



Chalkboard

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WENDY WEBER, EDITOR

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Chalkboard is the newsletter of the Oregon Council of Teachers of English, an organization that has existed for more than 99 years to support teachers of English and the language arts in Oregon elementary and secondary schools, community colleges and universities.

Chalkboard is our way of keeping our many members and friends informed about OCTE activities, programs of the National Council of Teachers of English, conferences and learning opportunities for students, research tidbits, book recommendations, and more.

Chalkboard is a member of the NCTE Information Exchange.

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OCTE Spring Conference April 20, 2013 ~ Ashland

Once again, the Spring Conference will be held at **Ashland High School**, and teachers are encouraged to combine their visit with play attendance at the Oregon Shakespeare Festival.



Francine Prose, Keynote Speaker

Bestselling novelist and writer, National Book Award finalist, author of *Reading Like a Writer*, will speak on that topic at the OCTE's spring conference. "The trick to writing is reading—carefully, deliberately, and slowly. Quality reading informs great writing."

"One of our finest writers."—Larry McMurtry

Other reviewers agree: "One of a handful of truly indispensable American writers." "A writer's delight!" "Mesmerizing and hilarious." "Has a knack for getting to the heart of human nature." "Screamingly funny." "Francine Prose is a keen observer, and her fiction is full of wryly delivered truths and sardonic witticisms that come from paying close attention to the world."



OCTE Classroom Teacher Grants

Teachers are invited to apply for an OCTE grant to fund projects that assist them in the classroom. Grants of \$250–500 are available to develop curriculum, purchase materials, or for other uses that enhance instruction in language arts/literacy.

Download the grant application or submit online:
http://octe.org/awardsandprograms_grantopportunities.html

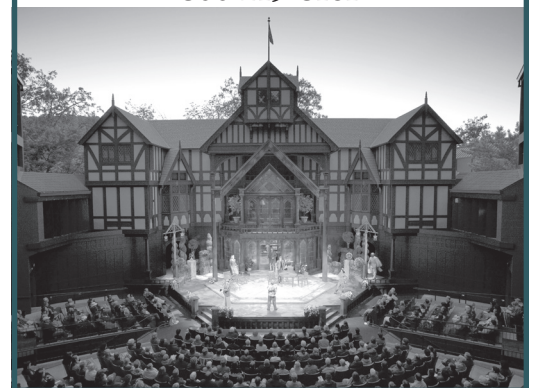
The deadlines for submitting grant proposals are July 1 or November 1. Direct inquiries to:
John Scanlan john.scanlan@pendleton.k12.or.us

OSF Plays in April:

The Taming of the Shrew
King Lear
The Unfortunates
Two Trains Running
My Fair Lady
A Streetcar Named Desire

See these plays April 19–21

800-219-8161



My Word!

The Power of Publishing Student Writing

Few things light up the eyes of students as much as seeing their stories and essays in print. Margaret Perrow, Southern Oregon University, and Kim Neiswanger, Ruch Elementary School, Jacksonville, used a \$250 grant from OCTE to publish more than two dozen books written and illustrated by students. Along the way, their students learned peer editing and revising techniques, fulfilled district writing goals, met Common Core standards, and developed an enthusiasm for writing that spilled into other classrooms. Join Perrow and Neiswanger at the spring conference to learn ways to turn your classroom into a publishing company for minimal costs.

LANGUAGE ARTS ~ RE

Session I

CONCURRENT SESSIONS 8:00–8:55

iSpeak and iRead: Using iPod Touches in Literacy. See what iPod Touches can do in the classroom. Learn to create useful and interesting podcasts and other techniques that can be shared within the school community and beyond. Creating meaningful lessons and assessments that will impact all learners is a powerful tool. (K–12) *Jody Bean, Gardiner Middle School, Oregon City, Room 202*

Holocaust Education through Literature. Holocaust education teaches about prejudice, empathy, and shows bullying in the extreme. Focusing on the four roles of the Holocaust—the tormentors, the victims, the bystanders, and the rescuers—an educator can have students interact with history, literature, and from a personal connection. Nothing I have taught has ever been as meaningful or as anticipated by students. (6–8) *Marcella Stepp, Talmadge Middle School, Central School District, Independence, Room 203*

F.R.A.M.E.-ing Literacy. F.R.A.M.E. is an acronym for Focus Reading/Response around Meaningful Essentials. F.R.A.M.E.s are designed to center a struggling student’s interaction with a text through development and application of beginner critical theory/thinking skills that scaffold deconstruction and critique of literature. (6–12) *Justin Wilson Gabor, Gervais High School, and Jeremiah Franzen, David Douglas High School, Room 204*

The Odyssey, Bob Dylan, and The Hunger Games: Drawing on Your Passions, Connecting Students to Theirs. Whether you’re looking for new approaches to teaching “classic” texts or hoping to integrate “non-canonical” texts into your classroom, this panel will help you think about innovative ways to draw on your own passions and connect your students to theirs, while supporting the CCSS in reading, literature, and language. (6–12) *Margaret Perrow, Southern Oregon University, and David Brown, Spencer Faunt, and Christina Burns, SOU Students in the MAT Program, Room 205*

Session II

CONCURRENT SESSIONS 9:00–9:55

Making Sense of the Common Core. An overview of how the Common Core State Standards for English language arts are changing teaching for all our students. (PK–12) *Virginia Petitt, Southern Oregon ESD, Medford, Room 202*

Reading Deeper to Write Better. Reading and writing are mirror behaviors that mutually enhance the quality of the other. Learn how response blogging, use of graphic organizers, and aspects of choice can affect reading and writing at the middle and high school level. (6–12) *Mary Chase, Consultant, Portland, Room 203*

Update on Children’s and Young Adult Literature. Recent literature for elementary, middle and high school students will be presented. Curriculum connections for literature in a variety of genre and formats, current trends, and resources for teachers will be covered. (K–12) *Paul Gregorio, Portland Community College, Room 204*

The Magic of the Independent Project. Imagine: The student in the driver’s seat, pursuing a course of study in an area of personal interest, making informed decisions about methods of learning, including reading, viewing, listening, practicing, writing, and creating, with the teacher riding shotgun, helping the student navigate. Come hear stories of students taking the wheel in authentic inquiry. (K–12) *Shelly Buchanan, Ridgemont Ridge Middle School, West Linn, and Maureen Milton, Arbor School of Arts & Sciences, Tualatin, Room 205*



JODY
BEAN



MARCELLA
STEPP



MARGARET
PERROW



DAVID
BROWN



SPENCER
FAUNT



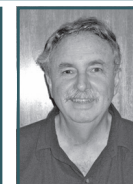
CHRISTINA
BURNS



VIRGINIA
PETITT



MARY
CHASE



PAUL
GREGORIO



SHELLY
BUCHANAN



MAUREEN
MILTON



JOHN
SCANLAN



KIRSTEN
GIROUX



JOANNE
YATVIN



KRISTI
LATIMER



KIMBERLY
CAMPBELL



LYNETTE
GOTTLIEB



PETER
THACKER



EDWIN
BATTISTELLA



KIM
NEISWANGER

READING CONFERENCE

Session III

CONCURRENT SESSIONS 10:00–10:55

Creating Performance Tasks for Middle School/High School Common Core. This session will explore how middle school and high school language arts teachers can take their existing curriculum and adapt it to create meaningful tasks that will increase literacy skills in their students. We will focus on tasks that require students to evaluate, synthesize, and use evidence to support claims. (6–12) *John Scanlan, Sunridge Middle School, Pendleton. Room 202*

Sleuthing Duncan’s Chamber: An Active Approach to Close Reading for the Classroom. This session will demonstrate how teachers can get students on their feet exploring text to discover meaning, character, and ideas. Participants will investigate what exactly happens in King Duncan’s chamber and then work in collaborative groups to interpret those events. (6–12) *Kirsten Giroux, Oregon Shakespeare Festival, Ashland. Room 203*

Vigorous Learning in Rigorous Times. Today’s emphasis on rigor in K–12 grades often precludes the student-centered choices and activities that make learning meaningful. This presentation will focus on the importance of vigorous teaching in elementary and middle school classrooms. (K–8) *Joanne Yatvin, Retired Writer, NCTE Past President, Portland. Room 204*

Writing Beyond the Five-paragraph Essay. Despite the research challenging the five-paragraph formula, this approach to the literary essay persists. In this presentation, a teacher and a teacher educator will present research and strategies to support students in writing essays that demonstrate thinking, not formula. (6–12) *Kristi Latimer, Tigard High School, and Kimberly Campbell, Lewis & Clark College. Room 205*

Session IV

CONCURRENT SESSIONS 11:00–11:55

She Could Have Been My Friend: Using Letters and Diaries to Connect Today’s Kids to Yesterday’s Writers. One of the fundamental concerns of adolescents is friendship. By reading primary source texts that consider friendship (those of Emily Dickinson and Anne Frank), I help these historical writers become more relatable, palatable, and understandable to today’s middle schoolers. (6–8) *Lynette Gottlieb, Ashbrook Independent School, Corvallis. Room 202*

Becoming Literate in Different Disciplines. In this session, six student teachers and their professor will describe the particular skills necessary to reading their disciplines and the activities they use to involve their students in reading and thinking like a historian, scientist, mathematician, etc. Discussion with participants will follow the presentations. (6–12) *Peter Thacker, David Midkiff, Nicole Kenney, Cara Downs, Lindsay Allen, Chris Walker, and Sarah Warsaw, University of Portland. Room 203*

My Year of Non-words Words. I will report on my year of making up words and the lessons of word formation and word study in the classroom—from blending, clipping, and affixation to folk etymology and nyms and the mysteries of double entendre. (K–12) *Edwin Battistella, Southern Oregon University, Ashland. Room 204*

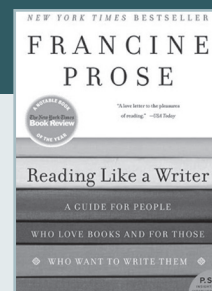
My Word! The Power of Publishing Student Writing. This session will introduce participants to a process of professionally publishing students’ writing in books. It considers practical issues related to implementing a publishing project, how book publishing can support writing instruction (emphasizing revision), and key writing and listening/speaking standards in the Common Core. [The original project was supported by an OCTE classroom teacher grant.] (K–12) *Margaret Perrow, Southern Oregon University, and Kim Neiswanger, Ruch Elementary School, Jacksonville. Room 205*

Session V

KEYNOTE ADDRESS 12:00–12:55



“Reading Like a Writer”—*Francine Prose*
Ashland High Auditorium



Please Post



OREGON COUNCIL OF TEACHERS OF ENGLISH 2013 Spring Conference • April 20, 2013

ASHLAND HIGH SCHOOL • 201 S. MOUNTAIN AVE. • ASHLAND, OREGON



PRE-REGISTRATION FORM
 Pre-registration deadline: April 4, 2013

You may register on-line at
octe.org

Name _____ Street Address _____
 City _____ State/Zip _____
 Phone _____ School _____
 E-Mail address(es) _____

CONFERENCE REGISTRATION

	Number	Amount
Non-OC TE member \$90	_____	_____
Member \$60	_____	_____
Full-time student/retiree \$30	_____	_____
Total		\$ _____

Conference Schedule:
 7:30 a.m. - Registration
 8:00 a.m.-11:55 a.m. - Concurrent Sessions
 12:00 p.m.-12:55 p.m. - Francine Prose
 1:30 p.m. & 8:00 p.m. - OSF Plays
800-219-8161

On-site registration will be \$100 for everyone. A group pre-registration for 5 or more OC TE members is available at \$45 each.
 Must request a group form by email octeorg@gmail.com. Pre-registration deadline: April 4, 2013. **For information see octe.org**

Make checks payable to **OC TE** and send to: Barbara Wiegele • 14867 SE Orchid Avenue • Milwaukie OR 97267-2454

Academic Credit/PDUs Available

Earn one graduate credit from PSU (separate registration at the conference). Earn 6 Professional Development Units for continuing licensure.