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ASSOCIATION INFORMATION

IATE is a professional organization for teachers of English/language arts. IATE publishes the *IATE Newsletter* and the *Illinois English Bulletin* and hosts an annual fall conference. IATE is organized by districts throughout the state, each district having a district leader and providing local activities to members throughout the year.

IATE also maintains standing committees that address a number of professional interests and works with other professional organizations to further the interests of teachers. Composed of nearly 1,000 teachers throughout the state, IATE provides a working network for the exchange of teaching tips, current research, and professional development as well as enduring friendships.

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SUBMISSION GUIDELINES

Manuscripts should usually range in length from 500 to 2500 words (roughly two to ten typed, double-spaced pages). Query about longer manuscripts before you submit them.

If possible, submit your article electronically in Rich Text Format (.rtf) as an e-mail attachment. Alternatively, you may submit your article in hard copy (x3) to the editor's address (see above). Follow current MLA style—including documentation of references and using internal citations wherever possible.

Avoid lengthy notes and references.

Follow the NCTE guidelines for nonsexist use of language.

Include a separate title page with the following information: title of submission, author's name, author's professional affiliation, author's address, and author's telephone number.

Include a cover letter summarizing the article and stating that the work has neither been published nor submitted elsewhere.

The editors will acknowledge receipt of your manuscript and may make minor changes (for clarity, length, or language) in the manuscript without notifying you.

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PRESIDENT'S MESSAGE

KIMBERLY MUSOLF



This year's conference, "Tearing Down Walls: Seeing the World as Text," asked us to reimagine our surroundings, to see opportunity in the everyday. A great conference not only invigorates you while you are attending sessions, it remains and reverberates, inviting you to reflect and create in new ways

because you've been changed by something or someone you encountered. The invitation to "see the world as text" is part of the work we do at our schools every day.

Building up Students: Using the Classroom for Discovery

It can be tempting, in an educational world that often seems as if it is driven by tests and data, to close our doors and tiptoe about, trying not to cause a stir as we engage students in debates about the censorship in today's world compared to the society in *Fahrenheit 451*. We quietly ask them to craft their own memoirs, opening themselves up for critique and growth. It is easy to say that the tests, the data, and the standards are not what happen in my classroom. In my classroom, we study literature. We write. We change and challenge.

But who says those have to exist in completely different spheres?

Forget the quiet sneaking. Let's stomp around a bit. If we don't like the tests, let's write them ourselves. Let's shout that we know what is best for our students and then make those changes possible.

When we decided we wanted to be teachers, that choice probably wasn't driven by our innate ability to craft assessments. But we're in it now. We're here. We can't pretend that what we do day in and day out in our classrooms is separate from the assessments, separate from the data. Let's own that relationship and craft the measures that we value—to us and to our students.

So how do we start that process and ensure that the artistry in the classroom speaks to the assessments we give? Before we conquer the national standardized testing giant, perhaps that relationship starts with student learning objectives (SLOs) and formative assessments. In your next collaborative meeting, begin with a unit that inspires students.

Look ahead to the end of that unit and consider some of the following as you discuss:

- What are you thinking about doing in the beginning, middle, and end of this unit in order to prepare students for a common formative assessment or give them formative feedback about the important skills?
- What procedures are most important for students to learn/practice as they work towards this end point?
- What activities provide key moments of instruction, practice, and feedback for students in this unit?
- How do the procedures/activities scaffold from our previous results and units?
- What instructional procedures or activities would work well within a differentiated structure?
- What have we done well in the past that yielded positive learning results for our students?
- Where have students struggled with this content or these skills in the past? How can we adjust our instruction to address this struggle?

The instruction and skills that the team values will guide the creation or revision of meaningful assessments that are nimble, relevant, and formative. Backward design isn't a new concept, neither is dialoguing about what works best so we can improve as we move forward. However, these conversations have the possibility to change education when we act on a reverberation from this year's conference, "Tearing Up Tests: Seeing Assessment as Opportunity." The formative assessments that we craft and implement in order to measure student growth can change us, our classrooms, and our students when we stop fighting the data and the standards and instead use them to our advantage.

So, the answer is simple, really. We refuse to slink away and settle for renegade-style teaching, quietly doing creative and engaging reading and writing in our classrooms while continuing to let our students be measured through means

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EXECUTIVE SECRETARY'S MESSAGE

JANICE NEULEIB



Hello, IATE members. Now it is 2016, my 50th year of teaching. For now IATE and NCTE have come and gone once again. IATE in Crystal Lake overflowed with exciting sessions. As the *Illinois English Bulletin* editor, I go to a session every hour, so I have the chance to hear amazing presentations all day Friday

and all morning Saturday. Issues of teacher training demands stand out in my memory, for the work of student teachers and their supervisors seems to have expanded significantly. I was so impressed by the intensity of the work done to prepare new teachers. I know it was easier to student teach 50 years ago.

The trip to Minneapolis proved adventurous and exciting. Those who know me well, or even a bit, know that I never read to the end of an email. That's how I missed the note warning that it's a long way from the St. Paul Amtrak station

to the City Center Marriott in Minneapolis. It is a very long way, especially when the train is late and midnight has come and gone. It's even farther, in time, from the Marriott on foot through the walkway to the Convention Center.

Somehow I made it to the Affiliate's meeting on Friday and greeted all our fellow members from Region 4. We had a great talk about how to work together on conference speakers and publications. On Saturday I participated in a session centered on Affiliate publications; again, we had a really productive discussion about ways to trade articles and help one another with publishing issues. Finally, the Affiliate breakfast found IATE once again receiving an award for membership growth. Our own president, Kim Musolf, received the award. Thanks to all of you for being members and recruiting members.

I want to give a big shout out to our own former ISU professor and IATE member, Doug Hesse, who served as program

Executive Secretary's Message *continued on page 6*

REBECCA CAUDILL YOUNG READERS' BOOK AWARD CELEBRATES ITS 29TH YEAR

RUTH GHEYSEN



The Rebecca Caudill Young Readers' Book Award (RCYRBA) is an annual award voted on by students in fourth through eighth grades in participating Illinois schools and public libraries. The Rebecca Caudill Award was created in 1987, naming Lynne Reid Banks as the first winner with *The Indian in the Cupboard* in

1988. Every year, students nominate their favorite books copyrighted within the previous five years. The RCYRBA committee then creates a master list of twenty titles from these nominations. In February of each year, students vote on these books and the winner is announced in March. The winner of the 2016 award will be announced mid-March this year at the NIU Children's Literature conference. This past

year, 22,320 votes were cast, with *Legend* by Marie Lu named as the 2015 winner.

The award is named in honor of Rebecca Caudill, an Illinois author who lived and wrote in Urbana. Rebecca Caudill was recognized by IATE in 1972 as the Illinois Author of the Year. She passed away in 1985 at the age of 86, after writing 22 books. IATE helped create the Caudill award along with the Illinois Reading Council and the Illinois School Library Media Association.

The RCYRBA website, www.rebeccacaudill.org, has a wealth of information about the award and how a school or library can participate. You can find a cumulative master list of all the books that have been nominated between 1988 and 2015. There is a separate list of all the award winners along with a link to an activity packet for each book. There is also link to resource packets on all the books that have been nominated since 2007. Be sure to check out the website, you won't be disappointed! ✍

VIEWING POSTS: MAKING FILM AN ESSENTIAL PART OF THE CLASSROOM

COLE STALTER & SUMAYYA QUDRAT

This article is based on content originally presented at the Illinois Association of Teachers of English Annual Conference in October 2015.

Thinking About How Film is Used in the Classroom

Students have always looked forward to film day in English class; the day where they can zone out, fall asleep, or, for some, actually be entertained. Watching film in the classroom is exciting and can be beneficial for the students; however, using film carries stereotypes of students' unproductivity and teachers' laziness. These stereotypes not only reinforce what the students already assume about watching film, but they also influence how teachers are characterized as taking a day off or planning an easy day. Yet, as many English teachers know, film can offer enrichment to our study of literature and reading, as media literacy and multimodal viewing can be a key part of twenty-first century student learning. Knowing this, we should start thinking and asking ourselves: How can we take the positive effects of using film in the classroom and use it to enhance students' learning?

In the English Language Arts classroom, film is a powerful tool to draw in and capture the students' attention, while teaching them at the same time. Film is a portal that students can use to develop a new or deeper understanding of the literary aspects they use to apply to a text. There is a parallelism between film and textual literacy. By tapping into both forms of literacy in the curriculum, students will be able to understand the parallelism and apply both forms interchangeably.

Developing a Film Comprehension Strategy

One resource that we use to help support our students' reading comprehension is the text *Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst. We will describe how we connect these reading strategies with strategies for film analysis in the book *Reading in the Dark: Using Film as a Tool in the English Classroom* by John Golden.

In the book, *Notice & Note: Strategies for Close Reading*,

Beers and Probst introduce reading comprehension strategies called signposts. They describe six different signposts: Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again & Again, and Memory Moment. The signpost reading strategies help students analyze a text by means of asking questions. There are particular sets of questions that can be asked for each signpost. For example, the Aha Moment signpost encourages the reader to focus on moments in the text when a character suddenly understands or realizes something. When using the Aha Moment signpost, the readers should ask themselves, "How might this change things?" (Beers and Probst). Like a traveler coming across a signpost in the road, the signpost reading strategies

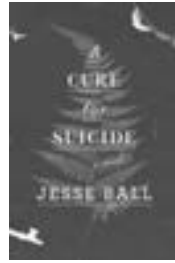


not only point out in the text where the reader should stop and analyze, but they also show the reader how they should be analyzing literary elements along the way.

Knowing that the reading comprehension strategies described in *Notice & Note* are increasingly important as students

Viewing Posts *continued on page 8*

JESSE BALL ACCEPTS AUTHOR OF THE YEAR



A highlight of this year's conference was getting to hear this year's Author of the Year, Jesse Ball, read a selection of his work. Jesse mesmerized the crowd as his

voice lulled every listener into a sense of belonging; a belonging to a community of teachers, readers, and friends. His calm demeanor and his gentleness touched our hearts as he also

spoke about the importance of reading. Jesse reminded a room full of English teachers of the importance of reading novels. His perspective about stories joining people together and giving individuals a sense of self-worth reset our understanding of why we teach. In short, Jesse Ball, this soft-spoken writer, took the stage, stole our hearts, and reignited our own sense of belonging at the IATE fall conference.

Jesse's newest book hit the shelves the summer before the conference, and it is a page turner. *A Cure for Suicide: A Novel* (2015), allows readers to enjoy reading through Jesse's unique style and important voice. ✍

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out of our control. Instead, we shout about our worthwhile instruction because we control the purposeful assessments.

If you have found yourself feeling angry or disappointed about the perceived state of education, know that IATE is here

to provide you a home in a community of learners to turn those feelings into empowerment. You and your students are what matter in education today. Thank you for being part of such meaningful work. ✍

Executive Secretary's Message *continued from page 4*

chair for this exciting meeting and who will be president of NCTE next year in Atlanta. It's a very short plane hop from Chicago to Atlanta, with planes leaving every half hour or so, so how about planning on NCTE next year?

As always, we thank the Department of English leaders, Professors Chris De Santis, chair, and Katherine Ellison, associate chair, for their support. And most of all, we thank Maegan Gaddis, who orders, arranges, and supports all our endeavors. My constant thanks go out to her for her devoted work with IATE. It occurs to me that I must also thank this *Newsletter* editor, Cris Embree, for her constant and devoted work with IATE. Yeah Cris!

The *Illinois English Bulletin* continues to thrive. We thank the Publications Unit director Steve Halle for managing the last issue, and we welcome the assistant director, Holms Troelstrup, to work with our next edition. Thanks, Holms.

Kevin Stein has once again written in the *Illinois English Bulletin* Young Writers' edition, providing his insights and suggestions to poetry winners.

We want to remind everyone that we can always use more great articles, stories, and reviews for both the *Newsletter* and the *Bulletin*. Encourage your fellow teachers to join and enjoy fellow teachers' work in these publications.

Have a great 2016! ✍

More Ways to Connect with IATE

Follow us on  @IATENow, or Like us on 

THE WAY THE WORLD SHOULD BE

BILL CURTIN

After four years of teaching the same freshman classes, I was ready for a change. If you've taught freshmen, you know that they are often unmotivated, unorganized...and far too often, unwashed. So when my principal offered me the chance to take over a sophomore class from a retiring teacher, I was excited for a new challenge.

I went to visit the retiree, and she told me I'd find all the curriculum materials in the folders she'd left. As I moved into my new classroom and clicked through every folder I could find on the computer, it slowly dawned on my millennial brain that *she meant actual, physical folders!*...Uh-oh.

I opened the creaky file cabinet to find exactly what you'd expect: stacks upon stacks of worksheets copied over so many times that the text on each page ran at a different angle, with a grammatical error that someone discovered in

purposes. They would read for information and speak and write to inform or persuade others.

Of the two, most would probably find the practical purposes more common in their adult lives, so they deserved significant attention in our class. However, since they are likely to be exposed to aesthetic purposes only in English class, I decided that aesthetics should get equal weight—I'd spend one semester on each. I further divided each semester into two distinct purposes so that each quarter was focused on a specific set of skills (see figure 1).

I found that establishing the broad strokes of my curriculum plan first made the next step much easier. I needed to ensure that my students were meeting Common Core standards, so I began dividing them into whichever quarter would provide the most appropriate focus. Some were obvious: W.9-10.2 about

Semester 1: Aesthetic Skills		Semester 2: Practical Skills	
Quarter 1: Appreciating Literature Academic analysis of literature, and applying skills to write fiction	Quarter 2: Informing Our Lives Discussing broad, thematic ideas and connecting them between texts	Quarter 3: Research and Report Researching and presenting information effectively	Quarter 4: The Art of Persuasion Persuasion and rhetoric, with emphasis on speech skills

Figure 1: Broad curriculum plan divided by skill sets and quarterly focus

1984—but corrected by hand because it was too much trouble to reset the mimeograph machine.

I would have to start from scratch.

Designing curriculum from a blank page was a lot of work and a little intimidating because I was in relatively uncharted territory. I was the only teacher who taught this class, and there was almost nothing to go on. At the same time, it was liberating: my only restrictions were the textbooks available and the goal of meeting the tenth-grade Common Core standards. In my experience, most curriculum work had been revision because it's easier for everyone; now I had a chance to reimagine.

I began by asking myself a simple question: *When my students are adults, how will they use the English skills I teach them?* I came up with two answers. First, they would apply them for what I call aesthetic purposes: reading and appreciating literature and the meaning it adds to our lives, as well as writing to express experiences or emotions. Second, students would use English skills for more practical daily

informative texts was a natural fit for the research-focused third quarter, while the standard about narratives clearly belonged in quarter one. It started to look like figure 2 on page 10.

After sorting out the obvious ones, others were less clear: What content, for instance, would provide the best context for teaching semicolon usage? I was left with some that could fit anywhere, some that fit everywhere, and some that fit nowhere. For those that really belong in every unit, like spelling correctly or revising writing, I repeated them as a reminder to make that part of my instruction. Before I sorted the rest, however, I decided to take a break and consider what assessments and activities would work for the key skills in each unit.

To design assessments, I had to consider what success meant. If a student had mastered the aesthetic applications of English skills, what would that look like? What about the practical uses? I made a long list that included traditional assignments like writing a theme analysis essay, but also

The Way the World Should Be *continued on page 10*

Viewing Posts *continued from page 5*

are asked to analyze complex texts due to the Common Core State Standard, we began to consider ways to link them to how students can analyze film. The text, *Reading in the Dark: Using Film as a Tool in the English Classroom*, is a vital resource that influenced our presentation at IATE as it has shaped the ways we think about using film in the classroom. The author, John Golden, represents the concepts in a manner that shows a similarity between film and textual literacy. For example, when looking at how Golden uses questions to analyze the film, we began to see how we could use the concept of signpost strategies to analyze film. Golden encourages lessons that involve pausing the film to reflect on what is occurring or what has just happened. The learning log charts provided by Golden are used as a tool for students to analyze the film in an organized manner. These learning logs charts are similar to the comprehension charts provided by Beers and Probst in *Notice & Note*. By noticing this similarity, we began to merge the main concepts of the two books into one that would support student learning with film.

After having read these two textbooks, we realized similarities in the concepts between the two books, and began to see ways to make better connections for our students as they apply reading comprehension strategies to both film and written text. We took the reading strategies of using signposts for reading literature and applied them to viewing film. By creating our idea of “viewing posts,” we discovered another way to keep students engaged and communicate to them that viewing film does not just mean a “lazy” or “easy” day in our classrooms. Since students are often more excited to watch a film than read a book, we posed the idea of using signpost strategies as “viewing posts” to help bridge the gap from film to the classroom and to help students better understand parallels between textual and film literacy.

Cole’s Experience Teaching the Signposts

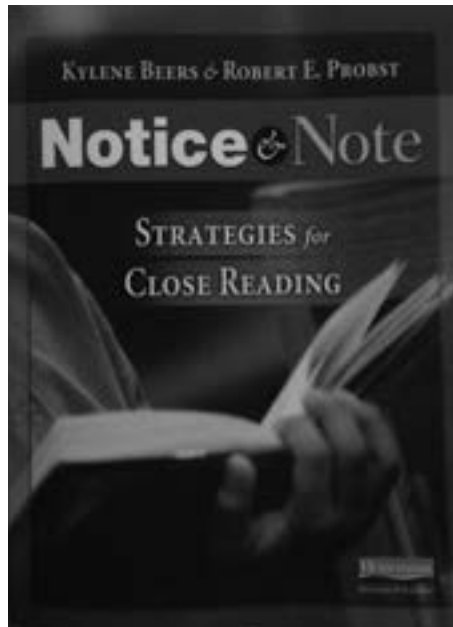
Cole has used the strategy of signposts in his novice teaching experience with his sixth-grade class; they were a main component of his Education Teacher Performance Assessment learning segment. In a three-day learning segment,

he introduced the Aha Moment and Again & Again signposts. Using a think-aloud process, based on models in Jeffrey Wilhelm’s *Improving Comprehension with Think-Aloud Strategies*, Cole modeled how to use the signposts to analyze *Hatchet* by Gary Paulsen. This allowed the students to observe the thought processes that happen when analyzing the text using a signpost strategy. Accompanying the think-aloud model, Cole also modeled how to fill out reading logs to support learning. The students filled out reading log charts that had them answer the questions: What words told you this was going to be an Aha Moment? What realization came to the character’s mind? How is this realization likely to be

important in the story? (Beers and Probst). The reading log chart also required the students to write on what page number they found the relevant signpost. By having the students fill out the charts, responding to questions verbally and with written responses, Cole was able to assess how well the students utilized the signposts in their analyses. He developed a better understanding of how this process helped students learn to analyze text in an organized way. The students were able to learn ways they could independently analyze a text just by asking questions.

Pulling from teaching experience with the signposts and grasping the concepts in *Notice & Note*, we

realized how effective this comprehension process could be for students when they are analyzing a text. The signpost process is simple and organized, and it allows the student to be independent in their analysis of the text by providing the necessary questions and tools. With this independence, students can choose to go about their analyses in multiple ways. For example, they might discover another question that would be effective in analyzing a text, or they might realize how certain signposts can be built off of one another to develop a stronger analysis. This type of learning could be adapted to film by showing the students how to use the same process to analyze film.



Viewing Posts *continued on page 9*

Viewing Posts *continued from page 8*

Making Film an Essential Part of the Classroom

To represent the parallelism between analyzing film and text, it is best if the two analyses are shown back-to-back; this will ensure the similarities are easily connected to one another. A teacher could apply the Aha Moment signpost that Cole used in analyzing *Hatchet* to film by altering the questions to

film literacy, but also teaches the students how to recognize character/plot development in film analysis. These film analysis skills are important because film is a better representation of real-world situations; moreover, these skills are what people will use to analyze life situations, allowing the lessons to expand beyond the classroom.

What actions in the scene point out an Aha Moment viewing post?	Time Marker (Hr./Min/Sec)	What was the character's realization?	How is this realization important to the film?	Which film elements influence or affect the viewing post?
-----------------------------------------------------------------	---------------------------	---------------------------------------	------------------------------------------------	-----------------------------------------------------------

Example of questions asked in the Aha Moment viewing chart

take into consideration the aspects of film. Alter the question, “What words told you this was going to be an Aha Moment,” to, “What actions in the scene point out an Aha Moment viewing post?” And, instead of asking for the page number, ask the students to note the time marker in the film where they found the viewing post. Another question that could be asked when analyzing film is, “Which film elements influence or affect the viewing post?” This question encourages students to look at how film has a visual layer to be analyzed as well. For example, the students could look at the facial expression of the character, or they could give attention to how the sound or lighting changes during this Aha Moment.

We modeled this process using a scene from the movie *Titanic*. There is a scene in the film when the ship is sinking after hitting the iceberg, and the character Thomas Andrew poses the question to Rose, “You remember what I told you about the lifeboats?” (Cameron). Rose’s reaction depicts an Aha Moment signpost as she suddenly realizes that there are not enough lifeboats on the ship and there won’t be enough room for everyone aboard—people will die. This Aha Moment viewing post not only shows the similarity between text and

Film remains an excellent way to model reading comprehension and analysis strategies. We can scaffold our students’ viewing and reading by helping them see the parallels between print texts and media texts. Short film clips can be a key way to maintain student engagement as they learn strategies that they can apply in later readings and viewings.

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Cole Stalter and Sumayya Qudrat are currently undergraduate students at Bradley University in Peoria. They are currently teacher candidates in Bradley’s English Education program, and they will both be graduating in May of 2016. ✉

For more conference info or to post comments,
log on to the IATE website today:

www.iateonline.org

The Way the World Should Be *continued from page 7*

imagined and attempted to simulate all of the ways adults use English. I don't know about you, but in my adult, non-academic life, I've read plenty of books but never gone on

essay has its place and its purpose. I explain it to students all the time: an essay is great for explaining your thinking in a way someone else can see. That makes it an effective classroom

Semester 1: Aesthetic Skills		Semester 2: Practical Skills	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
RL.9-10.1	RL.9-10.2	W.9-10.2	SL.9-10.3
RL.9-10.2	RI.9-10.1	W.9-10.7	SL.9-10.4
RL.9-10.3	RI.9-10.2	W.9-10.8	SL.9-10.5
RL.9-10.5	RI.9-10.3	SL.9-10.2	SL.9-10.6
W.9-10.3	RI.9-10.5	SL.9-10.6	W.9-10.1
W.9-10.9	W.9-10.1	RI.9-10.8	RI.9-10.6

Figure 2: Curriculum plan including the Common Core standards met in each quarter

to write an essay explaining how the author's use of characterization and symbol helps to create the theme. And I teach English! If that's not something I do, it's probably safe to say that most adults don't either.

So...how do adults use English? We read books and we discuss how much we enjoy them and the questions they raise with others. We read articles that inform us about the world and reports that help us learn new things. We write letters and articles to persuade, reports to help people understand things, and journals, poetry, and stories to share our experiences. We speak to inform others and persuade them. In the twenty-first

tool to help us evaluate and guide students' understanding because those thoughts are most visible and well organized when they're on paper.

Since the focus of the first semester would be textual analysis and connections between texts, essays were a good choice to assess students' thinking. However, because essays don't have a lot of practical application outside academics, the second semester focuses on other types of writing and media (see figure 3).

I also included other assessments in the first semester besides essays, like a "story fair," in which students deconstructed

Semester 1: Aesthetic Skills		Semester 2: Practical Skills	
Quarter 1: Appreciating Literature	Quarter 2: Informing Our Lives	Quarter 3: Research and Report	Quarter 4: The Art of Persuasion
Short analysis paragraphs	Theme discussions	Research complex topics	Evaluate speakers
Test on literary elements	Read philosophical texts and compare to fictional works	Evaluate source bias	Analyze rhetoric for effectiveness
Poster displaying analysis of a story	Participate in literature circles	Create an infographic	Speak persuasively
Writing a short story	Personal essay with textual support	Give informative presentation with effective multimedia	Write persuasively in multiple formats—letter to the editor, article, etc.
Theme analysis essay		Author a "white paper" report on a complex topic	Craft multimedia arguments

Figure 3: Curriculum plan including specific assignments for each skill set and quarterly focus

century, we also apply many of these same skills to create videos, infographics, and web content for the same purposes.

If these are the ways my students will use English as adults, then I want them to spend as much time as possible practicing them in my classroom. Of course, the academic

a short story on their own and created a poster explaining each element. I displayed these at parent-teacher conferences, and parents voted for their favorites (who won prizes), providing

The Way the World Should Be *continued on page 11*

NEWS FROM YOUR DISTRICT LEADERS

CAROL M. MEDRANO

Once again, I have the good fortune to introduce you to the new additions to our district leadership. First, a message from our newest district leader for the Western Suburban District, **Kim Kotty**:

My name is Kim Kotty and I am excited to serve as district leader for the Western Suburban District for IATE. For the past 12 years I have been a teacher at Fenwick High School in Oak Park. In addition to teaching English, I have team-taught American Studies with a member of the History department. I attended DePaul University earning a BA in secondary education/English and an MA in writing, rhetoric, and discourse. Through IATE, I have enjoyed meeting other teachers, sharing ideas, learning new methods, and being part of a community of professionals who is committed to becoming better teachers. I am looking forward to serving IATE and its members in this new role.

The Way the World Should Be *continued from page 10*

a real-world connection that motivated students to analyze in much greater depth. Explaining textual analysis may not be something many adults do, but it still helped to show that it is valued by adults.

Now that I had a basic idea of what we would do each quarter, I could map out the remaining standards and sequence the activities. Standards that could fit anywhere, like semicolon usage, I spread out to provide a single grammar or style focus on each writing assignment. Others were easier to sort once I had laid out some major assessments. Eventually, though, I had to make room for the last few by adding new activities or even replacing ones I had planned. These were tough choices but also helped enrich and deepen my plan. For instance, two different standards ask students to compare ideas presented in different media. I was already asking them to compare themes in separate writings; why not add artistic and video representations? Once this was finished, I could confidently say that I would address all 38 standards in depth over the course of the year.

At last fall's IATE conference, I shared one quarter-long sequence of instruction that is representative of how the final product came together. It makes up the second quarter of this

I am also very excited to introduce you to **Ryan Dooley** and **Sergio Santillan**, our new district co-leaders for Metro North and West (formerly Chicago). Ryan and Sergio teach at William Howard Taft High School, and we thank them for their commitment to reaching out to English teachers throughout the Chicagoland area to offer the support and services that IATE provides.

IATE would like to thank all of our district leaders for their time, inspiration, and commitment to making this organization the best it can be. Welcome to the IATE Executive Board!

UPCOMING EVENT:

**2016 South Central and Central Conference
Literacy in the 21st Century:
Filling Gaps and Building Bridges**

District Leader News *continued on page 12*

plan and pairs two dystopian works together with a literature circle to explore the question of what the ideal society would look like. A unit plan with supporting materials is available online at www.goo.gl/WLcAMI.

I hope that you will find some of the ideas there useful—but more importantly, I hope you will find the *process* that produced them helpful in your future curriculum planning. While it seemed intimidating at first, it was actually a lot of fun to plan from the ground up. It helped me and my students see the connections and meaning underlying our work and unleashed the imagination and the passion that got me into teaching in the first place.

Bill Curtin is a National Board Certified Teacher who was named an "Innovator in Education" in 2015 after his class appeared on The Late Show with David Letterman and NPR's This American Life (episode 554: "Not It!") for their community service project promoting the positive growth in their hometown of Kankakee. He and his wife Martha recently moved to southern Illinois, where he teaches English at Carbondale Community High School and serves on the IATE board as the Intellectual Freedom chairman. ✉

District Leader News *continued from page 11*

Mark your calendars!

This one-day, spring conference takes place on March 5, 2016, 9:00 a.m.–3:30 p.m., and is co-sponsored by IATE South Central and Central Districts. The conference will take place at MacArthur High School:

MacArthur High School
1499 West Grand Avenue
Decatur, IL 62522

Please consider presenting at/attending this conference. Please see the Call for Proposals at iateonline.org/mini/ (submission deadline is January 1, 2016). Questions? Please contact Jennifer Hudson at jahudson@dps61.org.

As Always...

If you are not sure which district you are in, or who your district leader is, or if you are interested in becoming a district leader yourself, please contact me, Carol Medrano, IATE district leader coordinator, at medrano@sxu.edu. ✉

Announcements

TEACHER-RESEARCHERS: APPLY FOR AN IATE PAUL JACOBS RESEARCH AWARD

The IATE Research Committee is currently accepting applications for Paul Jacobs Research Awards. Members of IATE considering any form of research in English language, literature, writing, speaking, or teaching are encouraged to apply. The research may be part of a candidate's work on a master's thesis or doctoral dissertation, or the project may be unrelated to any work connected to one's graduate studies. The Research Committee will consider proposals from teachers and school administrators, as well as from full-time students seeking advanced degrees. Professionals who have thought about conducting a research project in the past but who have hesitated because of lack of funding may find in the Paul Jacobs Award the financial backing necessary to complete their work. The Research Committee can grant an award for a maximum of \$500.

It is surprisingly easy to apply for an award. Here is how to do it:

1. Write a brief proposal that includes the following:
 - a. A cover letter: Let us know who you are and announce the fact that you are applying for a Paul Jacobs Research Award. Also provide your address (U.S. mail and e-mail) and phone number.
 - b. A brief description of your project: Identify a central research question or focus, and describe a method for conducting the research. The reviewers

will need to see at least a distinct and substantive research question.

c. A timeline: Project the timeline for completing the research, or at least the portion that will be funded by the Paul Jacobs Award.

d. A budget: Identify how much money you would need and how it would be used. Here are some examples of appropriate costs: duplicating instructional materials, paying raters to score papers, or paying fees for data processing. Here are some questionable expenses: covering travel costs, purchasing instructional materials that a school normally funds, or paying incentives to participants in the study. The research grant is modest and should be used to support the essential costs of a study.

e. A status report: Let us know what you have done so far. Perhaps you have done some initial reading and can supply a brief bibliography.

2. Mail the proposal to IATE Research Committee, Campus Box 4240, Department of English, Illinois State University, Normal, IL 61790-4240.

Applications for awards to be reviewed at the fall Executive Committee meeting must arrive at IATE headquarters at Illinois State University no later than October 1. The members of the IATE Research Committee anticipate that recipients of the Paul Jacobs Award will be able to share their completed research at an IATE Fall Conference or through publication in the *Illinois English Bulletin*.

IATE OFFERS SCHOLARSHIP FOR MINORITY TEACHER EDUCATION

College juniors and seniors of color who are currently enrolled in teacher education programs and majoring in English, English Education, or elementary education with a specialty in language arts and who plan to teach in Illinois are invited to apply for an IATE Scholarship for Minority Teacher Education. Applications for the 2016 scholarship should be mailed to Janice Neuleib, IATE Executive Secretary, Campus Box 4240, Illinois State University, Normal, IL 61790-4240 before September 15. The specific criteria are as follows:

Goals

The Illinois Association of Teachers of English is committed to recruiting minority language arts teachers for both humanitarian and practical purposes. To meet that commitment, IATE reserves \$1,000 each year for one scholarship as designated by the Minority Scholarship Committee, a subcommittee of the Minority Affairs Committee.

Procedures

The Minority Scholarship Committee will issue a call for applications to the chairs of public, recognized language arts teacher education programs in Illinois colleges and universities in the spring. A follow-up call will be issued in August.

After applications are received, the Minority Scholarship

Committee will judge the applications, issue an invitation to the winner to attend the fall conference (October 2016), at which the award will be given, and assist the winner in making arrangements to attend the conference. Whenever possible, the winner will be escorted by an IATE member.

IATE NEW TEACHER/INSTRUCTOR PROGRAM

English education methods course instructors and/or directors of English education programs who would like to get their students involved in key professional organizations will be happy to know that IATE offers a “New Teacher/Instructor Program” to encourage preservice teachers to join the Illinois Association of Teachers of English.

All you need to do is send an e-mail to Maegan Gaddis in the IATE office at mdgaddi@ilstu.edu. Tell Maegan how many students you have in your methods class(es), and she will send you a box of materials for each student. Kits include:

- IATE membership forms (preservice and first-year teachers may join for free)
- A recent issue of the *Illinois English Bulletin*
- The *IATE Newsletter*
- The IATE brochure, “What IATE Can Do for You”
- Information about the organization from the website
- A free IATE tote bag

Call for Papers

PUBLISH YOUR WORK IN THE *ILLINOIS ENGLISH BULLETIN*

Illinois English Bulletin is the written forum in which Illinois teachers of English share their ideas. Please see any recent issue of the Bulletin for a detailed “Call for Submissions.” The deadline to submit materials for possible inclusion in the spring issue is the previous **November 1** and the deadline for the summer issue is the previous **January 15**. If you need any further information—or encouragement—to complete a teacher-research project and submit it for possible publication, please contact Bulletin editor Janice Neuleib at jneuleib@ilstu.edu. ✉

PUBLISH YOUR WORK IN THE *IATE NEWSLETTER*

The *IATE Newsletter* welcomes articles, reviews, reports, announcements, brief teaching narratives, calls for papers, and other material important to the professional lives of English teachers in the state of Illinois. IATE district leaders are especially encouraged to send reports of district events. The deadline for submitting material for the Fall 2016 *Newsletter* is **May 15, 2016**. Please send inquiries or submissions via e-mail to Cris Embree at cechris@ilstu.edu. ✉

**2016 IATE CONFERENCE
CALL FOR PROPOSALS**

Close to Home: Creating Authentic Contexts for Reading and Writing

October 21–22, 2016

Bloomington-Normal Marriott Hotel & Conference Center, Normal

As teachers of twenty-first-century students who are more aware of contemporary issues than ever, thanks to the technological environment which commands their attention, we often find ourselves struggling to engage them in traditional learning.

We are fortunate, however, that access to broader opportunities for learning via these various technologies also provides us with greater opportunities for exposing our students to relevant, authentic situations. Our students can be motivated to weigh in on current, real-life issues occurring right in their own backyards because they have real-time access to a variety of articles, opinion pieces, reports, photos, and other texts—and they can instantly publish their writing via blogs, social media, and other electronic outlets.

Traditional literacy that has been limited to classical texts and specific genres is now merging with the exploration of broader forms of text and research, including data culled from primary research in observation of the world directly surrounding us. Getting our students involved in issues they perceive as significant and directly relevant to their own lives will motivate and engage them in ways traditional literature frequently cannot.

We define and redefine what it means to teach and learn in the English classroom on a daily basis. This year’s conference asks you to consider ways that you engage students in authentic reading and writing situations in your own classroom. Submit a proposal to share your innovations and experiences with us.

2016 IATE CONFERENCE SESSION PROPOSAL FORM

Theme: Close to Home: Creating Authentic Contexts for Reading and Writing

To submit your proposal online, visit iateonline.org

PLEASE TYPE OR PRINT ALL INFORMATION

Proposal submitted by: _____

HomeAddress: _____

City & Zip: _____ Home Phone: _____ e-mail: _____

School Name: _____

School Address: _____

City & Zip: _____ School Phone: _____ e-mail: _____

Are there others presenting with you?

Name: _____ School: _____

Address: _____

Name: _____ School: _____

Address: _____

Are you an IATE member? ___ Yes ___ No (IATE District: _____)

Have you presented at an IATE convention before? ___ Yes ___ No

Please check the type of equipment you will need:

___ TV/VCR ___ screen
___ overhead ___ Internet connection
___ other (please specify): _____

Please note: LCD projectors cannot be provided, as laptops and projectors vary. If your presentation requires this equipment, please be prepared to bring it to the conference. Thank you for understanding this issue.

This proposal is for a ___ 50-minute session ___ 90-minute workshop

The intended audience is ___ elementary ___ middle school ___ high school ___ general

Presentation title: _____

Type or print a 50-word description of your presentation. Your description will be printed in the program booklet.

NOTE: All conference participants, including presenters, are required to register and pay for their conference attendance. As a not-for-profit organization, IATE relies on this support from its members to be able to host this annual event.

Proposals should be returned by **March 25, 2016** to:
Barb Chidley, Program Chair
barb.chidley@rps205.com
(electronic submissions only)

iate

Illinois Association of Teachers of English

IATE homepage: <http://www.iateonline.org>

Illinois State University
Illinois Association of Teachers of English
Campus Box 4240
Normal, IL 61790-4240

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