, conference registrations
- prepare annual financial reports

Note: The treasurer is a non-voting board member that is integral to the team. WCTE will train any interested party.

Deserving teachers will win awards 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 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 2023 or the spring 2024 semesters are eligible. Each institution can nominate one candidate. Nominations are due May 1.

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 2023-2024 school year. Nominations are due May 1.

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



Trista Owczarzak
WCTE Awards Chair



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. Nominations are due May 1.

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 1.

To nominate a teacher for any of these awards, go to <https://docs.google.com/forms/d/e/1FAIpQLSeJNPweEZVVFiviBnmjNQeAqgtiOKtjk88pe2tuFHecfSzxng/viewform>. Then select the award you are looking for.

The Wisconsin winners of the **NCTE PROGRAM TO RECOGNIZE EXCELLENCE IN STUDENT LITERARY MAGAZINES** are featured on the next page. **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 2024 magazines will be July 31.

AWARDS >> from NCTE

State literary magazines excel in NCTE contest

Ten Wisconsin high schools won awards in NCTE's Recognizing Excellence in Art and Literary Magazines (REALM) contest this year. Four received the rating of **FIRST CLASS**. Awards were announced online in 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 2023 magazines. This is a large number of winners for Wisconsin. (See below.) This year 375 magazines

entered the contest.

Submissions should be made directly to NCTE. The deadline is July 31.

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



FIRST CLASS

Edgewood High School, Madison
The Wayfarer

Faculty Editor: Jennifer Rhoads
Student Editors: Lydia Shannon, Emily Masciopinto, Isabelle Volberg, Isabelle Jensen, Olivia Rowe, Jacklyn Thao, Bella Urzagaste, Melanie Haringr

SUPERIOR

Lincoln High School, Wisconsin Rapids
Bloodstone

Faculty Editors: Kurt Jensen, Jeanine Kleman, Dana Rice, Nicole Reetz
Student Editors: Evelyn Thao, Emma Anderson, Abby Rietveld, Ella Berg, Evan DuPree, Alex Benson

McFarland High School, McFarland
Driftwood

Faculty Editor: Traci C. Kowalkowski
Student Editors: Emily Schoeller, Charlotte Douglas, Ursula Kleinhans

Sauk Prairie High School, Prairie du Sac
The Amber Pages

Faculty Editor: Alex Dorman
Student Editors: Karlie Harpold, Sebastien Friou, Ava Chestnut

EXCELLENT

Bay Port High School, Green Bay
The Vessel

Faculty Editor: Vicki J Quinn
Student Editor: Elissa Lonzo

D. C. Everest Senior High School, Weston
Point of Convergence

Faculty Editor: Matthew Cepress
Student Editors: Veronica Frystak, Grace Golbach, Allayna Heil, Rob Jensen, Claire Juneau, Makenna Kampmann, Mikayla Pozorski, Asher Schroeder, Lyn Sepersky, Vince Sepersky, Athena Seever, Kalia Vang, Max Xiong, Annita Yang, Tommy Yothsackda

DISTINGUISHED

Arrowhead Union High School, Hartland
AHS Literary Magazine 2022-2023

Faculty Editor: Elizabeth Jorgensen
Student Editors: Anya Behringer, Betsy Ganos



FIRST CLASS

Homestead High School, Mequon
Soliloquy

Faculty Editors: Rachel Rauch, Angie Cicero
Student Editor: Abi Maxey



FIRST CLASS

Marquette University High School, Milwaukee
Signatures

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

FIRST CLASS Vel Phillips Memorial High School, Madison

The Memorial Spotlight

Faculty Editors: Dianne Guse
Student Editors: Keomali Johnston, Olivia Zhu, Mia Braico, Griffin Hassett

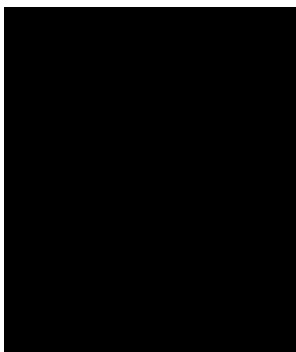


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WISCONSIN LITMAP PROJECT >> Lynn Aprill

Michael Perry: author, humorist, playwright

Wisconsin Connection:

New Auburn, Wis.

Link to [Wikipedia Page](#)

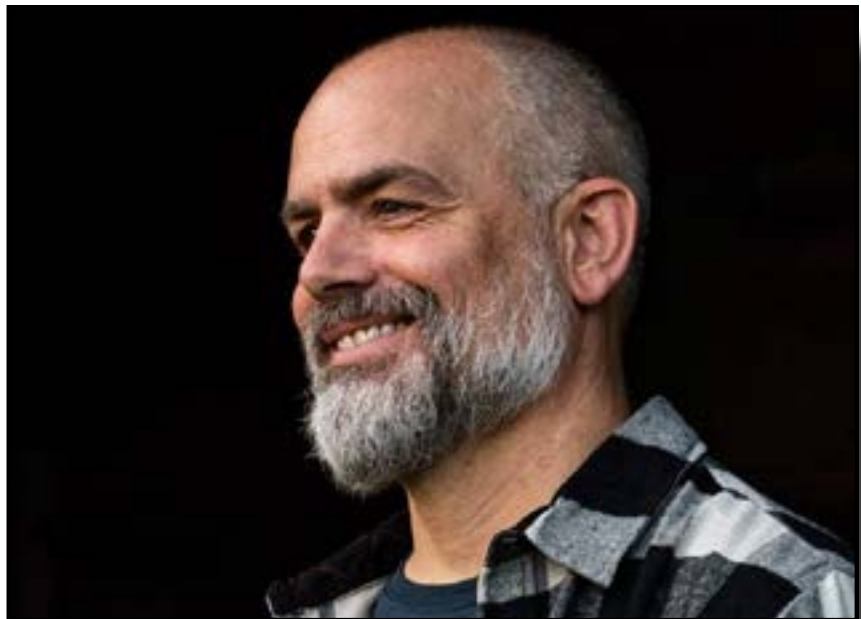
Link to [Author's Website](#)

Michael Perry is a humorist and author of the bestselling memoirs *Population 485: Meeting Your Neighbors One Siren at a Time*, *Truck: A Love Story* and *Coop: A Year of Poultry, Pigs and Parenting*, among others. Perry has written for *Esquire*, *The New York Times Magazine*, *Outside*, *Backpacker*, *Orion* and *Salon.com*, and is a contributing editor to *Men's Health*.

He has performed and produced two live audience humor recordings (*I Got It From the Cows* and *Never Stand Behind a Sneezing Cow*) and he performs regularly with his band the Long Beds. Perry lives in rural Wisconsin, where he remains active with the local volunteer rescue service. He can be found online at www.sneezingcow.com.

Raised on a small dairy farm, Perry equates his writing career to cleaning calf pens – just keep shoveling, and eventually you've got a pile so big, someone will notice. Perry further prepared for the writing life by reading every Louis L'Amour cowboy book he could get his hands on – most of them twice.

He then worked for five summers on a real ranch in Wyoming, a career cut short by his fear of horses and an incident in which he almost avoided a charging bull. Based on a series of informal conversations held around the ol' branding fire, Perry still holds the record for being the only cowboy in all of Wyoming who was simultaneously attending nursing school, from which he graduated in 1987 after giving the commencement address in a hairdo combining mousse spikes



on top, a mullet in back, and a mustache up front – otherwise known as the bad hair trifecta.

Perry has run a forklift, operated a backhoe, driven truck, worked as a proofreader and physical therapy aide and has distinguished himself as a licensed cycle rider by careening into a concrete bridge completely unassisted. He has worked for a surgeon, answered a suicide hotline, picked rock in the rain with an alcoholic transvestite, was a country music roadie in Switzerland, and once worked as a roller-skating Snoopy. He can run a pitchfork, milk a cow in the dark, and say “I don't understand” in French, Greek and Norwegian. He has never been bucked off a horse, and contends that falling off doesn't count. He is utterly unable to polka.

Want to learn more about Michael Perry and another 145 Wisconsin authors? Visit the Wisconsin Lit Map website at <https://www.wisconsinlitmap.com/>

JOURNALISM FOR YOUR CLASSROOM

What you need to know about writing editorials

1. Editorials provide a representative picture of students' opinions, attitudes, beliefs and convictions.
2. Editorials stimulate a free and open encounter with current ideas and issues, encouraging readers to think for themselves, examine relevant evidence and make up their own minds.
3. Since the editorial is a statement of the newspaper's official position, it is published only with the approval of the majority of the editors.
4. The editorial may comment favorably or unfavorably on a current idea, event or problem of interest to its readers.
5. The editorial should follow a basic formula:
 - a.State the problem or issue.
 - b.Acknowledge the other side and their problems.
 - c.Stress your side logically.
 - d.Offer solution or call for action.
6. Editorial writers should gather, research and verify facts to support editorial positions, emphasizing what mature and responsible students can do.
7. Editorials should be varied in length, number and content, and have headlines that capture the readers' attention.
8. Editorials may be supplemented with columns, reviews, polls, in-depth articles, letters to the editor, cartoons and photo-editorials.
9. Editorials should provide strong introductions, discussions and conclusions, with good transitions.
10. Editorials should provide plenty of proof and/or logical thought to support stands.
11. Editorials should avoid unnecessary rhetoric, slang and wordiness.
12. Editorials should use the editorial "we." "I" is for personal opinion.
13. Editors should stress balanced opinion content to fit different types of readers.
14. Don't stir up controversy, encourage factions, develop feuds, support cliques or prolong arguments.
15. Don't waste space on trivial topics, space fillers or borrowed copy.
16. Editorials are grouped into four categories, depending on their main purpose:
 - a. Editorials that interpret usually give more information about a news event. They may explain or interpret an important happening in a way that is not possible in a straight news story.
 - b. Editorials that criticize are usually about a current news topic or event and are critical of actions, standards or problems. If an editorial criticizes, then it must also offer a solution.
 - c. Editorials that persuade encourage readers to do something.
 - d. Editorials that praise are an expression of good will from the newspaper. Praise, congratulations or commendations of people and organizations is given.

**taken from "Two-Week Newspaper Workshop Guidebook" of High School Journalism Institute, Indiana University*

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KEMPA | Kettle Moraine Press Association

BUILDING A LEGACY

JOURNALISM SUMMER CAMP 2024

UW-Whitewater July 28 – 31

KEMPA Journalism Camp is designed for high school students interested in all sorts of media activities. Four days of inspiring workshops cover broadcasting, writing, sports media, photojournalism, team building, podcasting and more!



Visit www.KEMPAJOURNALISM.org for more information and to enroll today!

Listening and interviewing in the speech classroom

Speech, rather public speaking, is a required class for graduation at our high school. Are all graduates going to be keynote speakers some day? No. Will all graduates have to prepare, evaluate, and/or use information in some sort of civil engagement they participate in? Yes. We have a textbook that has some outdated references, yet the units are pretty strong in what they offer learners. I pair its listening and interviewing chapters, as they both work well for the latter's activity and are important for many paths of work and careers

students may pursue.

The Wisconsin DPI's "Anchor Standards" for speaking and listening contain the following terms that pair with speech: *prepare*, *integrate*, *evaluate*, and *participate*.

All of these play into public speaking as students will *prepare* for an interview by doing research and creating a list of questions. They will *integrate* that prior knowledge into their interview. They will then *evaluate* their subject's responses for opportunities for follow-up questions or to prod for additional information. Last but certainly

not least, students will *participate* in an interview as the interviewer. I am a firm believer in favoring action, preparation, and the presentation before mastery when it comes to public speaking. Additionally, those italicized terms above will certainly play a part in most of their lives someday.

Beyond the textbook and its section review questions/discussions, other activities for the interview unit include Jimmy Fallon's "Word Sneak," researching the subject, writing questions to ask their subject, peer-review, and interviewing



Adrian Hook teaches at Plum City High School.
✉ ahook@plumcity.k12.wi.us

the subject. However, for this particular submission, Fallon's "Word Sneak" will be the focus.

The Tonight Show with Jimmy Fallon has a skit called "Word Sneak" where Jimmy and his guests each get five cards with a word or a phrase that they both must sneak into their conversation. Guests such as [Jason Segel](#) and [Bryan Cranston](#) have funny renditions of the skit that I share with students. These examples give the class some context and also an idea of how wacky it can be. After showing these to the students, I ask them to each create five (5) note cards as the show does. We put them in a bucket and draw five (5) out at random. Depending on class size, I will then either pair them up or put them in groups of three to complete the activity. As always,



I participate as I stress that I wouldn't ask them to do anything I wouldn't. Students' creativity can be lacking at times, but an instructor would be surprised. It isn't all Taylor Swift! However, a teacher's participation helps add some randomness. As an example, in our last go-round with this activity, I included *cowabunga*, *the annexation of Puerto Rico*, *seat belts*, *Djibouti*, and *steak fries*. The activity helps break the ice, add some stage comfort, formatively see if students can include the words/phrases into a conversation organically, and, if anything, add some laughs to the classroom. Check out the hyperlinks above for inspiration! I hope you find joy and value in this activity.

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Interscholastic Enrichment Through Expression

Grades 6-12 opportunities for assessment/feedback and recognition:

- **Debate:** online monthly contests, October-March; in-person or online State Festival (April).
- **Theatre:** October-November, schools produce 40-minute plays; solo, pair, or small groups contests in acting, musical theatre, or dance; individuals technical portfolio presentations.
- **Speech:** middle level (mid-January–mid-March) and high school (early February through mid-April) literary performance or speaking contests.
- **Film:** schools can enter any number of short films online in late April.



www.wisdaa.org
[@wispeechdrama](https://twitter.com/wispeechdrama)

Formerly Wisconsin High School Forensic Association; affiliate of National Federation of State High School Associations (NFHS).



DPI WCTE Liaison Report: April 2024

Spring Poem

Paul Laurence Dunbar (excerpt)

A blue-bell springs upon the ledge,
A lark sits singing in the hedge;
Sweet perfumes scent the balmy air,
And life is brimming everywhere.
What lark and breeze and bluebird sing,
Is Spring, Spring, Spring!

My wish for you this season is that spring fills you with the innovative spirit of a poet. I hope you face the victories and challenges of education with new energy and insight and a renewed love for English language arts, culture, and children.

The Wisconsin Department of Public Instruction is analyzing data from this year's strategic planning community outreach efforts. In the next several weeks, Wisconsin educators, families, and students will have an opportunity to provide feedback on the data received from the public survey and community listening sessions held throughout the state this winter. DPI is eager to work alongside the Wisconsin community to ensure that students receive all they need to succeed in K12 education and beyond. For more information regarding strategic planning, check out the [Strategic Planning page](#) on the DPI website.



Bianca Williams-Griffin

Assessment

With spring comes state testing. To find updates on state testing, visit the [DPI's Assessment webpage](#). Resources such as the state testing calendar, rubrics, sample test items, and frequently asked questions documents can be easily accessed by educators on this website. To support ELA educators during the testing window, I am holding virtual office hours to discuss and answer questions regarding the new writing tasks on the Forward Exam (grades 3-8), standard aligned instructional practices, and assessing high-stakes writing. Please join me and my assessment colleagues, [Jennifer Teasdale](#) and [Allison O'Hara](#), as we build community, share ideas, and answer your ELA instruction and assessment questions during these sessions. Office hours are Mondays from 3:30-4:20 PM and Tuesdays from 9:00-9:50 AM. [ELA Office Hours](#) will continue through the 2024 spring semester.

To join the Office Hours, please use this Office Hours [Zoom link](#).

If you are interested in taking a more active role in the assessment process, there are opportunities for educators this spring and summer. Check out the [educator involvement information section](#) and apply to join the team that makes assessment accessible, relevant, and supportive for students and educators in our communities.

Continued on next page

Act 20

As you know, 2023 Wisconsin Act 20 (Act 20) requires specific criteria related to literacy curriculum. Curriculum, encompassing instructional materials, activities, and assessments, aims to support students in reaching proficiency in the Wisconsin Standards for English Language Arts (2020).

[The WI Act 20 Curriculum Crosswalk Toolkit](#), developed collaboratively by educators, educational partners, and DPI, assists districts in navigating the curriculum requirements. The toolkit provides schools/districts with three resources designed to support the analysis of compliance with Act 20: [a processing template](#), [communication tool](#), and resource library.

We are currently sharing the toolkit with educational partners and inviting them to disseminate the resource within their networks. We also invite testimonials from the field regarding how educators utilized the toolkit resources and which tools/resources have been supportive.

Instructional Resources and Professional Learning

The Office of Educational Accountability has partnered with CESAs to offer a [free Assessment Professional Development and Coaching Series](#) focusing on classroom-level assessment and data use. The series' purpose is to increase teacher (and leader) capacity in understanding different types of assessment, how to use them, and how to create them.

This series is available to 10 districts within each CESA region and includes 12 professional learning days and five in-district coaching sessions. Participating districts will receive a one-time substitute teacher stipend. Contact your local CESA to learn more and apply for this professional learning opportunity.

Assessment topics will include:

- Classroom Assessments
- Project-Based Assessments and Rubrics
- Performance Tasks
- **Writing Across Classrooms, Grade Levels, and Content Areas**
- Analyzing Data - Student Classwork / Formative, Interim, and Summative

If you have any questions, my contact information is  Bianca.Williams-Griffin@dpi.gov.

Bianca Williams-Griffin
Department of Public Instruction
English Language Arts Consultant

Members invited to submit professional articles

The Wisconsin English Journal is back! After a brief hiatus to restructure, WEJ will be returning this fall with a new editor and a new look. Briefly, here's what you need to know:

- **Published twice yearly**, beginning in September 2024
- **Online journal**
- **Four sections:**
 - *Scholarly articles*—submit your research! Follow the typical research article format in APA, please.
 - *Opinion Pieces or Creative Works*—let us hear your voice and see your talent!
 - *Pedagogical tricks of the trade*—share the ELA lessons you've found to be the most engaging and effective! What research supports them, and which standards do they meet?
 - *Student writing*—lift up your students and let them shine!
- **Requirements:**
 - Scholarly submissions are open to all
 - Opinion/Creative pieces may only be submitted by WCTE members
 - Pedagogical pieces may only be submitted by WCTE members
 - Student writing—may only be submitted by a WCTE member
- **Call for Submissions:** The Fall 2024 theme is **Falling in Love With Literacy**. How can we do more than engage and support our student readers and writers? What makes someone love to read and be excited to write? **Deadline for submissions is May 31, 2024.**

Please send to Patty Rieman: prieman@carthage.edu. Thanks!



LITTLE FREE LIBRARIES >> Lynn Aprill

Do you like to visit Little Free Libraries? *Did you know there's an app for that?*

I'm sure you've seen them around town, maybe even in your neighborhood—a cute little building on a post filled with books. The Little Free Library program got started right here in Wisconsin! According to the Little Free Libraries website, "In 2009, Todd Bol of Hudson, Wisconsin, built a model of a one room schoolhouse. It was a tribute to his mother; she was a teacher who loved to read. He filled it with books and put it on a post in his front yard. His neighbors and friends loved it, so he built several more and gave them away."

From these beginnings, the idea grew with the help of Rick Brooks from UW-Madison and

by 2012, Little Free Library became a registered 501(c)(3) nonprofit organization. According to the website, "Little Free Libraries have continued to grow by leaps and bounds every year. In 2022 we surpassed 150,000 registered Libraries in more than 120 countries worldwide."

If you'd like to see where Little Free Libraries are located in your area (or even further afield), download the Little Free Libraries app and start searching! You can find information on the app and the organization at <https://littlefreelibrary.org/app/>.



NATIONAL POETRY MONTH >> NCTE resource



POETRY LESSON PLANS

A Harlem Renaissance Retrospective: Connecting Art, Music, Dance, and Poetry



Grade 9
Standard Lesson
Five 50-minute sessions
Author: Maureen Carroll
Publisher: ILA

Aim for the Heart: Using Haiku to Identify Theme



Grades 7 - 12
Standard Lesson
Two 50-minute sessions
Author: Susanne Rubenstein
Publisher: MA

An Exploration of Romanticism through Art and Poetry



Grades 8 - 12
Standard Lesson
Eight 50-minute sessions
Author: Junius Wright
Publisher: NCTE

MORE:

Calendar Activities
Strategy Guides
Professional Library
Blogs

FIND ALL THIS AND MORE:

https://www.readwritethink.org/collections/poetry?_ga=2.67334353.1911081366.1710114633-1319222802.1696989123



WCTE documents being digitized

I am excited to share the progress of a new development in the WCTE archives. When I took on the role of WCTE archivist, others on the board agreed that digitization would be an important step. Especially because the archives contain documents dating back to soon after its creation in 1958, preserving these documents is vital. Acid-free paper and rust-resistant staples and paper clips did not become standard until the late 20th century and early 2000s, so while all documents in the archives are legible and in generally good condition, thanks to the work of prior archivists, some of the older documents have natural damage from the aging materials they were originally created with. The Library of Congress recommends digitizing aging documents as a main preservation method. As of writing this update, over half of the archive has been digitized, and I am hoping to complete this process in the next few months. More updates will be on the way sharing highlights from over 60 years of WCTE history.



Jessa Turner, archivist

Jessa Turner teaches at Sheboygan Falls High School.

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WCTE: We are individuals who share a common bond. We love teaching and our students and literature and writing and journalism and film and, yes, even grammar. We share our knowledge and find value in the friendships and resources that our WCTE community can provide. We are part of a powerful multigenerational and multicultural network of inspired and empowered teachers.



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- three e-newsletters a year
- award reminders
- convention updates
- ... and more



Wisconsin Council
of Teachers of English

New WEJ editor brings enthusiasm, experience

My name is Patty Rieman and I'm excited to tell you that I'm the new editor (or hopefully co-editor) of the Wisconsin English Journal. I'm an Associate Professor of Education at Carthage College in Kenosha, and I teach undergraduate and graduate courses in reading and language arts methods, children's and young adult literature, and curriculum. I also shepherd our graduate students through the process of writing their Master's theses.

I'm in my 42nd year as an educator, with my first 10 years in Tulsa, Oklahoma teaching special education. My B.S. is from the University of Tulsa (Go Golden Hurricane!). After moving to DeKalb, Ill. in 1992 and earning my Master in Education degree at Northern Illinois University (Go Huskies!) in Social-Emotional Disorders, I taught special education for five more years in Loves Park and Sandwich, Illinois.

It was during my last year of teaching middle school students with behavior disorders that I realized how impactful a quality language arts program could be for reluctant readers and writers, and that's when I decided to pursue my doctorate at NIU. My degree was in Curriculum & Instruction, with an emphasis in broad-based literacy instruction. While working on my degree, I taught at NIU first as a TA, and then as a full-time temporary instructor for several years. **It was during that time that I fell in love with teaching college and realized that I'd finally found my niche!

How can I convey the joy I experience teaching future educators and supporting current educators as they strive to stretch and grow? Their energy and curiosity are contagious, and even as I have my eye on retirement in a couple years, my students motivate me to keep learning and trying new technology and methods. And one of the best parts of my job comes when students tell me they had forgotten how much they enjoyed reading, but our class helped them to remember.

When I'm not on Carthage's beautiful campus, you'll find me at home in Racine with my husband Joe and our three cats and two dogs. Charley, our big, black, bumbling German Shepherd mix is the love of my life and is named after John Steinbeck's dog, Charley!

No matter what I am teaching, you'll find me recommending books to students! I am a greedy, passionate reader, and I am currently reading about six books at the same time. I'm sure you can relate—three on actual paper, two on Libby on my tablet, and one on Kindle. In particular, I enjoy contemporary adult fiction, mystery series, and just about any genre for YA. Some of my favorite authors are Barbara Kingsolver, Anne Tyler, Neal Shusterman, Sabaa Tahir, and Elizabeth Acevedo.

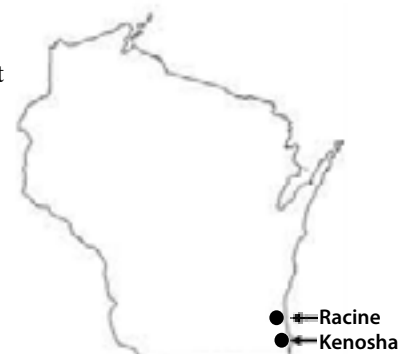


Patty Rieman, Wisconsin English Journal editor

While this is my first time serving on the WCTE board, I have been a part of numerous boards throughout my career.

In particular, I spent several years on the Northern Illinois Reading Council board, the Racine-Kenosha Reading Council board, and the Secondary Reading Council's Day of Reading board. All of these experiences taught me the ins and outs of organizing, collaborating and meeting the needs of our members.

I'm looking forward to working with the amazing WCTE board members and hope to provide all WCTE members with an exciting new format for the Wisconsin English Journal!



Favorite Authors



- Barbara Kingsolver**
- Anne Tyler**
- Neal Shusterman**
- Sabaa Tahir**
- Elizabeth Acevedo**

The Dual Nature of AI in Education: A Guide for ELA Teachers

When Trista Owczarzak asked if I would write a short article for WCTE on AI tools, my first thought was that I'd better not use AI to write it for me since my ELA teacher audience may not like that. But as I sat down to write, a combination of fatigue and curiosity brought me over to ChatGPT where I entered the following prompt following the RISEN model:



Jake Boll is a curriculum specialist at CESA 5.
bollj@cesa5.org

“Role: You are a curriculum and educational technology specialist who is proficient in writing to K-12 educator audiences.

Instructions: Write an article about the dual nature of AI. By this I mean the positive opportunities as a powerful learning tool but also the challenges of student misuse.

Steps: Begin with the background of generative AI tools like Chat GPT and when it was released. Then write about the challenges that educators face with students misusing AI as a shortcut to learning. Finally, write about the powerful potential of AI as a personalized learning tool in the classroom. In the end, provide five bulleted AI tools and a short description of how ELA teachers can use them in the classroom.

End Goal: The learning intention of this article is for ELA teachers to see the potential for AI to assist them in the classroom as well as to explore generative AI tools.

Narrowing: Limit this to one page with a focus on the teacher’s use of AI tools, not the student’s use of AI tools.”

ChatGPT generated a pretty decent draft based on that initial prompt. I had three back and forth conversations asking for several changes and clarifications before arriving at a draft that I was happy with. I then copied that draft into a Google Doc and began editing it further. My hope is that you’re still reading this and that my use of AI has not caused you to dismiss me (yet). Many AI tools advocate for the 80/20 rule meaning to allow AI to do 80% of the writing and we humans improve at least 20% of it. In academia, I don’t know that we can or should come to a consensus on that rule, but we should continue to discuss it. I encourage you to check out Matt Miller’s Ditch that Textbook resources as he does a nice job of exploring what a future classroom might look like when we get to the point where we encourage students to appropriately use AI. At this time, however, the focus is on teacher use of AI tools. The rest of this article is a combination of ChatGPT’s response to my above prompt as well as my own editing.



The advent of generative AI tools, with ChatGPT being one of the most notable examples released by OpenAI in November 2022, has sparked a revolution in various sectors, including education. These AI systems are capable of producing human-like text, solving complex problems, and generating creative content. However, their introduction into the classroom environment comes with its own set of challenges and opportunities, especially for ELA educators.

Challenges of Student Misuse

One significant challenge educators face is the potential for students to misuse these AI tools as shortcuts in their learning process. This can range from generating essays or assignments without the requisite personal effort and critical thinking, to even fabricating data or sources. Such practices, if left unchecked, could undermine the educational process, depriving students of the essential learning experiences and skills they need to develop.

The Potential as a Personalized Learning Tool

Despite these challenges, AI holds incredible potential as a personalized learning tool in the classroom. Its ability to adapt content to meet the individual needs of students, provide instant feedback, and support diverse learning styles can significantly enhance student educational experiences. AI can serve as an intelligent assistant in the ELA classroom, saving us hours every week by creating exemplars, rubrics, assessments, and more.

Continued on next page



AI Tools for ELA Teachers

To harness the positive power of AI, ELA teachers can explore the following classroom tools:

- [ChatGPT](#) or [Google Gemini](#): Ideal for brainstorming essay topics, generating creative writing prompts, and providing examples of literary analysis.
- [Brisk Teaching Chrome Extension](#): Bring the power of AI into your Google Docs and Slides. There are four primary tasks that Brisk Teaching can perform:
 1. [Create AI](#) generated text.
 2. [Inspect Writing](#) by watching a video of student interaction of a Doc.
 3. [Give feedback](#) to student work based on a rubric or success criteria.
 4. [Change Level](#) of the text by grade, lexile, and even translate languages.
- [Diffit](#): This AI differentiation tool can adapt existing materials for any reader, generate leveled resources and assessments for any topic, and share resources in multiple formats such as docs, forms, or slides.
- [Questionwell](#): Have AI instantly create assessments based on course standards and then convert these quizzes into Kahoot, Quizizz, Blooket, Gimkit, and more!
- [Curipod](#): Use AI to create an interactive slide deck for you and your students. Check out the [personalized feedback feature](#) to have AI provide immediate support for your students' writing and understanding.

The intersection of AI and education offers a wealth of opportunities to enhance teaching and learning processes. For ELA teachers, the key in the future will be to strategically integrate AI tools as intelligent assistants, designed to enrich the educational experience rather than replace the critical thinking and creative processes fundamental to learning. By doing so, educators can unlock the full potential of AI, transforming it into a powerful ally in the classroom.

ChatGPT. (2024). **The dual nature of AI in education: A guide for ELA teachers.** Retrieved March 11, 2024, from OpenAI's ChatGPT session.

ChatGPT was used as a thought partner in the creation of this article. About 50% of the final draft was created by AI and 50% by the author.

Looking for a good book?

Check out these titles, shared by the WCTE Board



A Heart in the Body in the World by Deb Caletti

When everything has been taken from you, what else is there to do but run?

So that's what Annabelle does — she runs from Seattle to Washington, D.C., through mountain passes and suburban landscapes, from long lonely roads to college towns. She's not ready to think about the why yet, just the

how — muscles burning, heart pumping, feet pounding the earth. But no matter how hard she tries, she can't outrun the tragedy from the past year, or the person — The Taker — that haunts her.

Followed by Grandpa Ed in his RV and backed by her brother and two friends (her self-appointed publicity team), Annabelle becomes a reluctant activist as people connect her journey to the trauma from her past. Her cross-country run gains media attention and she is cheered on as she crosses state borders, and is even thrown a block party and given gifts. The support would be nice, if Annabelle could escape the guilt and the shame from what happened back home. They say it isn't her fault, but she can't feel the truth of that.

Through welcome and unwelcome distractions, she just keeps running, to the destination that awaits her. There, she'll finally face what lies behind her—the miles and love and loss...and what is to come. — *Goodreads*

I was RIVETED! We follow an 18-year-old senior who is both running from something horrible and running to something astonishing. The backstory gradually unfolds in flashbacks during her journey, and we witness her devastation, PTSD, guilt, strength, hope, and resilience. This book made me want to go and do good, important things. — *Patty Rieman*



Our Hidden Conversations: What Americans Really Think About Race and Identity by Michele Norris

The prompt seemed simple: Race. Your Story. Six Words. Please Send.

David Roloff
UW-Stevens Point

The answers, though, have been challenging and complicated. In the twelve years since award-winning journalist Michele Norris first posed that question, over half a million people have submitted their stories to The Race Card Project inbox. The stories are shocking in their depth and candor, spanning the full spectrum of race, ethnicity, identity, and class. Even at just six words, the micro-essays can pack quite a punch, revealing, fear, pain, triumph, and sometimes humor. Responses such as *You're Pretty for a Black girl. White privilege, enjoy it, earned it. Lady, I don't want your purse. My ancestors massacred Indians near here. Urban living has made me racist. I'm only Asian when it's convenient.*

Many go even further than just six words, submitting backstories, photos, and a collection much like a scrapbook of American candor you rarely get to see. *Our Hidden Conversations* is a unique compilation of stories, richly reported essays, and photographs providing a window into America during a tumultuous era. This powerful book offers an honest, if sometimes uncomfortable, conversation about race and identity, permitting us to eavesdrop on deep-seated thoughts, private discussions, and long submerged memories. -- *Goodreads*

NPR's Michele Norris started The Race Card Project with postcards placed at hotels asking individuals to respond to the prompt: "Race. Your Thoughts. Six Words. Please Send." These short responses grew in the digital age with contributors submitting their varied thoughts and experiences with race in American. It's a wonderful compilation that all teachers should read! – *David Roloff*



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





Artwork by Jade Purple Brown

Wisconsin English Teachers' Calendar of Events, Deadlines



April

April 1 **REACHING NEW HEIGHTS.** Registration opens April 1 through July 27 for **Summer Journalism Workshop** for high school students at UW-Whitewater, sponsored by the Kettle Moraine Press Association. More information at <https://kempajournalism.org/summer-journalism-workshop/>

April 3-6 CCCC Annual Convention, Spokane, WA. **Theme:** Writing Abundance: Celebrating 75 Years of Conversations about Rhetoric, Composition, Technical Communication, and Literacy. **Registration:** https://cccc.ncte.org/?gl=1%252A1dygm1q%252A_ga%252AMTMxOTIyMjgwMi4xNjk2OTg5MTIz%252A_ga_L5Q68NRK05%252AMTcxMDEyMjE4Mi45LjEuMTcxMDEyMjE4NS41Ny4wLjA

May

May 1 Deadline for nominating a colleague for the **High School Teacher of Excellence Award.** Information here: <http://www.wcteonline.org/awards-and-grants/ncte-high-school-teacher-of-excellence-award/>

May 1 Deadline for WCTE's **Lee Burress Intellectual Freedom Award.** More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

May 1 Deadline for WCTE's **WCTE Diversity and Inclusion Award.** <http://www.wcteonline.org/wcte-award-for-diversity-and-inclusion/>

May 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/>

July

July 18-19 WCTE Summer Board Meeting, Wisconsin Dells

July 28-31 **REACHING NEW HEIGHTS.** Summer Journalism Workshop for high school students at UW-Whitewater, sponsored by the Kettle Moraine Press Association. <https://kempajournalism.org/8674/content/news-updates/kempa-summer-camp-set-for-july-28-31/>

WCTE Update March 2024

<p>President Sarah Rowse-Borrelli</p> <p>1st Vice-President Tanya Sponholz</p>	<p>2nd Vice President Trista Owczarzak</p> <p>Secretary Catherine Houser</p>	<p>Treasurer vacant</p> <p>Update Editor Linda Barrington</p>
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**June 13,
2024**

**8:30am -
3:30pm**

