

IATE NEWSLETTER

Monthly Newsletter of the Illinois Association of Teachers of English

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IATE ANNUAL CONFERENCE

Check out our amazing lineup of speakers!



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**ENJOY THIS SNEAK
PEEK AT WHAT'S IN
STORE AT IATE THIS
FALL! COME JOIN US!**

OCTOBER 21-22, 2022

**MILLIKIN UNIVERSITY
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Technology Corner

BY ELIZABETH JORGENSEN & KATE VAN HAREN

Collaboration Through the Computer Screen

Even though we live in different parts of the state and our students are of different age groups, all of our students struggled during the pandemic. We sought a way for our students to collaborate across grade levels and across the state. We aimed to create a unique experience for our students to express and reflect and to develop a deeper appreciation for other cultures through creative writing. Technology was our way to make our collaboration possible.

Thanks to a growing interest in Korean culture and active Korean organizations promoting the art form, sijo poetry is increasing in popularity. Sijo poetry provided the perfect style to achieve our goals. Sijo is a poem with 44 to 46 syllables; it includes an introduction, development, twist and conclusion. Sijo offers structure and parameters, but also allows students freedom.

Elementary students started the process by determining topics that were important to them. Through the use of Google Slides, high school students edited student poems and offered feedback, before writing their own original sijo poems.

Google Slides allowed flexibility for our students. Students could log in from their classrooms at school or at home. Students could also work on the project during any time of the day. (continued page 3)

District Leaders Wanted

The IATE Executive Board and District Leader Coordinator Kim Kotty are excited to find leaders for our open districts. If you would be interested in serving as a district leader or co-leader, please email kkotty@fenwickfriars.com. Next to each open district, you will see the counties it encompasses.

Open districts are as follows:

- East Central: Champaign, Ford, Iroquois, Kankakee, Piatt, Vermillion
- Illinois Valley: Bureau, Grundy, LaSalle, Marshall, Putnam
- Kaskaskia Valley: Clinton, Monroe, St. Claire, Washington
- Northeastern: Boone, Carroll, JoDaviess, Stephenson, Winnebago
- Rock River: DeKalb, Lee, Ogle, Whiteside
- Wabash Valley: Clay, Crawford, Edwards, Lawrence, Richland, Wabash, Wayne, White
- Western: Fulton, Henderson, Knox, McDonough, Stark, Warren

Technology Corner, Cont.

Example of Collaboration on a Google Slide

Topic: Pets

4th Graders First Attempt:

I can get a dog that is loud and bark's also that is happy
I can have a cat. It can purr and meows be and fun
But a bunny is fun and playful also calm that is also loving.

High School comments:

Hi! I have three dogs so I love this idea for a poem. I loved all the examples you used and I think this is a great start. I remember getting one of my dogs when she was a puppy and since she has gained two sisters, they are a handful! But no matter the case, I love them and they make me so happy.

Hi! I have one dog that I love very much, her name is Stella! She's a mini golden doodle and she's a year and a half old. She's so fun and sweet :) I loved your sijo and how you included many different pets- I always wanted a bunny when I was younger. Pets are the best and I write about my dog a lot actually!

High School Poem #1

I can have a dog that runs and plays fetch and tug-of-war.
I can have a cat that lays all day and pokes a laser pointer.
Or maybe it would be funny to have a bunny that thumps.

I used your poem as a base for what animals I should use in a version that I made. I loved how you used a bunny as the twist so I used the same thing and it kind of rhymed at the end which is always fun. I thought I might add some examples of what you might do with each animal, like playing fetch or using a laser pointer.

High School Poem #2

I can have a crazy dog that barks, or a cool cat that meows.
Maybe a funny bunny that hops on me and makes me laugh.
All pets are so cute and loving, they always cheer me up.

I loved how you used different animals in your poem so I did that in mine too! I described what each animal does in my poem to add some action verbs into it like barks, meows, and hops. I rhymed the words funny and bunny as well! I think your poem was great, keep up the good work :)

(continued on page 4)

Technology Corner, Cont.

As a final project, we created a book of sijo poems, collaboratively written, edited, illustrated and read by our elementary and high school students. Bookcreator allowed us a digital space for students to publish their written poems, include audio recordings with the intended expressions of their poems and include illustrations.

The e-book made the project easily shareable with families and people outside the classroom. The pride of the students when they read the rave reviews of community members inspired students to engage in new writing opportunities. Community members shared their reviews of the book on a community Padlet, created through the teacher's paid subscription.

Students were not the only ones who were inspired during the process. As we reflect on the student work, we realize the amazing amount of freedom we gave to all the students throughout the process. Other than following the rules of sijo, students were allowed to write about their own topics. We trusted high school students to interact in positive ways with elementary school students on online platforms. Although we monitored student interactions and work, neither one of us can recall a time when we needed to redirect the authentic writing process and collaboration occurring.

The Lost Boy by Ellie, Grade 12

He does drugs. He is lonely. He has no friends. He's cheerless and lost.
He lights up to smoke. He's addicted, scared, and depressed.
He is my brother. I wish his pain and sadness would go away.

Untitled By Quinton, Grade 5

Masks are okay, they keep you warm and they keep you safe
but some places do not require masks and are not good.
Quarantine is much worse than just covering your face.

Politics are taking over by Noelle, Grade 11

I talk to my parents about my life. They ignore me for FOX NEWS.
All I ever hear about now is the election and Trump.
When will this madness be over? Will life be normal again?

The Unexpected By Landyn, Grade 4

There are a lot of video games, and a lot of them are fun.
And there are a lot of video games to play.
Oh no, the power is out! Time for Monopoly instead!

Membership

IATE membership works toward maintaining and advancing the professionalism of the English/Language Arts field. Your membership benefits you through:

- Providing a means to make your concerns heard by state officials
- Expanding your network of educational contacts across the state
- Keeping you up-to-date through the annual IATE Fall Conference and IATE publications like the Illinois English Bulletin and the IATE Newsletter
- Promotion the recognition of outstanding members of our profession

Did you know that we offer a free, one-year membership to all teachers who have not previously been a member of IATE and to students?

You can become a member by clicking here: iateonline.org

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. For any timely information, the deadline for submitting for the next month's newsletter is the second week of the previous month. All other submissions will be taken on a rolling basis.

Recurring columns:

Technology in the Classroom (250-500 words) - Submissions for this column could include reviews of devices, programs, and/or apps for the classroom, as well as lesson ideas utilizing technology in the classroom. Submissions should include the name of the technology, as well as any cost associated with it.

IATE Reads (400-600 words) - This column is devoted to building our libraries, both professionally and for our students. You might consider sharing books that are great for read-alouds or First Chapter Fridays, books that speak to our students and their experiences, or books for our professional libraries. Submissions might also include ideas for teaching specific books, places to find affordable books, discipline specific books to create cross-discipline connections, and other ideas for creating lifelong readers. When sharing recommendations and ideas, please include the text title, author, and publisher, as well as a "recommended for." (cont. page 6)

Publish Your Work in the IATE Newsletter

Job Corner (100-200 words) - Do you know of any English openings that you can share? Please include any details about the job and district, as well as contact information.

Brag Corner (100-200 words) - Tell us something good! Pat yourself on the back or pat someone else on the back. Let's celebrate the good things happening around us.

Honoring Our Retirees (100-200 words) - Our veteran teachers deserve recognition for their contributions to our profession. If you know someone retiring from the English classroom, tell us! Let us give them a "cheers for all their years!"

A Tribute to Meaningful Educators (100-200 words) - We all have someone who inspired us or inspires us as an English educator. This column is devoted to your favorite English teacher. Be sure to share who they are, where they are, and why they hold a special place in your heart. Pictures of your honoree are welcomed for this column.

But What About? (100 words) - This column is devoted to all of those questions we have as educators, whether we are new or veterans. Send in your questions and we'll provide the platform for sharing ideas and answers to your most pressing issues, even if it's as simple as maintaining your classroom library or how to make time for that bathroom break. (cont. page 9)

Teacher Creators - We teach in the English classroom, but we also have passions and talents outside of those four walls. Share your work with us. We invite submissions of original poetry and prose, photography, cartoons, art. You name it. Your submission should include your name, affiliation, and a brief statement accompanying your piece.

Please send inquiries or submissions via e-mail to Michelle Ryan at iatenctonline@gmail.com.

Invitation to Review for Illinois English Bulletin

One of the best ways to get ready to write is by being a reviewer. When you review, you have the opportunity to see and learn from others' feedback. Likewise, being a reviewer helps you develop a critical lens when examining your own work. If you're interested in reviewing (even if you haven't done it before), please reach out to us to learn more.

11yo Illinois author wreaks Havoc on publishing world!

Eleven-year-old E.G. Keith may be wise beyond her years, having published her first young adult novel in March 2022, but she still doesn't like to do chores around the house, like most 6th graders, much to her parents' dismay.

Keith, from Lincoln, IL, is the daughter of a high school English teacher and public relations consultant and is an avid reader of all sorts of books but loves YA fiction the most. She was drawn to writing as an early storyteller before she knew what the written word was.

She loved to skip over picture books, opting instead for the large tomes of her grandmother's library of mystery novels, "reading" the story to whomever would listen as she crafted mystery and suspense at the age of 2.

Keith describes her debut novel as a mixture of all the things she loves most in her favorite genre - fantasy, magical teenagers, romance, humor, and a wee bit of required violence:

The rivalry that separates them must crumble when devastation consumes their world...

Not only does Ashlyn Kave have the pressing responsibility of running a community full of Magics, people with magical powers whom the kingdom of Buit hates, but she finds out that the prince of the kingdom is missing too. Ash has already been saved by him once, so she feels obligated to repay the favor.

Elysian Viggo has lost her memory. She doesn't know anything about the prince of the kingdom she's been placed in or the role of leading magical people she's been gifted, but she knows saving him is the right, heroic thing to do. (continued page 8)



E. G. Keith

11yo Illinois author wreaks Havoc on publishing world, Cont.

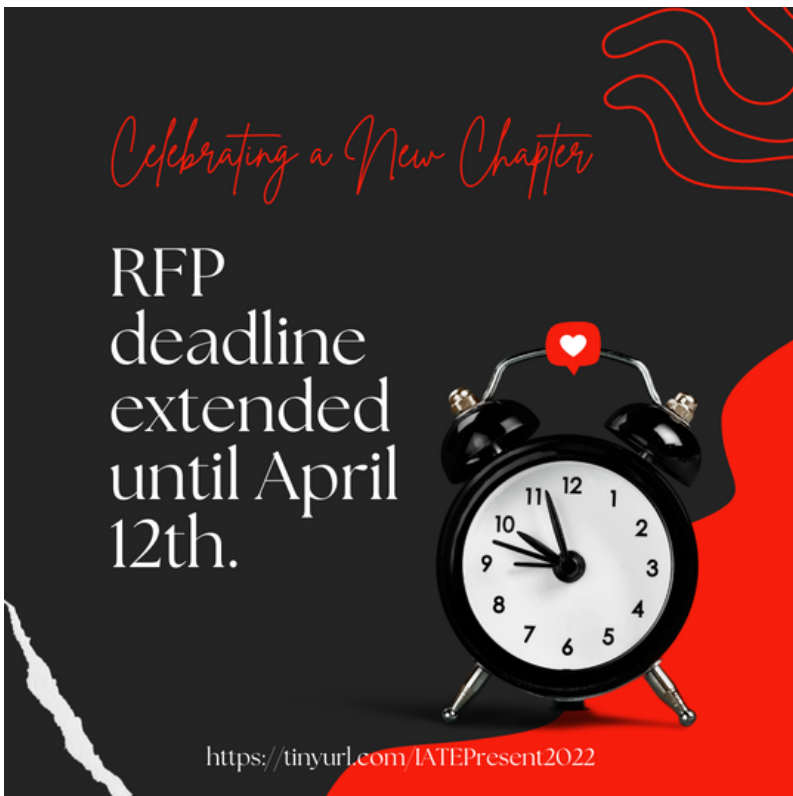
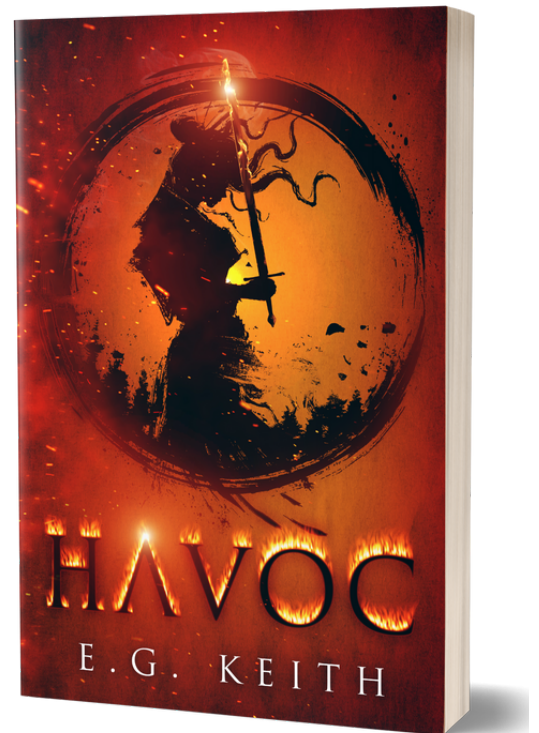
Along with their friends and other unusual alliances, will the two be able to put aside their bitterness toward each other to help their prince, or will their failure wreak havoc on those that they love?

Proud of her first novel of 85,000+ words, she is determined to make the sequel even longer and better, and is already at over 80,000 words completed. Look for *Serenity* in the fall, if she can convince her mother to start the publication process all over again.

E.G. can be found at egkeith.com or www.facebook.com/egkeithwriter. *Havoc* can be purchased at her website, Amazon, Barnes & Noble, and wherever books are sold.

Check her out here:

<https://www.tiktok.com/@jenniferpikeith/video/7078257803160194346>



This year, the Illinois Association of Teachers of English (IATE) is planning to host our annual conference in Decatur, Illinois! Our annual conference, whose theme is “Celebrating a New Chapter,” will be held at Millikin University, on October 21-22, 2022. We chose this location to recognize our partnership with Millikin, IATE’s new institutional home. The conference theme —“Celebrating a New Chapter”— highlights some exciting changes IATE is implementing, and it marks the transition between the challenges of pandemic teaching and the possibilities ahead.

Writing for the Illinois English Bulletin: Tips for Publication

Michelle Ryan, Editor (mryan@lchsrailers.org or iatencteonline@gmail.com)
Kaitlin Glause, Executive Secretary (kglause@millikin.edu)

1 – Write about what you know and experience as an educator.

Your daily life as an educator or researcher provides great fodder for writing. For instance, you could write about a home-run lesson, professional development session you led, or conference presentation you recently gave.

Here are some steps you can take to move your professional life into a manuscript:

- Carve out 30 minutes after that lesson or presentation to reflect on what went well.
- Free write about any telling anecdotes that illustrate what you want to share.
- Outline the moves you made during a lesson, both visible and invisible to your students.
- Consider what language moves you can incorporate to “coach” someone else who wants to try out what you’re so excited to share.
- Take the bulleted points from a presentation (i.e., professional development session or conference presentation) and expand each of to tell the “story” you want to share.
- Review recent literature that connects to your writing to better situate your writing.
- Remember: Even writing 15-30 minutes a day will eventually lead to a finished manuscript.

2 – Keep your intended journal in mind as you write.

Get to know the journal. Carefully review the aim, scope and guidelines on the journal’s website. Skim the last 2-3 issues of a journal. (For members, an archive of issues is available on the IATE website.) Does the writing resonate with your own work? If so, this journal might be a good fit for your scholarship. Then, reread any articles relevant to your scholarship to consider how you can situate your work in relation to them while also moving the conversation forward. Finally, take note of articles that inspire you (even if the topic is dissimilar from your own). You could map out the rhetorical moves authors use to get a sense of what the audience would expect and consider what writing moves you could adapt for your own purposes. (Continued page 10)

Writing for the IEB: Tips for Publication, Cont.

The Illinois English Bulletin accepts manuscripts written in a range of genres, including:

- Methods (i.e. practical strategies for preparing ELA pre-service teachers)
- Practice (i.e. successful teaching practices, professional development)
- Research (i.e. original qualitative, classroom-based studies)
- Critical Pedagogy (i.e. political essay exposing a social injustice)
- Narrative (i.e. first-person account of a compelling teaching/classroom story)
- Criticism (i.e. in depth critique of literary text(s) or author(s))
- Review (i.e. evaluate current texts related to English education)
- Essay, Fiction, Memoir, and other original creative work

3 – Reach out to professional colleagues for writing and publication support.

Journal editors, reviewers, and others invested in the world of English language arts want you to succeed in sharing your story as a language arts educator. If you're unsure if your work fits the journal, are wondering about the expected timeline for reviews, or want to check on the status of a manuscript you submitted, don't hesitate to email the journal editors. Here's how the process works: After journal editors have received all manuscripts for an issue deadline, they read them all carefully; they will then seek out 2-3 reviewers for pieces they identify as being a good fit for the journal. The reviewers will carefully read your manuscript to provide questions and suggestions for revision, which will be returned to you, the author, with a decision about publication in the journal. If your manuscript is moving forward with the journal, you'll be asked to make revisions using the reviewer's feedback. Remember that rejection is also a regular part of writing. It doesn't necessarily mean that your work is not important to the greater language arts educational community; it just means that it's not ready yet. If you do get rejected, keep at it. You can take the feedback from the editors and reviewers to keep building upon and refining your work.

4 – Ask for critical feedback and use it to shape your writing.

A critical step in the writing process is asking for, receiving, and utilizing critical feedback from colleagues to help shape your writing. During the publication process, reviewers are responsible for critiquing your writing and scholarship to meet or exceed the level of academic quality for the journal. Therefore, in submitting your work to the journal, you are seeking their feedback in hopes of moving your work forward. (Continued page 11)

Writing for the Illinois English Bulletin: Tips for Publication, Cont.

Carefully attend to feedback you get from reviewers and colleagues. Don't just say, "They don't get it," but ask yourself why reviewers don't get it and use that to move forward.

When receiving critical feedback, here are some suggestions to guide your revision process:

- Think about why you received that feedback. How did your audience understand your work? How do you want them to understand your work?
- Think about the revisions you're making. How is this revision improving the quality of your manuscript? How is this revision addressing the needs of your reader?
- Create a table with feedback from colleagues or reviewers and use it to keep track of your revisions and your rationale for those revisions.
- If you're confused by feedback, seek advice from more experienced scholars (even the editors) or a critical writer's group with colleagues to talk through the reviewer's comments.

5 - Keep your audience in mind. What are you contributing to the ongoing conversation?

Our writing never feels ready for an outside audience, but sometimes it's a matter of it being ready enough. When you submit your manuscript to IEB, we ask that you also submit a cover letter. Use the cover letter to speak directly to editors and reviewers; use this space to explain how your work is situated within the scope of the journal as well as to explain how your work makes a unique contribution. This is the goal: we want our writing to get the reader thinking in new ways.

Here are some guiding questions to help you think about your contributions to the field:

- How does your manuscript help further an ongoing scholarly conversation?
- How are you drawing upon your own experiences and knowledge to further the conversation?
- How are you drawing upon the experiences and knowledge of the broader scholarly community to further the conversation?
- What new perspectives, strategies, and/or practices will other educators learn or be able to think about after reading your manuscript?

From the Archives

The following piece was published in the Spring-Summer 2019 edition of the Bulletin, but originally published in 2010. It is being re-printed here to illustrate the type of submissions that are appropriate for the Bulletin.

Writer Kim Musolf is IATE's current Special Projects Chair and is a former President of our organization.

The Right Questions Resuscitate Annotations

"Annotations": Whenever that dreaded "a" word leaves my mouth as we embark on a new journey with a text, the groans inevitably begin. Cries of "It slows me down," "It breaks my concentration," and, simply, "I hate taking notes when I read," echo throughout the room. As someone who loves to fill up the margins of my own books with musings and questions, I have struggled to foster that same appreciation in my students. So, I garnered their support; we became co-conspirators in the quest to find any system that works.

We made our way through the year trying out different methods. With *The Crucible*, we tried traditional annotations, underlining and writing comments in the margins. With *The Adventures of Huckleberry Finn*, we tried a bookmark method.

Guided by specific categories, we kept a running commentary on the bookmark that traveled with us through the pages. As we got ready to start *The Great Gatsby*, I was reading Jim Burke's *What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking*. Although the bookmark method had worked for more students, half the class was still struggling with how useful their annotations were. In his introduction, Burke explores the "art of teaching questions" where students use factual, inductive, and analytical questions to "develop an independence of mind—an intellectual facility that serves them well whether reading or writing, researching or presenting, evaluating or analyzing, comparing or contrasting" (12). His handout explaining these three types of questions was just the resource we needed for our next style of annotations. We discussed the three types of questions, practiced some examples, and then set off, armed with a new appreciation for using the text to generate intriguing, relevant questions. At the end of each chapter, students were required to write one factual question, one inductive question, and one analytical question. As they read, they simply underlined or placed a question mark next to the passages they believed would lend themselves to those kinds of inquiries. The true success of this process for me and the worth of this method for the students became obvious during a fishbowl discussion. We split the class in half, placing eleven students in the center and eleven students in the outer circle. Using an altered version of the group observer, a Johnson and Johnson cooperative learning strategy, each person on the outside was paired up with one person in the middle. Outside observers filled out half sheets of paper, keeping tally marks for the following social and academic behaviors: asked a question, commented or answered, asked a follow up question, offered support/encouragement, and directed group behavior or actions. (Continued page 14)

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

PROFESSIONAL DEVELOPMENT EVENT

Sessions Presented by the
Academic Support Professionals
of
**ILLINOIS VALLEY
COMMUNITY COLLEGE**

Session 1: Tools and Strategies for
Teaching Media Literacy

Session 2: Supporting Students to and
Through College: Helping Students
Succeed, Thrive, and Matter

Free Event

CPDUs Provided

Register at iateonline.org

FRIDAY, APRIL 29, 2022

Noon-3:00 PM @ IVCC, Oglesby Campus and Via Zoom
(link provided upon registration)

From the Archives, Cont.

On the bottom of the sheet, students gave feedback with a more thorough explanation: (1) Give one specific comment about how your partner succeeded in today's discussion and (2) Give one constructive area to improve on for next time. As typical fishbowl etiquette dictates, those on the inside discussed and those on the outside silently observed.

In previous discussions of this nature, I supplied back up questions on a PowerPoint slide in case the "fish" needed help keeping the discussion going. Inevitably, they always ended up falling back on my questions. Although I wasn't taking part in the dialogue, my voice was still leading the content. This time, however, was different. Thanks to Burke's question method, the discussion was completely theirs. Students moved quickly through their factual questions and spent the rest of the time debating and discussing their inductive and analytical queries. They flipped through their books to find quotes and backed up their opinions with thoughtful evidence and warrants. Students volleyed ideas back and forth, laughing and disagreeing in ways that didn't happen when my questions directed the conversation.

Students asked a multitude of questions, including the following: "How are Gatsby and Tom similar?" "Revenge is an evil thing. Do you believe it was right for Wilson to go after Gatsby?" "Daisy says she loved both Tom and Gatsby. Is it possible to love more than one person?" "Why did Wilson shoot himself after he killed Gatsby?" "How has Gatsby changed since the beginning of the book?"

Observing and tallying the group as a whole, I couldn't write fast enough! They were insightful, engaged, and passionate. They owned the material as they flipped through their books. I had margin fillers after all! I am willing to risk sounding cheesy by saying that this discussion was magical.

The last seven minutes of class were reserved for observer shout-outs. The observers addressed their partner by name and told them how they had succeeded. We only shared the positive out loud, and the result was an earnest, polite, and uplifting culmination to the day. The comments students shared included, "Great job listening and paying attention. You added on to people's comments and supported your answers," and "Your questions were good. Asking what Tom would do if Daisy and Gatsby actually got together started a good conversation."

As we finished *The Great Gatsby*, we discussed the various annotation strategies we had used throughout the year. Students commented how easy it was for them to discuss using their own questions and how, for the first time, they knew how they were going to use their annotations, so they didn't see them as a waste of time.

From the Archives, Cont.

As this year comes to a close, our class discussions and students' written work have become more meaningful and rich. I am positive that they are armed with purposeful annotation strategies. I have high hopes that in the years to come, they will find themselves filling up the margins of their texts with zeal and leading conversations with meaningful questions.

Works Cited

Burke, Jim. What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking. Portsmouth: Heinemann, 2010. Print.

From the Vault features celebrated and relevant articles from past issues of the Illinois English Bulletin and the IATE Newsletter. This article was originally a "From the Classroom" feature published in the IATE Newsletter Fall 2010, vol. 47, no. 2.

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