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2024 CONVENTION: OCT. 24-25, WAUSAU



IN THIS ISSUE



Thursday

Workshop with Sarah J. Donovan

The workshop will focus on writing poetry and will provide resources for taking part in your own writing, as well as working with students on their writing.

LOCATION:

Jefferson Street Inn
4402 East Washington Ave.
Wausau, WI 53704

Sarah J. Donovan

Friday

Keynote with Sarah J. Donovan



Joy McCullough



Amber McBride

Friday

Keynote with Joy McCullough

Friday

Workshop with Amber McBride

The Friday schedule will also include sectional presentations and a luncheon.

CONVENTION SCHEDULE>> Thursday Workshops

Fall 2024 Convention Update

Can you believe that the 2024-25 school year is already getting started? Whether you are teaching for the first time or a seasoned veteran, I sincerely hope your year has started in a supportive and positive way! WCTE is preparing for a fantastic lineup of speakers to help expand your Uni-VERSE and create learner-centric experiences in Wausau on October 24-25!

Our **Thursday** workshop time will feature time with Sarah J. Donovan, author and Assistant Professor of Secondary English Education at Oklahoma State University. The workshop will focus on writing poetry, and will provide resources for taking part in your own writing, as well as working with students on their writing.

Friday includes **THREE** great keynote presentations with **Amber McBride** (author of novels-in-verse *Me (Moth)* and *We are all So Good at Smiling*), **Joy McCullough** (author of novel-in-verse *Blood Water Paint*), and **Sarah J. Donovan** (author of novel-in-verse *Alone Together*). The Friday schedule will also include sectional presentations (see page 3) and an awards luncheon, with the addition of visiting Wisconsin poets.

Verse and poetry are central to our convention theme this year, and our lineup of keynote speakers are sure to provide insight into how to create new and exciting experiences within our classrooms.



Jefferson Street Inn, Wausau

THURSDAY, OCTOBER 23

9 a.m.-noon WCTE Board Meeting -
Jefferson Street Inn

Pre-Convention Workshop

1 p.m. Sarah J. Donovan

Year-Round Poetry: Transforming Classrooms through Relational Poetic Practices



Sarah J. Donovan

WHERE TO REGISTER:

<https://wisconsinCouncilofTeachersofEnglish.wildapricot.org/event-5837360>

HOTEL INFORMATION

To reserve a room at the Jefferson Street Inn call 715-845-6500 and mention you're with the WCTE. Reserve **before Sept. 22** for the early bird rate of **\$90**. After Sept. 22, rates will vary.

Registration Schedule

Friday Convention (Non-member) – \$225.00
Friday Convention (Student/Retiree) – \$40.00
Friday Convention (WCTE Member) – \$175.00
Thursday & Friday (Non-member) – \$350.00
Thursday & Friday (Student/Retiree) – \$70.00
Thursday & Friday (WCTE Member) – \$250.00
Thursday Workshop (Non-member) – \$175.00
Thursday Workshop (Student/Retiree) – \$40.00
Thursday Workshop (WCTE Member) – \$125.00

CONVENTION SCHEDULE>> Friday Convention

FRIDAY, OCTOBER 24

8-8:45 a.m. Fresh Start Continental Breakfast

8:45 a.m. Welcome: Trista Owczarzak, WCTE President

9-10 a.m. Keynote: The Novelty of Novels in Verse
Amber McBride, poet, professor, author of *Me (Moth)*

10-10:15 a.m. Break, Exhibits, Book Signing with Amber McBride

10:15-11 a.m. Breakout A1. *Let's Be Brief*
Speaker: Sarah Rowse-Borelli

Breakout A2. *Centering Learners (And Self!) While Student Teaching: Lessons Learned about Comfort, Questions and the Power of Creativity*

Speakers: David Rohloff, Annika Rice, Jennifer Rudd

Breakout A3. *The Positives and Pitfalls of Teaching English Abroad*

Speaker: Jessa Turner

11:10-11:55 a.m. Breakout B1. *How to Embed the Seven Essential Literacy Skills into Your Content Area*
Speaker: Peg Grafwallner

Breakout B2. *Teaching Informational Text Skills to a Diverse Classroom*

Speaker: Dr. Cris Sotoroff

Breakout B3. *The 100-Word Rant*

Speaker: Patty Rieman

12 - 1 p.m. Poets Lunch
Award presentations (see p. 5-7)

1 -2 p.m. Keynote: What a Poem Can Do: Honoring the Heart of Teaching through Words and Witnessing
Sarah J. Donovan, professor, author of *Alone Together*

2-2:15 p.m. Break and Classroom Book Set Silent Auction

2:15 - 3:15 p.m. Keynote: A Poem is Pure Energy: Shedding Poetry's Baggage and Letting Language Soar
Joy McCullough, author of *Blood Water Pain*

3:15 - 3:30 p.m. Break with Book Signing by Joy McCullough

3:30 - 4 p.m. WCTE Annual Meeting [ALL ARE INVITED]



Amber McBride



Sarah J. Donovan



Joy McCullough



EXECUTIVE DIRECTOR >>Lynn Aprill

Hello Educators,

Welcome back! For some of you, this will be your first year navigating the ins and outs of the classroom; for others, this may be a year of “lasts” as you look forward to retirement at the end of the year. No matter where you fall on this spectrum of teaching, WCTE is here to support you, encourage you, and provide opportunities for growth and leadership.

In the classroom, we strive to differentiate instruction, meeting students where they are. WCTE wants to offer differentiated opportunities for YOU, allowing you to participate as part of WCTE leadership

in a way that suits YOU. All board members have the option of attending meetings (only three per year) either in-person or remotely, depending on your circumstances. We have board positions which align with a variety of differentiated interests:

You’re busy. We get it (because we all are!) But without teacher leaders stepping into these roles, WCTE cannot function. Those of us on the board have seen time and again that many hands make light work, and we’re here to share the load and mentor new board members. WCTE membership provides you with colleagues who have been in your shoes, and your service as a WCTE leader ensures that this support will continue for years to come.

Lynn Aprill
WCTE Executive Director
Lapril8@gmail.com

Differentiated Leadership Opportunities

For those who:

Seek in-person contact:



Treasurer or Vice-President

- Executive Board member
- Treasurer handles annual finances
- VP helps plan convention

Enjoy writing, editing, design:



WCTE Update Newsletter Editor

- Planning and layout of newsletter three times a year
- Shadow current editor for one year

Are into Web Design:



Wisconsin Lit Map Coordinator

- Updates the Wisconsin Lit Map at <http://www.wisconsinlitmap.com/>
- Adds new Wisconsin authors to the website

Prefer online involvement:



District Director

- Send emails
- Post on WCTE social media

And all board members receive free membership after a year of service on the board!

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WCTE Teacher of Excellence inspires, supports, understands students

by Lynn Aprill, nominator

I had the good fortune to work with Marcy Siolka for 20 years at Bonduel High School and had the opportunity to observe her as a teacher and a leader in the district.

Marcy is an outstanding teacher whose concern for her students is constantly evident, and whose tenure has allowed her to teach just about every English course in the handbook at one time. Along with working closely with at-risk students in Educational Essentials, Marcy created a remedial program to help those students who were credit deficient to catch up to the rest of their classmates. Marcy has a great rapport with

these students and has been instrumental in helping many of them to make up English credits. At the same time, Marcy took on dual credit classes after a colleague retired, creating NWTC and UWGB composition and public address courses which, in some instances, were more rigorous than the courses taught at those institutions.

Marcy has also been a leader in the English department and district when it comes to technology. She first attended and then became part of the teaching team for the district technology academy for many years.

Marcy then joined the Technology Team for the district, helping to prepare and troubleshoot student computers, training teachers, and keeping the school web page up to date. Marcy is always on the cutting edge of using technology with her students, particularly in the Pro-Multi-Media class that she team teaches with one of the business education teachers. Under her direction, this class produced full-length videos for both the wrestling team and the senior class for many years.

Marcy has been a leader in a multitude of initiatives in the district over the years, and she is always eager to further her own education.

For example, in 2019, she successfully secured a \$10,000 DPI grant which allowed the English department to spend the year writing and aligning curriculum with the Common Core State Standards.

Marcy was also a driving force in the district creation of Success Day, a day in which every student in Bonduel spends the day immersed in Academic and Career Planning activities (and which was taking place years before the state passed PI34 requiring ACP programming).

Marcy is now the head of the team



Marcy Siolka
Bonduel High School

Marcy Siolka
Bonduel High School

for the senior class, helping students prepare resumes and cover letters, and securing guest speakers and mock interviewers to make sure seniors are prepared for their next steps after graduation.

Whether it is her involvement in building leadership, growth mindset, or academic and career planning, Marcy brings her leadership skills and positive outlook to every educational opportunity. She has also presented at WCTE and NCTE conventions in the past, sharing her expertise with English teachers in the state and nation.

Marcy is a leader and a colleague who never seeks the spotlight for herself. She works tirelessly behind the scenes to make sure that her colleagues and students are successful. To me, that is the very definition of a high school teacher of excellence..

“
MARCY IS
a leader and a colleague who never seeks the spotlight for herself. She works tirelessly behind the scenes to make sure that her colleagues and students are successful.
”

more Awards continued on next page

WCTE AWARD FOR DIVERSITY AND INCLUSION

by Matthew Miller, nominator

Over the past twelve years, English educator Tiffany Diven has modeled the practices of an inclusive master teacher for me at Sheboygan North High School. Having learned from her innovative leadership for equity and social justice, her unceasing service to students and families across our greater community, and her boundless empathy and support for everyone she meets, I nominated Tiffany Diven for the WCTE Award for Diversity and Inclusion.

I recently came across the quotation, “Angry people want you to see how powerful they are; loving people want you to see how powerful you are.” This quotation captures the essence of Tiffany’s vocation as an educator and community leader.

When I first began teaching at Sheboygan North, one of Wisconsin’s most diverse schools, students of color were effectively excluded from official school media and key co-curricular opportunities like the Student Council. Since her arrival, however, Tiffany has led the way in reversing decades of discriminatory bias, and her English classroom has become THE hub for celebrating and leveraging our diversity.

Notably, Tiffany helped to establish our school district’s first co-curricular group for African-American students, the Black Community Organization, and the fact that students approached her to help them organize and amplify their voices within our school and city speaks to the degree of trust students invest in her as an advocate.

A further example is Tiffany’s around-the-clock curating of our school’s social media presence and her annual production of the yearbook, in which she intentionally promotes representation of marginalized students — and empowers those very students as influencers in her cutting-edge and supremely popular communications electives.

It is precisely because Tiffany has helped so many disenfranchised members of our community to see how powerful they are that she is widely recognized beyond our school as a civic leader in the cause of social justice. Tiffany was instrumental, for example, in campaigning for and mentoring the first Black member — and current president — of the Sheboygan Area School District Board of Education. What’s more, she has sparked synergistic relationships between students and community groups, notably organizations like Sheboygan County Black-American Community Outreach.

She has been a leading practitioner in our community of restorative practice and equity-informed decision-making since before we had names for them, and her English classroom is universally acknowledged as a safe space in which difference is

not a deficit, but an asset to be embraced and celebrated.

Tiffany’s relentless focus on equity, which places diversity at the core of her approach to English education and leadership, distinguishes her as the kind of educator whom this WCTE Award seeks to celebrate.



Tiffany Diven
Sheboygan North High School

More awards continued on next page

WCTE STUDENT TEACHING AWARDS

OUTSTANDING STUDENT TEACHER AWARD

Both her cooperating teacher and her university supervisor agreed that Annika Rice was an exceptional teacher.

"It only took a few weeks of working together for me to come to see Annika as an equal in decision-making, planning, and execution of learning activities," cooperating teacher Mark Otte said.

"She is completely ready to run a classroom independently; this is shown in her attention to relationship building with students, her understanding of how to design learning activities to align with learning targets, and her confidence in navigating multiple curricula and planning of lessons," Otte said.

"It was exciting to see Annika not only embrace the risk of new technology and creative lesson design but also to engage in the challenges inherent in such an activity. Specifically, the lesson design prompted a meeting with our school's technology coordinator to ensure that student data would remain private. In fact, the technology coordinator expressed gratitude for Annika suggesting this lesson because it prompted a decision on use of AI in classroom activities that the district had been stalling on for quite some time.

"She has truly exemplified the qualities of student engagement, creative lesson design, strong communication skills, and professionalism," Otte said.

Her university professor, David Roloff, concurred with Otte's evaluation: "Annika Rice has demonstrated excellent independence and responsibility in all aspects of teaching expectations. I unfortunately came down with Covid during the second week of the semester," Roloff said, "and Miss Rice was able to confidently take charge in every class and continue moving the classes through learning activities. Frequent communication with me demonstrated an understanding of the unique learning needs presented in each individual classroom. and she was able to keep the classes focused and on track with only supervisory support from the licensed substitute teacher who was also in the room," Roloff said.

"Although I regularly work with very strong ELA teaching candidates Ms. Rice has, from the very beginning, stood out from the crowd; she is an insightful, gifted educator who plans creative and engaging lessons, is dedicated to her students' success, and works collaboratively to support her students' needs," Roloff said.

"Annika is truly an outstanding student teacher. Clear scaffolding, thoughtful planning and modeling, and engaging and collaborative learning are at the core of who she is as an English educator and how she approaches instruction in her classroom. She creates innovative and engaging lessons for her students, values them as individuals, and readily collaborates with colleagues to enhance instruction. She is a talented pre-service teacher, is the best of what we hope for in our students, and is exactly the type of dedicated teacher that today's students deserve," Roloff said.



Annika Rice
UW-Stevens Point

OUTSTANDING STUDENT TEACHER AWARD

Both of Jennifer Marie Rudd's nominators wrote volumes about her gifts as an English teacher.

"I am most impressed by her respect and appreciation for the diverse students in her class, her competence and knowledge of her field, and her ability to collaborate with colleagues and the community to ensure student success," wrote Kristine Lize, director of the English Education program at UW-Milwaukee.

Her cooperating teacher at Pulaski High School, Bridget Spoern, elaborated:

"Jenny has brought such contagious positive energy to our classroom family, and she has maintained that authentically electric spirit throughout our time together," she said. "Jenny is a tremendously calm and sensitive educator, the kind I wish I myself had when I was in high school. Our students love her, and they notice and appreciate her balance of high expectations, love, and understanding. It is clear that her pedagogy takes influence from the most prominent and effective professionals in Urban Education today," Spoern said.

Jennifer Marie is enthusiastic about teaching: "The thing I enjoy most about teaching English is getting students to recognize how amazing writing can be," she said.

"Writing can be such an intimate, vulnerable experience and I love helping my students grow and realize what a great outlet it is. I also love how much I learn about my students through their work; when a student opens up to me, it makes me happy knowing I created a safe space for them. Ensuring my students view my classroom as a welcoming, peaceful, and understanding place is a top priority of mine," she said.

I truly love teaching English," she added, "because of how relevant it can be to students' lives in and outside of the classroom. Every student deserves to feel seen and have their voice heard. I make sure that every student I come across knows that I value them, their presence, and their ideas through interactions and curriculum."



Jennifer Marie Rudd
UW-Milwaukee

“
THE THING I ENJOY
most about teaching
English is getting students
to recognize how amazing
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Jennifer Marie Rudd
”



Featured Wisconsin author: Kwame Mbalia

Wisconsin Connection: Milwaukee, Wis.

Kwame is a husband, father, writer, a New York Times bestselling author, and a former pharmaceutical metrologist, in that order.

His debut middle-grade novel, *TRISTAN STRONG PUNCHES A HOLE IN THE SKY* was awarded a Coretta Scott King Author Honor, and it — along with the sequels *TRISTAN STRONG DESTROYS THE WORLD* and *TRISTAN STRONG KEEPS PUNCHING*, out October 5th — is published by Rick Riordan Presents/Disney-Hyperion.

He is the co-author of *LAST GATE OF THE EMPEROR* with Prince Joel Makonnen, from Scholastic Books, and the editor of the #1 New York Times bestselling anthology *BLACK BOY JOY*, published by Delacourte Press.

A Howard University graduate and a Midwesterner (more specifically, a Wisconsinite) now in North Carolina, he survives on Dad jokes and Cheezits.



[Link to Author's Website](#)

[Link to Wikipedia page](#)

[Link to podcast interview](#)

Selected Works by Kwame Mbalia

- Tristan Strong Punches a Hole in the Sky (2019)
- Tristan Strong Destroys the World (2020)
- Tristan Strong Keeps Punching (2021)
- Black Boy Joy: 17 Stories Celebrating Black Boyhood (2021)
- Last Gate of the Emperor (2021)
- Tristan Strong Punches a Hole in the Sky, The Graphic Novel (2022)
- The Royal Trials (2022)
- Freedom Fire: Jax Freeman and the Phantom Shriek (2024)

Want to learn more about Kwame Mbalia and another 145 Wisconsin authors?

Visit the Wisconsin Lit Map website at <https://www.wisconsinlitmap.com/>



DPI WCTE Liaison Report: Summer 2024

Summer is an excellent time to reflect on the previous school year and prepare for the upcoming school year. However, take time for yourself, your family, friends, and whatever activities leave you feeling invigorated and full. It is important to remember that “you can't pour from an empty cup.” Summer self-care is an essential part of being an educator.

This update provides information to help you create priorities as you prepare for the upcoming “back-to-school” season.

Assessment

The 2024 State Forward assessment has been successfully aligned to the Wisconsin 2020 ELA and math standards. This new alignment provided several opportunities for educators to participate in activities to ensure the assessment accurately assessed our students' skills. In mid-April, approximately 60 selected Wisconsin educators gathered in Madison to review samples of student writing from the ELA Short-Write section of the Forward exam and determine scoring ranges based on actual student examples. After this meeting, our testing partner, DRC, was able to take the information received from educators and final Short-Write rubrics at each grade level. These rubrics are available on the DPI Forward Assessment Resource page under the heading: Forward Exam Question Types.

Wisconsin educators were also invited to participate in the Forward assessment standard setting. This was an opportunity for educators to set cut scores for performance descriptors in ELA and Math. In addition to setting cut scores, educators were introduced to the new student performance levels and performance level descriptors. During the sessions, educators were able to use these resources to complete their assigned tasks. Information regarding Forward data and resources can be found on the DPI Assessment webpage under Forward: Data and Results. High school educators also convened this summer to complete the standard setting for the ACT using the new student performance levels; this information has yet to be released and is pending approval by the State Superintendent. This information is expected to be released by fall 2024.

I want to thank all of the educators who participated in this process for giving their time and expertise to support the creation of an equitable, inclusive, and standards-based assessment. If you are interested in participating as an educator in Wisconsin's standardized testing process, please continue to read the WCTE DPI update for additional opportunities.

The DPI Assessment team has convened a CESA workgroup to create a professional learning opportunity for Wisconsin districts to support teacher growth in assessing student writing.



Bianca Williams-Griffin

Continued on next page

Act 20

DPI's new Director of the Office of Literacy is Dr. Barb Novak. If her name sounds familiar, it is because she has been at DPI for some time and previously served as a literacy consultant. Her role is to lead the implementation of Act 20. DOA has selected Pearson as the vendor for the required reading screener, and DPI and Pearson have determined that their existing product aimswebPlus, will be used as the screener. This screener provides Wisconsin schools with the opportunity to identify young students in need of additional reading support efficiently. There was a statutory deadline for selecting the screener, which the DPI has now met.

The early literacy and reading tools available through aimswebPlus are free to Wisconsin schools and districts and align with Act 20's requirements. In the coming weeks, the Act 20 webpage will post online and asynchronous training opportunities, details on accessibility accommodations, clear timelines for parental notifications and diagnostic assessment administration, and further information on utilizing data to identify "at-risk" students, as defined by Act 20. In addition to selecting a screener, the DPI also published its list of diagnostic assessments that meet Act 20 requirements. The list and guidance for school and district decision-making are on the DPI's [Act 20 webpage](#).

Though fall administration is not required for the 2024-25 school year only, the DPI continues to work to ensure districts have the support necessary to administer the screener effectively beginning in the fall of 2024.

If you would like to receive up-to-date information on Act 20, subscribe to the DPI Act 20 listserv, which anyone may opt-in to at <https://dpi.wi.gov/wi-reads/listserv>. This is one-way communication, meaning that people cannot reply to the listserv or send messages or questions to the listserv. DPI has an email inbox where people can send messages and questions early_reading@dpi.wi.gov.

If you have any questions, my contact information is  Bianca.Williams-Griffin@dpi.gov.
Wishing you a restful and relaxing summer!

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

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New Voices legislation needs help in Wisconsin



Student journalists from Wauwatosa West High School (including their adviser Christopher Lazarski, not pictured), along with Wisconsin State Senator Rob Hutton (R-Brookfield), chair of the Senate Committee of Universities and Revenue, following their public hearing on the bill on Dec. 5, 2023.

Wisconsin high school students currently experience wildly different free speech rights in student media depending on where they live. At one school they are encouraged to ask questions on real-world topics that impact their school and lives. At another they are told, regardless of the concepts taught to them in journalism classes, to give the school a positive spin or to avoid any topics or questions that might be controversial. At yet another they may be required to remove content that doesn't align with the political leanings of school officials.

Such censorship of student expression is not only unethical but also bad teaching. It stifles creativity, restricts students from being able to practice using the communication skills taught in class to improve their communities and often results in school officials inadvertently

violating the Constitutional rights of their students.

What is needed, and what already exists in 18 other states, is a law that lays out exactly what speech is allowed in student publications, places the burden of decision-making clearly in the hands of student journalists (under the guidance of a teacher or adviser) and prohibits school officials from restricting speech for any other, undefined reasons. Nationally, these are known as "New Voices" laws, and Wisconsin came close to passing one of its own earlier this year.

Studying concepts and skills and then practicing them under the guidance of experienced staff is how learning works. Forcing students to align the results of their work with the opinions of school officials throws a major wrench in this process in many schools in our state.

As a teacher at Fond du Lac High

School I currently have the privilege of working in a district that already operates according to the principles outlined in New Voices laws. School officials do not interfere with my students' work. We hold ourselves to high standards and pair curiosity and investigation with knowledge of relevant laws and ethics. In the past, however, my school briefly instituted guidelines requiring all student journalism (writing, videos, photos, pages, etc.) to be reviewed and approved by the principal prior to publication.

The experience was a failure at every level. Officials, untrained in evaluating student journalism and unsure what to do with the work, took many weeks in some instances to respond, at times requiring changes that actively violated accepted journalistic guidelines taught in the class. Quickly, students became scared to approach topics they thought

Continued on next page

JOURNALISM >continued

the principal may not “like,” and the rancor built up by all of this created controversy and headaches for everyone far beyond anything the student work, alone, could have caused.

We learned the hard way that relying on transparent and legally defined definitions of unprotected speech and leaving the students, themselves, in charge of their own voices resulted in the best environment, the best work and the best learning. Many decades of experience with New Voices laws in a wide variety of states across the country (from Nevada and Kansas to Illinois and West Virginia and, most recently, Minnesota) has proven the same thing time and again.

Last November the full Wisconsin State Assembly passed a New Voices bill unanimously, and in December a Senate committee held a largely favorable public hearing. Unfortunately, that is where the bill stalled and died when the session ended a few months later.

This upcoming session we will have another chance to push this legislation over the top. This bill is not about politics or pushing a particular point of view. In fact, it has had broad, bipartisan support in Wisconsin and most other states where it has passed. It is about ensuring no students have the bad luck to attend schools where it is made clear (intentionally or not) that asking certain questions or expressing certain views,



Former Stoughton High School journalism adviser Laura Streyle, Stoughton High School student journalist Simon Mehring, Student Press Law Center attorney Jonathan Gaston-Falk, and Wisconsin Journalism Education President Matthew Smith gather at the Capitol in Madison to lobby for student press rights legislation. .

regardless of truth or intent, are not “allowed” simply because some officials do not share their views. Education is about teaching students to engage with different ideas and empowering them to become knowledgeable decision-makers of their own. It should not be about indoctrination.

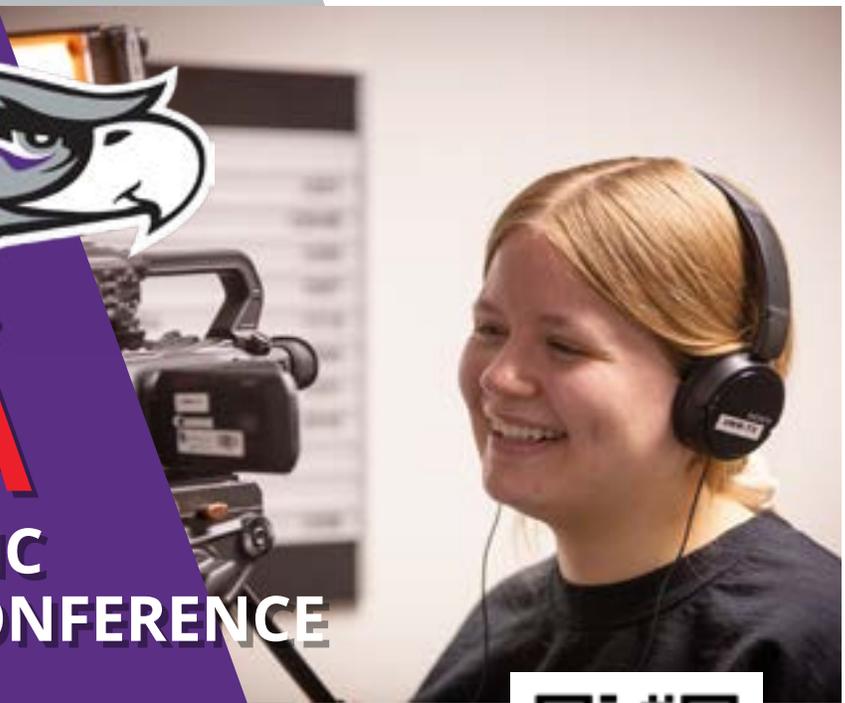
If you are interested in more

information about New Voices laws or providing support of any kind in Wisconsin, visit the Student Press Law Center’s website (splc.org/new-voices) or feel free to reach out to me through the Wisconsin Journalism Education Association (wisconsinjea@gmail.com).



KEMPA

FALL SCHOLASTIC JOURNALISM CONFERENCE



OCTOBER 17, 9:00 A.M. - 1:30 P.M.
UWW MAIN CAMPUS, WHITEWATER

What you'll learn:

- ✓ Get your students motivated for an exciting year ahead in journalism!
- ✓ Give their skills and knowledge an important boost to get them going!
- ✓ A fun and educational field trip to our Fall Scholastic Journalism Conference.
- ✓ Workshops that support student yearbooks, magazines, newspapers, websites, broadcasting and more!
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KEMPA Advisors, we have something just for you!
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How to Register:

- Scan the QR Code or visit camps.uww.edu
- Registration closes 5 days prior to event
- Late registrations will not be accepted
- Walk-up event registrations will not be accepted



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University of Wisconsin
Whitewater

Starting the semester in speech class

One of the first units we do for our “Public Speaking”/Speech class is to cover the “Six C’s of Communication.” The six keywords that begin with the letter C are the following:

Correct, Concrete, Complete, Concise, Clear, and Connect.

These six words are part of everything the students will complete throughout the semester, even being assessed on them as they present. We loosely define the Six C’s as follows:

- **Correct:** there is no substitute for being correct, cite sources giving credit where due.
- **Concrete:** actual, factual, and detailed; avoid being general; offer specific support.
- **Complete:** does not mean “everything;” offer a verbal outline and transition words.
- **Concise:** intentional and specific; avoid unnecessary announcements; expand vocabulary.
- **Clear:** define uncommon terms; offer comparison and contrast instances for clarity.
- **Connect:** analyze the audience and hypothesize; consider their cultural literacy.

Well before we get to the summative for this unit, students do a number of formative assessments to help them be mindful of their words and including pertinent information. The first one we use has historically been attributed to Ernest Hemingway, what some call “six word stories” or “flash fiction.” For our intents and purposes, the students are to define a movie in six words or less while also ensuring it is a complete sentence. Examples offered to them are “Father searches ocean to find son” and “On Wednesdays we wear pink” — the answers being Finding Nemo and Mean Girls, respectively. The objective here is to seek **concision** and **clarity**. Students will speak them aloud to their peers. Immediate formative feedback is offered when the students’ classmates try to decipher the correct answers.

Another formative assessment specifically focuses on the use of transition words. It seems simple, but we challenge you to try it yourself as well. We ask the students to first write out, then verbally present a recipe with steps. The steps are distinguished by transition words. Students tend to take the easy way out, so we ensure that their recipe has at least four steps. An example for homemade French Onion dip is below:

- **First,** measure out one cup of sour cream in a bowl.
- **Next,** measure out one cup of mayonnaise and add to sour cream.
- **Then,** pour an envelope of dry onion soup atop the creams in the bowl.
- **Now,** using a spatula or spoon, combine all ingredients in the bowl.
- **Finally,** for best results, chill at least two hours before serving.

The last formative assessment we offer here is summarizing a newspaper or magazine article in fifty to one hundred words; however, the “Six C’s” are important throughout. Magazines that I personally subscribe to are *Ducks Unlimited*, *National Geographic*, *Runners World*, and *The English Journal*. What history has shown me is that students, to no surprise, would rather find a short newspaper article. Thanks to the “Newspapers in Education” program, we get dozens of newspaper copies delivered to our school at no cost. We use them in the ELA classroom, social studies, and the art department. Nonetheless, students need to include the author, source, and title in their summary to exhibit correctness while also using cited textual evidence to exhibit concreteness. Due to the brevity of a fifty to one hundred word summary, transition words don’t always fit in this formative assessment. The beginning of an example that can be offered to the students is derived from a recent *National Geographic* below:

In her July 2024 commentary published in National Geographic, United States Secretary of the Interior Deb Haaland celebrates indigenous lands returning to indigenous peoples. One specific example the secretary offers is that of the Bison Range in Montana having a co-stewardship between the Confederated Salish and Kootenai Tribes (CSKT) and the federal government. Thanks to “indigenous innovation” (40) and the bison’s resiliency, the animal has been saved from extinction. These co-stewardships can be found elsewhere in the United States, according to Secretary Haaland, such as with salmon in Alaska.

The above is only 89 words derived and summarized from six columns of text across three pages of the magazine.

For all of these formative examples, students are strongly encouraged to write them down on paper or notecards first. They may use these notecards during their formative verbal presentation as well. This allows them to visually see where some information may have been missed or misplaced. Additionally, it mimicks the practice of preparing appropriately for a larger presentation — all the way down to the notecards — two of the Wisconsin CCSS state “prepare for” and “present information . . . [so] that listeners can follow the line of reasoning and the organization . . .” These scaffolding opportunities will hopefully lead to cleaner, thorough presentations that connect to their audiences.



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REBECCA NEWLAND

ENGAGING STUDENTS WITH LIBRARY OF CONGRESS PRIMARY SOURCES IN THE ELA CLASSROOM



- 7 STEPS TO GETTING STARTED WITH PRIMARY SOURCES
- 5 PLACES TO FIND FREE PRIMARY SOURCES
- 5 QUESTIONS TO ASK WHEN SELECTING PRIMARY SOURCES

Why Should I Use Primary Sources in My English Language Arts Classroom?

Primary sources in all formats—including but not limited to photographs, posters, newspapers, and oral histories—offer multimodal accessibility for students to develop skills and processes that move critical thinking and curiosity beyond the traditional texts in the English classroom. Engagement with primary sources encourages students to make inferences, activate prior knowledge, find patterns, and construct knowledge related to the context and creation of standard class texts.

Primary sources can

- enhance the study of a literary work by offering context for the work's time period, location, and characters.
- stimulate student curiosity and promote engagement.
- help students to develop critical thinking skills.
- build questioning skills as students do a close reading of primary sources such as photographs, sheet music with lyrics, manuscripts, and newspapers.
- promote visual literacy when using prints and photographs, auditory skills when using music or sound files, and both when using video items.
- give students a look at what people of the past valued as well as how they presented information before radio, television, and the internet.
- provide opportunities for students to investigate events and time periods from a variety of viewpoints.
- encourage students to make personal connections with people of the past.

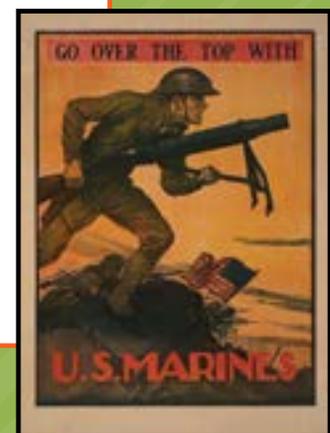
WHAT ARE PRIMARY SOURCES?

According to the Teachers Site at the Library of Congress, "Primary sources are the raw materials of history—original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place."



National Anti-Suffrage Association

<https://blogs.loc.gov/teachers/2014/05/primary-sources-and-research-part-iii-evaluating-sources-and-using-evidence-2/>



Go over the top with U.S. Marines [1917]

<https://blogs.loc.gov/teachers/2015/03/the-great-gatsby-establishing-the-historical-context-with-primary-sources/>

NCTE resource>>continued from page 15

On the NCTE [website](#) you will find six more pages with directions and links for this lesson:

- 7 Steps to Getting Started with Primary Sources
- 5 Other Places to Find FREE Primary Sources
- Tips for Searching for Primary Sources
- 5 Questions to Ask When Selecting Primary Sources
- Sample Lesson
- Additional Lesson Ideas
- A Note about Copyright and Fair Use
- Information about the author of this resource lesson: Rebecca Newland

ABOUT THE AUTHOR



Rebecca Newland currently works as co-librarian at a Fairfax County (VA) high school. She previously served two years as the Library of Congress Teacher in Residence. She began her career as a high school English teacher, first in Manchester Township, New Jersey, then in Virginia Beach, Virginia. She holds a BA in English with a concentration in education from Albright College and an MEd from Old Dominion University. She is also certified as a school

administrator and teacher of the gifted. Professionally she is interested in ways to entice students to read for both pleasure and information. Her experience as an English teacher and interest in engaging students with poetry has led to her writing a regular post for "From the Catbird Seat," the blog of the Poetry and Literature Center at the Library of Congress. You can find her posts at <https://blogs.loc.gov/catbird/category/teachers-corner/>. Her experience working with teachers while serving as Teacher in Residence has prompted her to investigate and present on ways in which teachers and librarians can use primary sources to spark student curiosity and inquiry as a way to center learning on student interests and motivation.

WISCONSIN ENGLISH JOURNAL >> Patty Rieman

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 Winter 2025
- **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 Winter 2025 theme is Amplifying Voices—we want to hear from you! What have you researched lately? What have you written? Did you have great success with a lesson or unit? Are there student works that have amazed you?
Deadline for submissions is Saturday, Nov. 16, 2024.
Please email submissions and questions to Patty Rieman: prieman@carthage.edu. Thanks!



Looking for a good book?

Check out these titles, shared by the WCTE Board



Shannon Lagore
Oakfield
High School

Funeral Songs for Dying Girls by Cherie Dimaline

“Local girl accidentally haunts the local cemetery where she and her father live. After making things weird with her best (only) (guy) friend, she gets extra Lonely and Sad. That is, she's lonely until a Sad ghost girl shows up, they create a complicated friendship.” ~ Shannon Lagore

“After inadvertently starting rumors of a haunted cemetery, a teen befriends a ghost in this brand-new young adult novel exploring Indigenous identity from the critically acclaimed and bestselling author of *The Marrow Thieves* series.” ~ Goodreads



Sarah Rowse-Borelli
New Berlin
School District

The Frozen River by Ariel Lawhon

“This is a lovely book that shares the events of a midwife, during the time of Paul Revere. The experiences of women at this time, and the familial leadership as well as passionate storytelling makes this a great read.” ~ Sarah Rowse-Borelli

“A gripping historical mystery inspired by the life and diary of Martha Ballard, a renowned 18th-century midwife who defied the legal system and wrote herself into American history.

Maine, 1789: When the Kennebec River freezes, entombing a man in the ice, Martha Ballard is summoned to examine the body and determine cause of death. As a midwife and healer, she is privy to much of what goes on behind closed doors in Hallowell. Her diary is a record of every birth and death, crime and debacle that unfolds in the close-knit community. Months earlier, Martha documented the details of an alleged rape committed by two of the town’s most respected gentlemen — one of whom has now been found dead in the ice. But when a local physician undermines her conclusion, declaring the death to be an accident, Martha is forced to investigate the shocking murder on her own.”



Patty Rieman
Carthage College

Bourdain: The Definitive Oral Biography by Laurie Wellover

“Audio book, really interesting! The author did 100s of interviews and recorded people who knew him through his life. You hear their voices — family, friends, coworkers, etc. It made me want to watch his show or read *Kitchen Confidential!*” ~ Patty Rieman

“At nearly 500 pages and with multiple interviews and insights from 91 different people who were important in his life at some point during his 61 years, this is the definitive biography of Anthony Bourdain. Contributors include his brother Chris, his mother Gladys, his wild and crazy guy friends who encouraged him to live carelessly, serious girlfriend Paula Froelich, his ex-wives Nancy and Ottavia. His daughter Ariane speaks about her father eloquently and lovingly. Many peers- journalists, chefs, television producers- have plenty to add to who they perceived Bourdain to be. And the most common refrain was that nobody really knew Tony.” ~ Goodreads



Adrian Hook
Plum City
High School

Writer, Sailor, Soldier, Spy: Ernest Hemingway's Secret Adventures, 1935-1961 by Nicholas Reynolds

“Just beginning, but the piece of non-fiction digs into Hemingway's past and activities beyond the surface. Thus far, he has been tied to Russian communists while “reporting” on the Spanish Civil War. To think, I liked *For Whom the Bell Tolls!*” ~ Adrian Hook

“A former CIA officer and curator of the CIA Museum unveils the shocking, untold story of Nobel Prize-winning author Ernest Hemingway’s secret life as a spy for both the Americans and the Soviets before and during World War II.

While he was the curator of the CIA Museum, Nicholas Reynolds, a longtime military intelligence expert, began to discover tantalizing clues that suggested Ernest Hemingway’s involvement in the Second World War was much more complex and dangerous than has been previously understood. *Writer, Sailor, Soldier, Spy* brings to light for the first time this riveting secret side of Hemingway’s life—when he worked closely with both the American OSS, a precursor to the CIA, and the Soviet NKVD, the USSR’s forerunner to the KGB to defeat Adolf Hitler and the Nazis. ~ Goodreads





Wisconsin English Teachers' Calendar of Events and Deadlines



September

Sept. 22-28 Banned Books Week: Theme: Freed Between the Lines <https://bannedbooksweek.org/>

October

- Oct. 12** Deadline for registration for the Kettle Moraine Press Association Fall Scholastic Journalism Conference. More information at www.KEMPAjournalism.org.
- Oct. 17** **Fall Scholastic Journalism Conference**, UW-Whitewater
- Oct. 24** **WCTE Pre-Convention workshops**, Jefferson Street Inn, Wausau
- Oct. 25** **WCTE Convention**, featuring **Amber McBride**, **Joy McCullough** and **Sarah J. Donovan**, Jefferson Street Inn, Wausau. **Theme:** Expanding our Uni-VERSE: Creating Learner-Centric Experiences.

November

- Nov. 7-10** **Journalism Education Association/National Scholastic Press Association High School Journalism Convention** in Philadelphia, **Theme:** For the Love of Journalism More information: <http://fall.journalismconvention.org/>
- Nov. 21-24** **NCTE Annual Convention** in Boston, MA. **Theme:** Heart, Hope, Humanity 2024. Register by Oct. 11 for discounted rate: <https://convention.ncte.org/registration/>
- Nov. 24-26** **CEL Convention** in Boston, MA **Theme:** LEADERSHIP Matters; Leadership **MATTERS** Register by Oct. 11 for discounted rate.

February

- Feb. 2-3** Winter Advisers Seminar for journalism teachers. To be held at the UW-Whitewater Community Engagement Center.. Theme: Building a Legacy. More information [here](#).
- Feb. 15** Online submission deadline for **NCTE 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/>

WCTE Update August 2024

President Trista Owczarzak	Secretary Patricia Rieman	Executive Director Lynn Aprill
Past President Sarah Rowse-Borelli	Treasurer Vacant	Update Editor Linda Barrington

Using Both Creative and Technical Writing

Social Justice Unit

Introduction:

This lesson is used in my Credit Recovery English class, and it encompasses many of the goals I hope to achieve with this group of students. Building empathy and resilience are skills that our district strives to build in our student body. Often students in this class have lived difficult lives and find it hard to empathize with others. This unit shows them that they are not alone in their struggles and pushes them to contemplate ways to improve the human condition and bring about social justice.

Also, students build writing and presentation skills, build research skills, and gather ideas and build understanding through class discussion. I have found students enjoy this unit, find the injustice eye-opening, and develop a passion for their presentation topic.

Below is a list of topics with readings and videos. You may pick and choose topics that you find important. Based on current events, I may pull in timely topics to balance the historical topics.

We used **Microsoft Sway** as the presentation platform because it lends itself well to a self-guided presentation since students viewed each other's presentations as a gallery walk instead of presenting them in front of the class. This took some pressure off the students who were uncomfortable putting their ideas out in front of a larger audience, although some students were extremely proud of their work and displayed their presentations at our school showcase night.



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Student Resources: <https://docs.google.com/document/d/1O26wm99Mu-TE3cVIHwbLfQLzTZHjE1pQUUPallWnGgo/edit?usp=sharing>

Credit Recovery English Social Justice Multimodal Project

Topics: Choose a topic of current and historical social injustice from the following list

- human trafficking/slavery
- Apartheid in South Africa
- segregation
- police violence/shootings/Black Lives Matter
- gender equality
- Native American boarding schools
- racial prejudice
 - Martin Luther King, Jr. and Civil Rights Movement
- Mahatma Gandhi and Civil Right in India
- child soldiers
- Sudan
- Cambodia
- war refugees
- Syria
- Hmong
- Palestinian
- The Holocaust
- justice system inequitable based on race or economic status
- rich vs. poor (example: rich tax breaks vs. poor welfare cuts)
- religious persecution
- LGBTQ persecution or inequality

Continued on next page

FOR CLASS >> continued

If you have other ideas for a topic, run them by your teacher

Requirements—in a Sway presentation, please include the following:

- **Two summaries written by you explaining your topic**
- **History and background (2+ paragraphs, 10+ sentences with MLA citations)**
- **Current issues on the topic (2+ paragraphs, 10+ sentences with MLA citations)**
- **A video or news clip you have found on your topic (put a link in your project)**
- **A radio interview created by you with a person (dead or alive) who was an important leader in fighting your social injustice**
- **Audio recording**
- **One minute long minimum**
- **Write a script and find a person to be the interviewer or the leader who is being interviewed. (You will play the other role.)**
- **A poem on your topic written by you**
- **12-line minimum**
- **10 pictures about your topic with captions**
- **What recommendations do you have to improve social justice regarding your topic? (Write at least two paragraphs explaining your recommendations.)**
- **Create an MLA style works cited.**

Standards:

Writing

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Language

L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.