



# Kentucky Council of Teachers of English / Language Arts www.kcte.org

## 2013 Conference Highlights

Inside this issue:

Meet the new College VP	2
The Common Core—Shifts in ELA	3
PD Opportunities	4
Rigor Redefined	5
Text Dependent Question Resources	8
KEB Call For Manuscripts	9
The List: Argumentative Resources	10

The 2013 Conference was a huge success! We heard from Dr. Holliday concerning the New Teacher Observation Standards with pilot school implementation next year and full implementation the following year for all schools.

Dr. Holiday also shared a great Common Core Resource—[www.learnzillion.com](http://www.learnzillion.com)—you can search by strand and by standard for Common Core lessons!

George Ella Lyon wowed us by reading poetry excerpts from a new project she is working on that relates

experiences from “Voices from the March on Washington.”

We also gained new knowledge on grammar implementation, Argumentative writing, text dependent questions, and Close Reading. The Writing Project also contributed to these ideas and we gained new resources and strategies through workshops they held.

Next Year’s Conference will be at the Embassy Suites in Lexington on February 21-22.

Make plans to attend now. Be sure to approach your administra-

tion at the start of your school year to seek funding to attend. And most importantly, make plans to submit a proposal for something you’re doing in the classroom and begin thinking about what you will bring for our idea exchange.

Conference information, as it develops, will be available at [www.kcte.org](http://www.kcte.org).

Thank you for attending this year and we look forward to seeing you at next year’s conference!



**Author Andrea Cheng** at a book signing at the KCTE/LA Conference.



**George Ella Lyon** Sharing poetry from a new book project.



**Good Food— Good Friends!**

## Meet Our KCTE/LA College V.P.—Kaye Brown



Kaye Wilhoyte Brown is an Associate Professor of English at Owensboro Community and Technical College (OCTC). After graduating from the University of Texas at El Paso, she spent several years traveling with her Army husband (of 31 years). They settled back in their hometown of Owensboro and Kaye received her MA from the Western Kentucky University. While rais-

ing five children, she taught as an adjunct at OCTC for almost ten years. In 2006, she became a full-time English instructor and co-chair of the OCTC Common Reading Program. Over the past ten years, she has helped to build collaboration across the campus and the community with the program. In 2010, she helped to procure a National Endowment for the Humanities Challenge Grant and OCTC became one of

the first six community colleges to receive funding to support the Arts and Humanities. Today she serves as the project director for the grant. Recently, she joined the board of the Kentucky Council of Teachers of English as the college representative.



**Enjoying George Ella at the KCTE/LA Luncheon**

# Nine Ways the Common Core Will Change Classroom Practice

This is an excerpt from the above article *By* ROBERT ROTHMAN and focuses only on ELA changes in relation to the Common Core Standards. See the entire article at—<http://www.hepg.org/hel/article/543#home> Robert Rothman is a senior fellow at the Alliance for Excellent Education and the author of [Something in Common: The Common Core Standards and the Next Chapter in American Education](#) (Harvard Education Press, 2011).

## In English Language Arts

5. *More Nonfiction.* Reflecting the fact that students will read primarily expository texts after high school, the Standards call for a much greater emphasis on nonfiction. The document proposes that about half the reading in elementary school and 75 percent in high school should be nonfiction. This would include informational texts in content areas as well as literary nonfiction in English language arts; publishing companies are likely to respond by revising their textbooks. Narrative fiction will become less prevalent. The Standards also expect students to write more expository prose.

6. *Focus on Evidence.* In reading, students will be expected to use evidence to demonstrate their comprehension of texts and to read closely in order to make evidence-based claims. To prepare them to do so, teachers will need to take time to read carefully with their students and in many cases reread texts several times. In writing, students are expected to cite evidence to justify statements rather than rely on opinions or personal feelings.

7. *“Staircase” of Text Complexity.* Students will be expected to read and comprehend increasingly complex texts in order to reach the level of complexity required for success in college courses and the workplace. The Standards document cites evidence that the complexity of texts used in schools has actually declined over the past forty years. To reverse this trend, teachers will have to choose materials that are appropriate for their grade level; states and organizations are now developing tools to help teachers evaluate complexity.

8. *Speaking and Listening.* The Standards expect students to be able to demonstrate that they can speak and listen effectively—two aspects of literacy rarely included in state standards. One of the consortia developing assessments to measure student performance against the Standards will create a speaking and listening assessment. Expect to see teachers asking students to engage in small-group and whole-class discussions and evaluating them on how well they understand the speakers’ points.

9. *Literacy in the Content Areas.* The Standards include criteria for literacy in history/social science, science, and technical subjects. This reflects a recognition that understanding texts in each of these subject areas requires a unique set of skills and that instruction in understanding, say, a historical document is an integral part of teaching history. This means that history teachers will need to spend time making sure that students are able to glean information from a document and make judgments about its credibility. Science teachers will need to do the same for materials in that discipline.

*How are you addressing and meeting these shifts in your instruction? Share by emailing ideas and lessons to Amy Cody at [amy.cody@wv.kyschools.us](mailto:amy.cody@wv.kyschools.us)*

## Bridges to Readiness: Conference at Morehead University

Bridges to Readiness for College and Careers is a Professional development Conference for Middle and High school and University educators.

Participants will gain six hours of PD credit related to the KY Core Academic Standards, College Readiness, English Language Arts, and Content Literacy. Featured speakers include Dr. Sara Kajder—Author of *Adolescents' Digital Literacies: Learn-*

*ing Alongside our Students*. Sara is also a Clinical Assistant Professor of English Education at the University of Pittsburgh. Also featured is Dr. Stergios Botzakis Author of *Pretty in Print: Questioning Magazines* and Assistant Professor of Adolescent Literacy at the University of Tennessee.

**When:** June 12, 2013  
8:30-4:30 PM.

**Where:** Adron Doran University Center at Morehead State University.

You can register for the conference at <http://engedmsu.blogspot.com/>

You can also email for more information at [k.mincey@moreheadstate.edu](mailto:k.mincey@moreheadstate.edu) or call (606) 356-1683.

## 2013 Advanced Placement Summer Institute

Learn how to raise test scores and increase engagement in your Advanced Placement English Language & Composition and English Literature & Composition classes by participating in the region's most well-established Advanced Placement Summer Institute hosted by The Center for Gifted Studies at Western Kentucky University.

This year we are offering workshops for both beginning and experienced AP English teachers.

### English Offerings:

Beginning Workshops  
(for educators who have not previously attended a week-long AP Institute)

English Language and Composition

English Literature and Composition

Experienced Workshops  
(for educators who have attended at least one week-long AP Institute)

English Language and Composition

English Literature and Composition

Join the thousands of educators from all over the U.S. and beyond who have participated in the exemplary Advanced Placement training offered by The Center for 30 years.

Become a part of the great tradition of Advanced Placement excellence at WKU.

To learn more or apply, visit [http://www.wku.edu/gifted/ap\\_institute.php](http://www.wku.edu/gifted/ap_institute.php), or call 270.745.5991.

We Are on Facebook— Like us at: Facebook/KY Council of Teachers of English/Language Arts.

Join us on Twitter:

[KCTE\\_LA](#)

Visit our Wiki for Lesson Ideas and uploads from Conference Speakers:

<http://kentuckycouncilofteachersofenglish.wikispaces.com/>

# Rigor Redefined

*This article is an excerpt, printed with permission from the author, Tony Wagner. You can find the entire article at <http://www.ascd.org/publications/educational-leadership/oct08/vool66/num02/Rigor-Redefined.aspx>*

In the new global economy, with many jobs being either automated or “off-shored,” what skills will students need to build successful careers? What skills will they need to be good citizens? Are these two education goals in conflict?

To examine these questions, I conducted research beginning with conversations with several hundred business, nonprofit, philanthropic, and education leaders. With a clearer picture of the skills young people need, I then set out to learn whether U.S. schools are teaching and testing the skills that matter most. I observed classrooms in some of the nation's most highly regarded suburban schools to find out whether our “best” was, in fact, good enough for our children's future. What I discovered on this journey may surprise you.

## The Schooling Students Need

One of my first conversations was with Clay Parker, president of the Chemical Management Division of BOC Edwards—a company that, among other things, makes machines and supplies chemicals for the manufacture of microelectronics devices. He's an engineer by training and the head of a technical business, so when I asked him about the skills he looks for when he hires young people, I was taken aback by his answer.

“First and foremost, I look for someone who asks good questions,” Parker responded. “We can teach them the technical stuff, but we can't teach them how to ask good questions—how to think.”

“What other skills are you looking for?” I asked, expecting that he'd jump quickly to content expertise.

“I want people who can engage in good discussion—who can look me in the eye and have a give and take. All of our work is done in teams. You have to know how to work well with others. But you also have to know how to engage customers—to find out what their needs are. If you can't engage others, then you won't learn what you need to know.”

I initially doubted whether Parker's views were representative of business leaders in general. But after interviewing leaders in settings from Apple to Unilever to the U.S. Army and reviewing the research on workplace skills, I came to understand that the world of work has changed profoundly.

Today's students need to master seven survival skills to thrive in the new world of work. And these skills are the same ones that will enable students to become productive citizens who contribute to solving some of the most pressing issues we face in the 21st century.

### 1. Critical Thinking and Problem Solving

To compete in the new global economy, companies need their workers to think about how to continuously improve their products, processes, or services. Over and over, executives told me that the heart of critical thinking and problem solving is the ability to ask the right questions. As one senior executive from Dell said, “Yesterday's answers won't solve today's problems.”

Ellen Kumata, managing partner at Cambria Associates, explained the extraordinary pressures on leaders today. “The challenge is this: How do you do things that haven't been done before, where you have to rethink or think anew? It's not incremental improvement any more. The markets are changing too fast.”

*Continued on page 6*

## **2. Collaboration and Leadership**

Teamwork is no longer just about working with others in your building. Christie Pedra, CEO of Siemens, explained, “Technology has allowed for virtual teams. We have teams working on major infrastructure projects that are all over the U.S. On other projects, you're working with people all around the world on solving a software problem. Every week they're on a variety of conference calls; they're doing Web casts; they're doing net meetings.”

Mike Summers, vice president for Global Talent Management at Dell, said that his greatest concern was young people's lack of leadership skills. “Kids just out of school have an amazing lack of preparedness in general leadership skills and collaborative skills,” he explained. “They lack the ability to influence.”

## **3. Agility and Adaptability**

Clay Parker explained that anyone who works at BOC Edwards today “has to think, be flexible, change, and use a variety of tools to solve new problems. We change what we do all the time. I can guarantee the job I hire someone to do will change or may not exist in the future, so this is why adaptability and learning skills are more important than technical skills.”

## **4. Initiative and Entrepreneurialism**

Mark Chandler, senior vice president and general counsel at Cisco, was one of the strongest proponents of initiative: “I say to my employees, if you try five things and get all five of them right, you may be failing. If you try 10 things, and get eight of them right, you're a hero. You'll never be blamed for failing to reach a stretch goal, but you will be blamed for not trying. One of the problems of a large company is risk aversion. Our challenge is how to create an entrepreneurial culture in a larger organization.”

## **5. Effective Oral and Written Communication**

Mike Summers of Dell said, “We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it's hard for them to create focus, energy, and passion around the points they want to make. If you're talking to an exec, the first thing you'll get asked if you haven't made it perfectly clear in the first 60 seconds of your presentation is, ‘What do you want me to take away from this meeting?’ They don't know how to answer that question.”

Summers and other leaders from various companies were not necessarily complaining about young people's poor grammar, punctuation, or spelling—the things we spend so much time teaching and testing in our schools. Although writing and speaking correctly are obviously important, the complaints I heard most frequently were about fuzzy thinking and young people not knowing how to write with a real voice.

unique, and meaningful.”<sup>1</sup> Pink notes that developing young people's capacities for imagination, creativity, and empathy will be increasingly important for maintaining the United States' competitive advantage in the future.

## Rigor Redefined Continued from page 5

---

*As one senior executive from Dell said, “Yesterday’s answers won’t solve today’s problems.”*

---



### 6. Accessing and Analyzing Information

Employees in the 21st century have to manage an astronomical amount of information daily. As Mike Summers told me, “There is so much information available that it is almost too much, and if people aren’t prepared to process the information effectively it almost freezes them in their steps.”

It’s not only the sheer quantity of information that represents a challenge, but also how rapidly the information is changing. Quick—how many planets are there? In the early 1990s, I heard then-Harvard University president Neil Rudenstine say in a speech that the half-life of knowledge in the humanities is 10 years, and in math and science, it’s only two or

three years. I wonder what he would say it is today.

### 7. Curiosity and Imagination

Mike Summers told me, “People who’ve learned to ask great questions and have learned to be inquisitive are the ones who move the fastest in our environment because they solve the biggest problems in ways that have the most impact on innovation.”

Daniel Pink, the author of *A Whole New Mind*, observes that with increasing abundance, people want unique products and services: “For businesses it’s no longer enough to create a product that’s reasonably priced and adequately functional. It must also be beautiful,

#### About the Author:

**Tony Wagner** is Co-director of the Change

Leadership Group at the Harvard Graduate School of Education; [tony\\_wagner@harvard.edu](mailto:tony_wagner@harvard.edu); [www.schoolchange.org](http://www.schoolchange.org). The themes of this article are discussed more fully in his book *The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need—and What We Can Do About It* (Basic Books, 2008).

Just out, his new book *Creating Innovators: The Making of Young People Who Will Change The World*, with accompanying videos produced by Robert A. Compton.

Visit Tony Wagner’s Resource page at-

<http://www.tonywagner.com/resources/creating-innovators>



Plans for another exciting **OKI Children’s Literature Conference** are underway! Our 2013 conference, *The New Face of Non-Fiction: So Much More to Explore*, featuring Steve Jenkins and Candace Fleming, will be held November 2, 2013, at Thomas More College in Crestview Hills, Kentucky. Also, there is opportunity to nominate one of your colleagues for the OKI Charlotte Decker Memorial Award. The award recognizes an individual whose extraordinary efforts have encouraged others to support literacy in youth through time, service and philanthropy. The nomination form is available on the OKI website: [http://oki.nku.edu/memorial\\_award/](http://oki.nku.edu/memorial_award/). For more information contact Jennifer Smith, Ph.D. 859-572-6620 [smithjen@nku.edu](mailto:smithjen@nku.edu)

## Text Dependent Questions—Resources

**Looking for resources on Text Dependent Questions?**

**Want some general information about TDQ?**

[http://www.nassp.org/Content/158/pl\\_sept12\\_instructldr.pdf](http://www.nassp.org/Content/158/pl_sept12_instructldr.pdf)

**Some great information with examples/non-examples-**

<http://dese.mo.gov/webinar/documents/EnglishLanguageArtsCoreAcademicStandards-TextDependent.pdf>

**Some great tools:**

<http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

**Close reading exemplars-** <http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>  
Grades 6-12 and grade 3 readings

**Planning Text Dependent Questions- HS/MS specific-**  
<http://criticalthinkingworks.com/?p=635>

**Specific to Elementary with examples-**  
<http://www.slideshare.net/mullinshe/5-text-dependent-questions-and-evidencebased-answers#btnNext>

**Secondary Level with video modeling-**  
<http://www.principals.org>

[/Content/158/pl\\_sept12\\_instructldr.pdf](/Content/158/pl_sept12_instructldr.pdf)

**Also Check out this site—TDQ have been developed for many 3-5 Basal Readers and these questions have been housed on Edmodo— Go to the link below for the Edmodo code!**

<http://www.achievethecore.org/basal-alignment-project>

**Sample Close Reading of MLK’s Letter from Birmingham Jail—**  
<http://vimeo.com/27056255>



*“Departing from the text in the classroom discussion, privileges only those who already have experience with the topic.”*

*- Dept of Elementary and Secondary Education*

Have you heard about Gleeditions? This is an online list of literary works that are Common Core Specific.

You will find Short stories, poetry, drama, essays, speeches, etc. There is a nice list of free materials and for a small fee a list of annotated materials as well such as *Macbeth*, *Adventures of Huckleberry Finn*, etc.

[http://gleeditions.com/literary\\_works.html#drama](http://gleeditions.com/literary_works.html#drama)



## SLJ Talks to Andrea Cheng about her New Book:

*School Library Journal* Talks to Author Andrea Cheng about Her latest book, *Etched in Clay*, which charts the courageous life of Dave the potter. You can view the interview and information about Cheng’s new book at

<http://www.slj.com/2013/02/books-media/author-interview/everyday-hero-andrea-chengs-etched-in-clay-charts-the-courageous-life-of-dave-the-potter-under-cover/#>

Also visit Andrea’s Home page at <http://www.andreacheng.com/>

# CALL FOR MANUSCRIPTS

## *KENTUCKY ENGLISH BULLETIN*

Deadline: January 31, 2014

### **Theme: Text Complexity**

The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* puts a special emphasis on text complexity as a factor in student success.

The spring 2014 issue of the *Bulletin* will focus on the roles of text complexity in our classrooms. How are you or your colleagues dealing with issues of text complexity, such as text selection, student interest, and curricular issues? What strategies are proving successful with your students, either in general or for specific elements (e.g., guided reading, vocabulary instruction, annotating)? How do the three components of text complexity identified in the CCSS—"Qualitative," "Quantitative," and "Reader and Task"—manifest themselves in the classroom? In what ways can these issues offer opportunities for collaboration with teachers in other content areas and/or teachers at different grade levels? How do you see text complexity intersecting other instructional concepts or issues?

**In addition to articles, contributions are sought for standing sections of the *Bulletin*:**

Teachers as Writers: Poetry, Essays, Letters

KEB Teaching Strategy Exchange

Professional Reading Recommendations

Humor

What's New I Young Adult Literature?

Speak Out: Professional Issues

Inquiries and drafts are welcome.

The *Bulletin* observes MLA documentation style and NCTE's position on avoiding sexism in language. Articles from 500 to 2500 words welcome!

Electronic submissions are preferred. <keb@kcte.org>. Hard copies may be mailed to Dr. David LeNoir, English Department, Western Kentucky University, 1906 College Heights Blvd. #11086, Bowling Green, KY 42101-1086.



## The List– Argumentative Resources:

**Simple Tools for Argumentative Writing-** <http://scan-werecriticaltothinking.blogspot.com/2012/11/simple-tools-for-argumentative-writing.html>

And <http://digitaldialogue.pbworks.com/w/page/47205415/Digital%20Dialogue>

**Pro/cons of an issue** - <http://www.procon.org/>

**A collection of HS Student Persuasive Blog posts-**  
<http://cheshyre.wordpress.com/category/persuasive/>

**Videos for Rhetorical Analysis-** <http://www.mvrhs.org/english/shark/>

**Resources on Argumentative Writing-** <http://www.uen.org/core/languagearts/writing/argumentative.shtml>  
(Lots here!)

**They Say/I Say blog-** <http://www.theysayiblog.com/are-24-family-guy-and-grand-theft-auto-actually-good-for-you/> HS level! Read articles and join the conversation about it. You could also model this yourself on your own blog/wiki for student collaboration.

**Nice Tutorial on MLA Format-** Research and Documenting Sources-  
<http://www.richlandcollege.edu/library/infolit-ol/mlas/>

**SCAN- CCS Lesson-** arguing the school calendar- <http://scan-werecriticaltothinking.blogspot.com/2012/11/ccss-lesson-arguing-school-calendar.html>

**Rhetorical Fallacies:** <http://prezi.com/2hvmqvhnqail/rhetorical-fallacies/>

**Elements of An Argument:** <http://prezi.com/ttq4q9e9rzxn/elements-of-an-argument-and-rhetorica...>

**How to teach a Kid to Argue-** <http://inpraiseofargument.squarespace.com/teach-a-kid-to-argue> (other useful resources here too)

**American Rhetoric-** <http://www.americanrhetoric.com/>

**Critical Thinking:** <http://www.criticalthinking.org.uk/unit2/fundamentals/elementsofarg...>

**Using Picture Books to Teach Argumentative Writing;** <http://teachwithpicturebooks.blogspot.com/2013/02/fightin-words-using-picture-books-to.html>

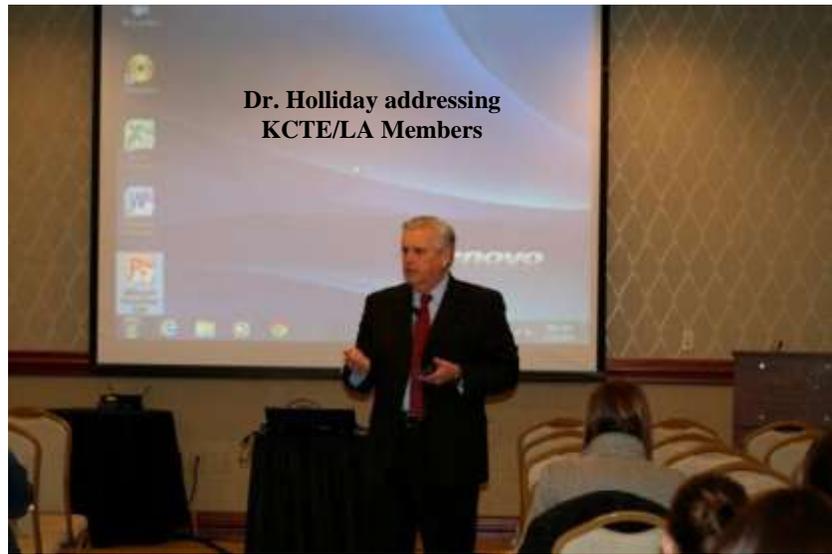
**Visit:** [www.msodysclass.wikispaces.com](http://www.msodysclass.wikispaces.com) for more Argumentative Resources!

Newsletter Editor: Amy  
Cody  
amy.cody@wv.kyschools.us

**KCTE/LA Inc.**

[www.kcte.org](http://www.kcte.org)

[www.kyenglish.org](http://www.kyenglish.org)



## Student Writing and Teacher Grant!

Are you looking for ways to showcase your students' writings? Do you have a talented writer to share with the literary world? Are your students looking for accolades to add to their applications? Would you appreciate a free year of KCTE membership? If you answered yes to any of those questions, I have a solution for you...KCTE STUDENT WRITING CONTEST!

Specific information about the contest can be found at <http://contest.kcte.org/student.html>. Remember, you have to be a current member of KCTE.

Contest ends May 7, 2013! Remember, the

winners' names and winning entries will be published in the Kentucky English Bulletin Fall 2013. A copy of the KEB will be mailed to the sponsoring teachers in the fall, along with a generic press release and a list of ways teachers can publicize the contest in the future. The sponsoring teachers of first-place winning students are awarded a one-year FREE extension on their KCTE membership.

### **STEPHANIE KIRK CLASSROOM LEARNING AWARD:**

Who wants \$500 for their classroom? Are you aware of the Stephanie Kirk Classroom Learning Award? <http://board.kcte.org/>

### [KirkClassroomLearningAward.pdf](#)

The award provides \$500 to be used for literacy in your classroom, the registration fee for the KCTE conference, and complimentary hotel accommodations during the KCTE conference. WOW!

What do you have to do if you are chosen? The winner must present the results of the project at the KCTE conference in February (for which your registration and accommodations are paid).

Apply today and reap the benefits of your KCTE membership!

