



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

## 2015 KCTE/LA Conference

### Balancing Passion and Practice: Kentucky Teachers Leading the Way

Sessions range from teaching Allusion, best practices in teaching, Narrative On Demand, Technology and more! You will also hear from KWP, NMSI (National Math and Science Initiative), NBCTs, KDE Consultants, Teachers of the Year, and Kentucky authors and illustrators to name a few!

#### FEATURED SPEAKERS:

Frank X Walker is the current Kentucky State Poet Laureate. Walker is cofounder of the Affrilachian Poets, as well the editor and publisher of *PLUCK!*, the new Journal of Affrilachian Art & Culture. He currently serves as an associate professor in the Department of English at the University of Kentucky. Walker is a native of Danville, Kentucky.

Dr. ReLeah Lent is an accomplished author and educator. A long-time secondary teacher, Lent was a founding member of the Florida Literacy and Reading Excellence project. She is now a full-time consultant and writer, including such works as *Common Core CPR: What About Adolescents Who Struggle...Or Just Don't Care*. She is a Kentucky native and currently resides in Georgia.

Dr. Terry Holliday, Kentucky Commissioner of Education

Join us! Check the website for the latest information. Register at [kcte.org](http://kcte.org). See page 3 for Conference at a Glance!



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## RESOURCES:

Do your students perform poorly on tests and then want a re-take? Visit [This Site](#) for ideas.

Inspire book discovery and book talk at this new free site! Students can read and log their reading. You can

check their reading activity and more! [See it Here](#)

A great tutorial on Argument Writing [here on Sophia](#)— a great tool to flip the classroom! You can also find this pinned on our Pinterest page under Writing.

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*“The task of the modern educator is not to cut down jungles, but to irrigate deserts.”*  
- C.S. Lewis

**KCAS Challenge** - The Commissioner invites you to participate in the KCAS Challenge. This is your time to give input on ways to improve the Kentucky Core Academic Standards. Add your voice [HERE](#)

**Letters about Literature Essay Contest:** See details [HERE](#).

**PD 360** is now Edviation. All Kentucky teachers have access to Edviation through [CHTS](#).

**KY Literacy Celebration**— March 16-20 2015. Stay Tuned for details [HERE](#).

## KY STORYTELLING CONFERENCE

The Call for Workshop Proposals for the 2015 Kentucky Storytelling Conference is now available.

Proposal call can be downloaded [HERE](#) (see What’s new?) section or [HERE](#)  
Deadline for proposal submission: April 1, 2015 Submit to: [Conference@kystory.org](mailto:Conference@kystory.org)

### Quick facts:

Conference Date: November 6 & 7, 2015 (all workshops on Saturday November 7th)

Location: Dale Hollow Lake State Resort Park, Burkesville, KY (on the KY/TN Border; north of Cookeville, Tennessee)

Read more about the location [HERE](#)

Payment: \$175 for a 70 minute workshop; \$300 for a 140 minute workshop, plus free conference registration. You would be responsible for your own travel, food, and lodging expenses. Lodging at the park for the conference will be \$75.60 for up to two people, additional people \$10 per person.

2015 Annual KCTE/LA Conference  
Balancing Passion and Practice: Kentucky Teachers Leading the Way  
Conference at a Glance

FRIDAY, FEBRUARY 27, 2015

SATURDAY, FEBRUARY 28, 2015

7:30	REGISTRATION	7:30	REGISTRATION
7:30 – 6:00	EXHIBITS OPEN – EXHIBIT BROWSING	7:30 – 1:00	EXHIBITS OPEN – EXHIBIT BROWSING
8:15 – 9:15	OPENING GENERAL SESSION Commissioner Terry Holliday, Kentucky Department of Education	8:15 – 9:15	GENERAL Session Dr. ReLeah Lent, NCTE co-sponsored speaker <b>“Engagement: The Key to Literacy . . . and Learning”</b>
9:20 – 10:10	CONCURRENT SESSIONS A	9:20 – 10:10	CONCURRENT SESSIONS G
10:15 – 11:05	CONCURRENT SESSIONS B	10:15 – 11:05	CONCURRENT SESSIONS H
11:10 - 12:00	CONCURRENT SESSIONS C	11:10 – 12:00	CONCURRENT SESSIONS I
12:10 – 1:40	LUNCHEON	12:00 - 1:00	UNCONFERENCE: BRINGING IT HOME

Frank X Walker, Kentucky Poet Laureate  
**“Poeting Passion for Kentucky and History”**

1:45 – 2:05	SECTION MEETINGS
2:10 – 3:00	CONCURRENT SESSIONS D
3:05 – 3:55	CONCURRENT SESSIONS E
4:00 – 4:50	CONCURRENT SESSIONS F
5:00 – 6:00	KENTUCKY STORYTELLING ASSOCIATION <b>“Hour of Stories”</b>
6:00 – 7:00	SOCIAL HOUR

(Dinner on your own)



Balancing Passion and Practice!

# Kentucky State Poetry Society's Student Poetry Contest

The [Kentucky State Poetry Society's](#) 2015 KSPS Student Poetry Contest is underway. This poetry contest is open to all 3-12 grade students -- whether they are enrolled in public, private, or alternative types of schools.



The contest is free to enter, and it accepts all forms of poetry. It offers cash prizes to winners, and all students will receive a certificate and recognition for their writing.

While the contest is sponsored by the KENTUCKY State Poetry Society, students from any state may enter.

The deadline is March 9, 2015.

All details are listed on the flyer, which is available [HERE](#)

If you have any questions, please contact the contest chairperson this year:

Brandie Trent

Instructor of English

Fleming County High School

Flemingsburg, KY 41041

606-845-6601

[brandie.trent@fleming.kyschools.us](mailto:brandie.trent@fleming.kyschools.us)

**Don't forget about the KCTE/LA Student Writing Contests Too!!!** Visit [HERE](#) for categories and deadlines!

# MOTIVATING VS ENABLING: THE CORRECT WAY TO HELP A STUDENT

By Susan Fitzell

## Mimicking vs. Being Forced to Think

I have about a dozen children in my Martial Arts class. When teaching them their martial arts forms, we do a continuous series of moves. I stand in front of them and do the forms while they follow along behind me. When they stand behind me and just do beautifully!

**Originally, I thought, "These kids are good!" When I first started teaching Kung Fu, I couldn't understand how we could do the same moves for weeks with students following along perfectly, then on a review day, I'd say, "Okay, Johnny, step up to the front and show me '8 Chain Punch.'" and, he couldn't do it.**

At some point I realized that my students had simply been copying me! Children are excellent mimics. While we were in class, they had been watching me and copying the moves. Then they went home and couldn't remember the moves to practice on their own.

In looking for a solution, I reflected on how my martial arts instructors taught me. As a new martial arts student, I was frustrated at the expectation that I could be shown a move and two minutes later be expected to practice it on my own. I know what happens in my brain – I forget and have to dig deep to recall what I was shown.

The reality is that in order to internalize new material, you have to make yourself think about what you are supposed to do. You might get it wrong, but at least you're getting your brain and those neural connections working, and that gets it into your memory, a little bit at a time.

**If we help youth through the whole process, they won't know how to do it on their own afterwards. It's really hard as a parent or teacher, especially when working with a student who struggles, to walk away and let them sort the learning out. But we must let them practice, so that they learn and remember.**

So, how do we help our youth without doing too much for them?

**For example: You've got a student who's taking a test and is stuck on a question.**

## Tell Them What They've Done Correctly

**Find something right about what they've done. They don't need to hear what they did wrong. Instead, tell them what they did correctly, so that they feel a measure of personal power and capability.**

This strategy is an excellent communication strategy when dealing with anybody, whether in the workplace, in your family, or at school.

My personality style is: one who critiques first and my business manager is: one who appreciates first, so if I critique first, he often perceives my critique as hurtful. I've had 14 years of working with him to learn how to appreciate first.

**I've had to learn this same approach when communicating with my son. He's the only 'feeling' type personality in my house, and is quite sensitive. Certain personalities really need you to appreciate first, to find out what's right first, and not to go right to the critique. It may seem like it's more efficient to go directly to the point, however, it can be the worst thing you can do and a strong demotivator.**

**If it's your personality style to critique first, train yourself to appreciate first. Practice the skill, it will pay off immensely.**

Teach the Next Step and Leave!

**After you've told them what they've done right, then tell them the next step. Don't get into long explanations; just tell them the next step: The next step is this. It may be counter-intuitive. It may seem illogical to not tell them why. But a contributor to learned helplessness is that learning becomes overwhelming (Mikulincer, 1995).**

**If they're getting it wrong and they're frustrated, and we try to take the time to go through this long explanation about why it's wrong, what to do next and how to do it, that youth is on sensory overload.**

**The conversation might sound like this: "Yes, you got that right. You got the notes down just beautifully, there. Here's what you do next. Okay. You're on your own."**

**Walk Away – Leave and Don't Look Back!**

This is the hardest thing to do!

**Now, they might say, "But... but can you...?"**

No! They may try to guilt you into not leaving them, but no; you go! You walk away. Resist the urge to take care of them! Resist the urge to do it for them! Resist the urge to give in! Resist.

Personally, I can relate to this. I realize I learn the same way. If **I'm stuck, don't give me a detailed explanation. Just tell me what to do to get to the next step. In that moment of 'stuckness' that's what I need. Teach me the explanation later when there's more time, I'm less frustrated and I'm calm. Or, let me learn on my own in my own time. If you try to give me a long, detailed explanation I'll quickly reach overload. I'm a visual learner, so telling me isn't going to help anyway. Draw me a picture.**

Excerpted from *Motivating Students To Choose Success*

### *About the author*



Susan Gingras Fitzell, M. Ed, CSP specializes in transforming teaching from whole class instruction that teaches to the middle to instruction that structures and enhances lessons to reach every student, whether gifted or struggling. **She's a dynamic, nationally recognized presenter, author of nine books for teachers and parents, and an educational consultant.**

Susan speaks from experience in the classroom! Her work focuses on building caring school communities and helping students and teachers succeed in the inclusive classroom.

Visit [Susan Fitzell's web site](#)

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# 10 Ways Literacy Narratives Will Rock Your World (or at least your writing classroom) - by Deanna Mascle

I have long had a love affair with the literacy narrative as my former students can attest. I assign them to remedial writers, composition students, and graduate students. I evangelize their benefits to the teachers I work with and I made them a topic for my professional learning community. I honestly don't know why I haven't blogged about them before.

Literacy narratives are powerful tools that can help students learn about themselves as literate people, as both consumers and producers of the written word in all its forms, and as such provides a key intervention tool for students struggling with literacy demons. However, as wonderful as those benefits are my favorite are the many ways that you can use literacy narratives to encourage student encounters with and explorations of language. I find the literacy narrative to be an useful scaffold for any number of student engagements and lessons. Literacy narratives rock my world because they help me transform students into writers and they can help you too. Here are some of the benefits of literacy narratives:

**Exorcism** – Many students bring baggage, sometimes small tote bags and sometimes large steamer trunks, filled with bad experiences with reading and writing. These experiences, these voices in their head, tell the student that they cannot write and that they will never be a writer. As long as those voices are allowed to live then their promise will be fulfilled. If the student is to become a writer then they must banish these ghosts. Exposing these voices to the light in the literacy narrative is a key step in this process.

**Scar tissue** – So many of our students arrive in our classrooms battered and bruised and bearing scar tissue that interferes with their movement. We need to reduce that scar tissue before they will be fit enough for the journey to writer. It is not enough to simply banish the voices whispering that we are not writers, but we must reduce the scar tissue they developed over the years. The only effective balm for this scar tissue is words on a page. We must write through and over these scars to defeat them.

**Overcoming resistance** – One of the toughest pieces of baggage students bring with them, and I mean Samsonite tough here, is their resistance to writing. They don't like it. They think it is all meaningless drivel that will earn them a poor grade no matter how hard they work and they don't see its purpose to their education or life. They have been told over and over (through explicit and implicit feedback) that they have nothing of value to say. Reading and sharing literacy narratives can help students join an academic conversation. They do have something to say about this topic and even if their words reinforce and echo the words of others it is still an entry point – maybe the first opportunity they have ever had. - See more at: <http://metawriting.deannamascle.com/10-ways-literacy-narratives-will-rock-your-world-or-at-least-your-writing-classroom/#sthash.haGZ718l.dpuf>

**Success** – Joining that conversation successfully is a tremendous event for many struggling writers. Learning that you are not alone with your frustrations and challenges is huge but when others read your words and affirm that what you wrote had value and interest is often a tremendous turning point for these writers. This may be the first success they have had with their writing.

**Connecting** – Even those students who do not bring a lot of baggage to unpack, literacy narratives can be a powerful learning tool. Beginning with their own as well as studying the work of their peers and the many published narratives available in print and online also offers writers the opportunity to look for the larger threads that run through this vast body of writing. What can we learn about writing, learning, and humanity from these stories? There are infinite possibilities from explorations of culture and social justice and so much more.

**Purpose** – One of my favorite ways to use the literacy narrative is to use it as an ongoing tool to record and reflect on the many ways that students interact with language in their personal, academic, and professional lives. I use the literacy narrative as an active demonstration of the uses of language for thinking, learning, and communicating. It is also a powerful stepping stone to studying (or creating) the literacy narratives of professionals in their field to understand the many purposes of writing.

**Learning** – I use the literacy narrative to move from the many purposes of writing to developing a much broader definition of writing and writer than most bring with them into my classroom. While they may encounter writing in many different forms, most students have a pretty limited definition of who is a writer – usually a creative writer – and I seek to push that definition to encompass many other types of writing.

**Scaffolding** – The literacy narrative is also a wonderful scaffold for a number of assignments in a variety of disciplines. Obviously it can spring board rhetorical studies such as genre and discourse community but it can also lead to discussions of power and culture. I like to assign my literacy narratives in parts. The first part addresses some of the interventions I mentioned earlier (exorcism and scar tissue) but I also like to have an ongoing reflection that looks at their encounters with language throughout the semester – both in my class and in others – to demonstrate just how much context and purposes change and that writing is always in flux and that writers need to adapt to address these changing circumstances.

**Writing** – There is only one way to learn to write. You need to write and you need to do it for a purpose as well as receive regular feedback and support. Literacy narratives are a wonderful way to require lots of writing that offers opportunity for feedback but does not require assessment. The purpose of the literacy narrative is not to create a polished piece of writing (although one may come of it in the end) but rather for students to engage in, reflect on, and discuss writing. Framing your literacy narrative as a reflection journal or class blog (two of my favorite strategies) will mean that your students will generate thousands of words over the course of a semester as well as spend countless hours thinking about and talking about writing. Any assignment that can do that is a huge win in my book. - See more at: <http://metawriting.deannamascle.com/10-ways-literacy-narratives-will-rock-your-world-or-at-least-your-writing-classroom/#sthash.haGZ718l.dpuf>

**Transformation** – I don't teach writing. I teach writers. My goal is not to foster the production of the perfect argument paper. My goal is to effect the transformation to writer. I do not succeed with every student in every class, but I know that using techniques such as the literacy narrative helps more students transform into writers. - See more at: <http://metawriting.deannamascle.com/10-ways-literacy-narratives-will-rock-your-world-or-at-least-your-writing-classroom/#sthash.haGZ718l.dpuf>

#### **About the Author:**

Dr. Deanna Mascle is the director of the Morehead Writing Project , KCTE/LA 's Web Master and she teaches writing at Morehead University. You can see all of her blog posts [HERE](#).

KCTE/LA

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## BOOK FEST 2015

Pre-registration is now open for [Book Fest 2015](#)— held at Northern KY University on May 1st. Money is due by March 30. (\$13 per student)

Please visit the Book Fest site [HERE](#) to pre-register.

This year contests include: Book Trailer and essay contests. There will also be an opportunity for your school to select a Roving Reporter to report events of the day in a production that they create after Book fest and submit for the RR contest.

**This year's guest author is [Margaret McMullan](#).** Themes include Civil War and Holocaust workshops. You can find a comprehensive Teacher Resource Page for all Book Fest books [HERE](#).

**Don't forget to register**  
for the Conference!!

Lessons, Technology Integration, Common Core Resources, Sessions aligned to the PGES, and so much more! Come prepared **with PO's with special** offers from exhibitors in the fields of PD and curriculum!

Register [HERE](#)



Have you heard of Unite for Literacy?

The site offers 120 Diverse books with 26 language narrations— perfect for emergent readers everywhere! And it is FREE!!!!

Find the site [HERE](#)

Did you Know the National Writing Project has a daily E-Paper? You can find it [HERE](#) to sign up to have it delivered right to your inbox!

Have you heard of Educator Help Website? A new website that offers Common Core aligned lessons by subject, resources for Special Education, a forum for collaboration and an opportunity to publish your writing! See the Site [HERE](#).

NCTE Offers a connected community for collaboration and many ELA resources. Visit [HERE](#).