

## CHALKBOARD

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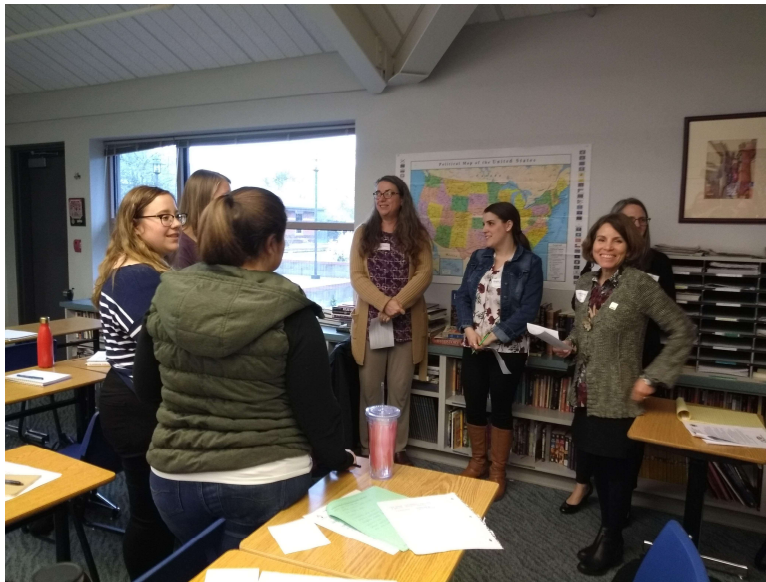
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### **OCTE Spring Conference Highlights**

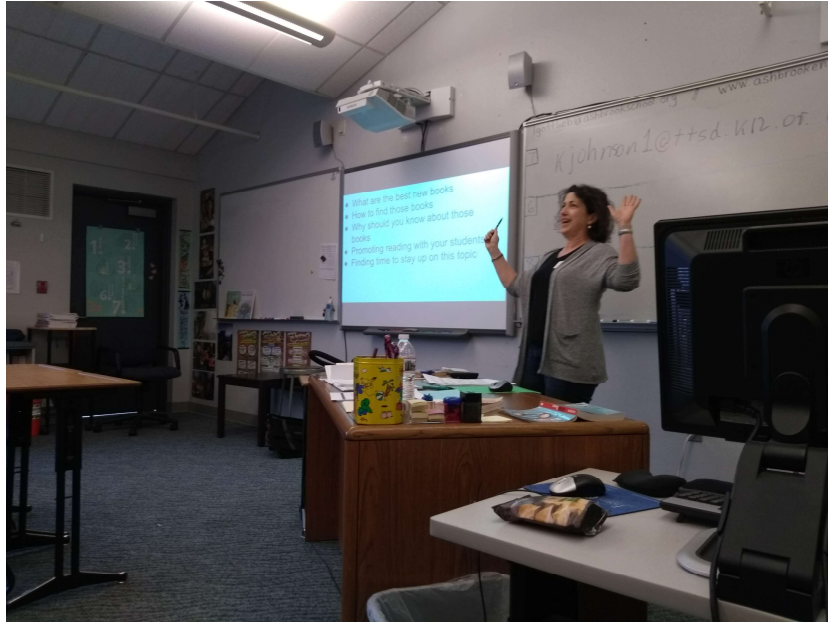




George and Laura Estreich speaking at OCTE's Spring Conference at Ashbrook Independent School, Corvallis, OR



Laurie Dougherty and other teachers in a group activity



Lori Lieberman presenting on new children's, YA, and adult titles

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**Highlights of the 35th Annual Oregon Writing Festival  
at Portland State University,  
by Rick Hardt and Jay Rishel**



Writing students entering the Karl Miller Center for workshops



High School Students in Lynette Gottlieb’s “Re-write” workshop



Karen Johnson with Twality Middle School at the OWF

Portland State burst with uncommon energy on May 4, with the largest assembly of the finest student writers of Oregon all in one place—nearly 700 fourth to twelfth graders. Students from Reedsport had boarded their bus before 5:00 a.m. to get to PSU by 8:00. Those living farther away had traveled to Portland on Friday. A few students from Washington joined us this year, because that state offers nothing like a state-wide writing festival. Few states do.

Awaiting these eager writers were 150 teachers and professional writers, ready to capture and work with the enthusiasm of the students who had been placed into small Sharing Groups of ten where they would read and critique each other's writing, participate in two writing workshops, and listen to award-winning authors talk about their craft, answer questions, and autograph their books.

The annual Oregon Writing Festival celebrated its 35<sup>th</sup> anniversary in 2019. After holding the festival at the University of Oregon for the first five years, it moved to Portland State in 1989, co-sponsored now by the College of Education with the Oregon Council of Teachers of English.

It was a special pleasure to have Tim Gillespie, the originator of the OWF, host this year's event, as he did the first one, and also to have Kim Stafford—now Oregon Poet Laureate—be one of the keynoters again, as he was at the first festival in 1984.

Rosanne Parry was the keynote speaker for grades 4-5, and her newest book, *A Wolf Called Wander*, was even shipped to us ahead of its official launch.

Graham Salisbury, the most frequent winner of Literary Arts' Oregon Book Award, talked to students from grades 6-8. His captivating *Under the Blood-Red Sun* has recently been made into an award-winning feature film. This was Salisbury's fifth appearance at an OWF.

Workshop presenter Ed Kline of Oregon City High School has called the OWF his "favorite teaching day of the year, getting to work with these enthusiastic writers. It's on a Saturday, and I don't even get paid for it." Here are two more reactions from teachers: Mindy Hardwick: "It was a great day! So glad OCTE offers this to encourage young writers! So many kids talked about how they were chosen through contests and how much it meant for them to attend!" Kym Croft Miller: "One of my prompts was 'Who is the most interesting person you know?' This adorable fellow wrote about how I was the most interesting person he knew because of all the cool things I was teaching them (he gave great examples which showed me he was really getting it)."

[The next OWF](#) is scheduled for May 2, 2020.

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## **Save the Date! Oct. 12, 2019**

### **OCTE Fall Conference @ Wilsonville High School**

- Oregon Poet Laureate Kim Stafford is our keynote speaker
- Multiple concurrent K-16 sessions to choose from
- PDUs for licensure
- Optional graduate credit through Lewis and Clark College--information available on site.
- Collegial. Affordable. Inspiring.

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### **NCTE Proming Young Writers Award 2019, by Lynette Gottlieb**

Corvallis 8th grader Maya Schwartz was recognized this year for her writing on Shakespeare and Rumi. Maya is a student of mine at Ashbrook Independent School and is the sole recipient in the state of Oregon for 2019. 8th grade teachers, for more information on how to nominate a student, see the [awards page](#) on the NCTE website.

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### **[The Oregon Encyclopedia](#) Statistics, by Rick Hardt**

#### Statistics from the last 8 months

Average visits per month: 60,000

Average pageviews/month: 112,000

Number of countries: 211

Different languages: 204

Entries published in 2019 (so far): 43

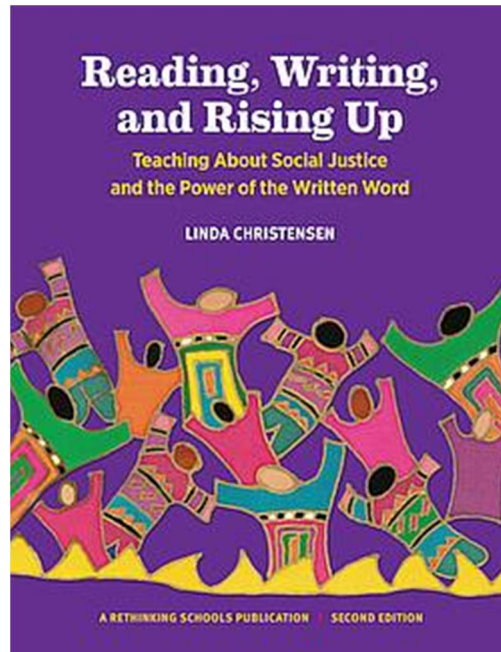
Entries in review: 77

Entries in progress: 217

Select top entries include: "Chinese Americans in Oregon," "Timber Industry," "Rough Skinned Newt," and "Muller v Oregon"

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## OCTE Reads, by Laurie Dougherty



Linda Christensen, of Lewis and Clark College and Rethinking Schools, delivered an inspiring keynote address at our OCTE Fall 2018 Conference. Following the conference, we created an OCTE Reads Facebook group to continue examining her ideas about language arts and social justice. Together, we took an in depth look at *Reading, Writing, and Rising Up Teaching About Social Justice and the Power of the Written Word* 2nd Edition by Linda Christensen (published by Rethinking Schools). All current OCTE members were invited to participate in a group discussion via a private Facebook group where they had the chance to discuss ideas from the book and create new resources together.

With a focus on language arts for teaching justice, this book offers essays, lesson plans, and a remarkable collection of student writing. Linda's book has been motivating and encouraging; as a Facebook group, we contributed additional thoughts, sample lesson plans, ideas, and essays influenced by her writing.

Below are a few of the ideas and posts that were shared through the book study. According to Christensen, "Our society's culture industry colonizes our students' minds and teaches them how to act, live, and dream." In Chapter

2 “Unlearning the Myths that Bind Us,” we examined ways to unlearn those myths. Delana Heidrich shared these [discussion questions and poetry thought organizer](#) based on the chapter.

Following Chapter 4 “Reading for Justice, Reading for Change,” pre-service teacher Sailor Holladay reflected on [ways to connect students' lives](#) to their reading and writing. Laurie Dougherty contributed her variation on [dialogue journals](#) as a way to build a reading community among 8th graders. Karen Johnson shared her experiences with Christensen’s “Tea Party” for the novel [To Kill a Mockingbird](#).

Jay Rishel reflected on Chapter 5 “The Politics of Language” in his [Romeo and Juliet](#) lessons. He says, “Students have to write in traditional academic modes when producing informative pieces. But, we can also encourage them to experiment with blending traditional academic modes (e.g. literary analysis, sandwich paragraph structures) and incorporating the more natural and informal language that dominates their linguistic patterns. I’ve heard Christensen call this the “Essay with Attitude.” In my ninth grade class, I try to break the pattern of writing a standard literary analysis by asking them to include their attitudes and opinions of the play, and also incorporating contemporary images and popular culture references. In these ways, students can find value in a form of code-switching between standard and non-standard English, while we honor their languages and teach traditional patterns.”

Although the book study is completed, you can still access the materials through this [Google Survey Link](#). We’ll send you an invitation to join the group.

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### **Call for Submissions to the *Oregon English Journal***

The deadline for the fall/winter issue is Sept. 1, 2019. Please see [guidelines](#) online. The issue is open to a variety of submissions, including stories of classroom practice, reviews, interviews, humor, poetry, short stories, and/or creative fiction.

The deadline for the spring/summer 2020 issues is Feb. 1, 2020. The theme for this issue is **The Immigrant Experience**. How do we explore the immigrant experience in our pre-K-16 classrooms?

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# **Have a wonderful summer!**