OCTE Chalkboard
PO Box 9126
Portland, OR 97207-9126

OCTE Read

BOOKMARKS:

Call for Ideas:
Are you willing to share any of your great classroom community building ideas for the new school year? Please submit your ideas and experiences; we would love to publish your! Contact us at publications.octe.org@gmail.com.

2022 NCTE Annual Convention:
The NCTE national convention is live! Join thousands of your literacy colleagues on November 17-20 in Anaheim, CA to connect, learn, and energize. Registration is now open at convention.ncte.org.

OCTE 2022 FALL CONFERENCE
Groups of 5 or more only pay $45 each!
Email octe.org@gmail.com for the registration code.
Perks from attending the Fall Conference:
• One credit available through Western Oregon University
• PDU certificates
• Reduced rate for groups of five or more
• OCTE membership
• Free book for all those registered before October
• Exhibits
• Vendors
• Book Signing

October 22, 2022 – Beaverton, Oregon

Keynote: Kim Johnson, Oregon author of This Is My America and Education Equity Leader

Kim Johnson held leadership positions in social justice organizations as a teen and in college, and is now an author and vice provost at the University of Oregon. She maintains engagement in various organizations while also mentoring Black student leaders and serving as a graduate advisor and member of an Historically Black sorority. This Is My America, her bestselling novel, explores racial injustice against innocent Black men who are criminally sentenced and the families left behind to pick up the pieces. She is an award-winning novelist, with 2021 accolades that include the Oregon Spirit Book Award, Pacific Northwest Book Award and Malka Penn Human Rights Award for Children's Literature.

Her upcoming novel, Invisible Son, will hit the shelves in 2023!
(From her website: kcjohnsonwrites.com)
Other Conference Presenters:

Creating Inclusive and Engaging History Readers for Elementary Students: K-5
Melissa Schachler, Eliza Canty-Jones and Diana Kruger
Portland Public Schools & Oregon Historical Society
Portland Public Schools (PPS) and the DHS-a forged partnership with their community to create readers for their students. Learn how this PPS worked with the Oregon Historical Society and a Teacher Advisory Group to create two new Portland history readers for third- and fourth-grade students.

Using Wordless Books to Inspire Literacy Development with Students Learning English: K-5
Michelle Schmid
Reading Specialist / Portland Public Schools
Michelle will present how wordless books inspire many themes and culturally diverse authors and characters. We will explore how to use these to develop oral language, as well as writing and foundational English skills. This presentation will be useful for all ages of learners, K-5, 6-6.

You Have a Story!: The Evolution of a Book-Publishing Project in an Elementary Classroom: K-5
Margaret Perrow and Kim Neisswanger
1st Grade Teacher & Professor of English
Ruch Outdoor Community School & Southern Oregon University
The presenters will share lessons from a decade of book-publishing projects in a first-grade classroom. They'll explore how the process has evolved, consider the impacts on students, and offer tools and suggestions for incorporating book-publishing into English language arts instruction.

How Do I Read These Anyway?: How to Transform Yourself into a Graphic Novel Reader: Grades 6-6
Coley Lehman
Doctoral Student & Research Fellow Teacher College
This session will discuss the role of graphic novels as part of a comprehensive literacy curriculum, then draw from research with a teacher book club where middle school teachers engaged in an exploration of graphic novels. Participants will see excerpts from the books and engage in discussion about the methods and strategies of graphic novels. Participants will engage in a sample lesson they could use in their classrooms. The lesson will focus on the specific strategies and skills readers use to deeply understand graphic novels.

Transformation: The Power of Poetry: Grades 6-8
Trisha Emer
Substitute Teacher & Lincoln County School District
Poetry encourages student voice, their personal expression, in a way no other genre can. In this session, participants will explore specific scaffolded poetry—particularly using personification and metaphor. A variety of mentor texts will invite and support students’ own creativity.

Celebrating Forbidden Love: A Question of Fair(ness) in Othello: Grades 9-12
Suzanne Cichowicz
University of Oregon
This presentation will look at the ways in which the themes and conflicts of Othello are as relevant today as they were when the play was originally published. The presentation will defend and justify the use of Shakespeare in today’s classroom. The presentation will also explore how to use these to develop critical thinking and analytical skills.

Shifting the Balance: ways to bring the science of Reading into the Balanced Literacy Classroom
A Book Review by Michelle Schachler
Anyone who cares of the so-called “reading war” or the pendulum swing of literacy practices endorsed by the masses, will appreciate the research and non-nonsense approach of Barshes and Kuriyama in their book Shifting the Balance: Ways to Bring the Science of Reading into the Balanced Literacy Classroom. This book offers both the language and the science to promote teaching all that we have learned, but reframe our use of instructional practices to those that are most effective. Each student learns how to read their own way, and we need to have a wide array of tools. Knowing why those tools work is science, and can help us effectively give students the right tool at the right time.

“Some argue that there is a disconnect between research and classroom practice. Some argue that things are out of balance in the balanced literacy classroom. Still others argue that the methods in many classrooms are making learning to read harder rather than easier, especially for the children most at risk of reading difficulties.”

... "the methods in many classrooms are making learning to read harder rather than easier.” Teaching methods could be making it harder for students who are experiencing difficulties learning to read? It could be making it harder for students to learn to read! Swinging from one pendulum extreme to the other leaves us so much in between! In my case I have seen swings from whole language to basal readers, then from whole-language approach to phonics based, and now from balanced literacy back to structured word reading skills. There is value in each of these approaches. But why? And why all the back and forth? Shifting the balance goes on to explain both in a way that educators can use in their classrooms, and in their discussions when called on to explain their approach to teaching literacy. Without getting on the pendulum or joining in an unhelpful “war” Organized around common misunderstandings, explained by the latest research, there are six chapters that broaden thinking around reading comprehension, phonemic awareness, phonics, high-frequency words, the cueing system frequently referred to as MSV and text used for beginning readers. Every chapter begins with an explanation of reading skills. There is value in each of these approaches. But why? And why all the back and forth? Shifting the balance goes on to explain both in a way that educators can use in their classrooms, and in their discussions when called on to explain their approach to teaching literacy. Without getting on the pendulum or joining in an unhelpful “war”.

Chat with the Oregon Spirit Book Award Authors
The Oregon Spirit Book Awards are presented yearly to the author of a distinguished contribution to children’s literature or young adult literature that engages and encourages readers’ imagination, discovery, and understanding, reflecting the spirit and values held by Oregonians.

Free Book with Registration
Chat with the Oregon Spirit Book Award Authors (OSBA) - General Interest

NCTE Affiliate Summer Conference: Homecoming by Trish Emerson
The National Council of Teachers of English (NCTE) is the largest organization in the world dedicated to improving the teaching and learning of English. NCTE believes that every student deserves access to high quality education and every teacher deserves the support he or she needs to transform students’ lives. NCTE provides a diverse array of resources to support the work of English educators. NCTE is dedicated to serving its members.

OCTE sent two board members as representatives, Trish Emerson and Heidi Hanson, to the Affiliate Leaders Meeting (ALM). The goal was to connect with other local organization leaders and to prioritize how, going forward, OCTE could best serve its members.

In her welcoming remarks, NCTE President Emily Kuhrigard emphasized that NCTE is an organization that supports and is supported by its affiliates. “We need each other; we are not alone.” That truth proves especially true as the high ed colleagues relearn the value of the resources that exist and that they themselves can be a resource for other colleges and professionals in service to NCTE’s mission of dedication, “to improving the teaching and learning of English and the language arts at all levels of education.”

The many discussions throughout the weekend, lively and far-reaching, targeted effective leadership, organizational sustainability, and post-pandemic resilience—the desire to move past survival to thriving.

Shelly Buchanan
Arbor School & San Jose State University
The research-based Student-Driven Inquiry framework for learning will be presented in this session. Six fuels innate learner curiosity and differentiation by encouraging each student to investigate, write, and share on a topic of personal interest that matters. (Session for general audience)

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Teach Writing Without Making Your Eyes Bleed: Grades 9-12
Jan Friddy
Seaside School District
In a perfect world, students write daily and teachers respond with notes of encouragement, suggestion, and correction... With a hundred students this sort of ideal give-and-take is impossible. There are strategies to achieve this goal without tears running. This presentation will include teaching strategies and specific assignments designed to teach writing and respond to it in a human scale. These include journaling & brainstorming, a short essay or narrative used to teach MLA format, response (RUGS), the summary (pepico), and framed essays. (Session for secondary, higher education)

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