Once again, the Spring Conference will be held at Ashland High School, and teachers are encouraged to combine their visit with play attendance at the Oregon Shakespeare Festival.

OCTE Spring Conference
April 20, 2013 ~ Ashland

Francine Prose, Keynote Speaker

Bestselling novelist and writer, National Book Award finalist, author of Reading Like a Writer, will speak on that topic at the OCTE’s spring conference. “The trick to writing is reading—carefully, deliberately, and slowly. Quality reading informs great writing.”

“One of our finest writers.”—Larry McMurtry

Other reviewers agree: “One of a handful of truly indispensable American writers.” “A writer's delight!” “Mesmerizing and hilarious.” “Has a knack for getting to the heart of human nature.” “Screamingly funny.” “Francine Prose is a keen observer, and her fiction is full of wryly delivered truths and sardonic witticisms that come from paying close attention to the world.”

OSF Plays in April:

The Taming of the Shrew
King Lear
The Unfortunates
Two Trains Running
My Fair Lady
A Streetcar Named Desire

See these plays April 19–21
800-219-8161

Chalkboard is the newsletter of the Oregon Council of Teachers of English, an organization that has existed for more than 99 years to support teachers of English and the language arts in Oregon elementary and secondary schools, community colleges and universities.

Chalkboard is our way of keeping our many members and friends informed about OCTE activities, programs of the National Council of Teachers of English, conferences and learning opportunities for students, research tidbits, book recommendations, and more.

Chalkboard is a member of the NCTE Information Exchange.

For inquiries, please contact:

OCTE
P.O. Box 9126
Portland, OR 97207-9126

Editor:
Wendy Weber
wendyweber@redmond.k12.or.us

Teachers are invited to apply for an OCTE grant to fund projects that assist them in the classroom. Grants of $250–500 are available to develop curriculum, purchase materials, or for other uses that enhance instruction in language arts/literacy.

Download the grant application or submit online:
http://octe.org/awardsandprograms_grantopportunities.html

The deadlines for submitting grant proposals are July 1 or November 1. Direct inquiries to:
John Scanlan john.scanlan@pendleton.k12.or.us

The Power of Publishing Student Writing

Few things light up the eyes of students as much as seeing their stories and essays in print. Margaret Perrow, Southern Oregon University, and Kim Neiswanger, Ruch Elementary School, Jacksonville, used a $250 grant from OCTE to publish more than two dozen books written and illustrated by students. Along the way, their students learned peer editing and revising techniques, fulfilled district writing goals, met Common Core standards, and developed an enthusiasm for writing that spilled into other classrooms. Join Perrow and Neiswanger at the spring conference to learn ways to turn your classroom into a publishing company for minimal costs.
Session I
CONCURRENT SESSIONS 8:00–8:55

iSpeak and iRead: Using iPod Touches in Literacy. See what iPod Touches can do in the classroom. Learn to create useful and interesting podcasts and other techniques that can be shared within the school community and beyond. Creating meaningful lessons and assessments that will impact all learners is a powerful tool. (K–12) Jody Bean, Gardiner Middle School, Oregon City. Room 202

Holocaust Education through Literature. Holocaust education teaches about prejudice, empathy, and shows bullying in the extreme. Focusing on the four roles of the Holocaust—the tormentors, the victims, the bystanders, and the rescuers—an educator can have students interact with history, literature, and from a personal connection. Nothing I have taught has ever been as meaningful or as anticipated by students. (6–8) Marcella Stepp, Talmadge Middle School, Central School District, Independence. Room 203

F.R.A.M.E.-ing Literacy. F.R.A.M.E. is an acronym for Focus Reading/Response around Meaningful Essentials. F.R.A.M.E.s are designed to center a struggling student's interaction with a text through development and application of beginner critical theory/thinking skills that scaffold deconstruction and critique of literature. (6–12) Justin Wilson Gabor, Gervais High School, and Jeremiah Franzen, David Douglas High School. Room 204

The Odyssey, Bob Dylan, and The Hunger Games: Drawing on Your Passions, Connecting Students to Theirs. Whether you're looking for new approaches to teaching “classic” texts or hoping to integrate “non-canonical” texts into your classroom, this panel will help you think about innovative ways to draw on your own passions and connect your students to theirs, while supporting the CCSS in reading, literature, and language. (6–12) Margaret Perrow, Southern Oregon University, and David Brown, Spencer Faunt, and Christina Burns, SOU Students in the MAT Program. Room 205

Session II
CONCURRENT SESSIONS 9:00–9:55

Making Sense of the Common Core. An overview of how the Common Core State Standards for English language arts are changing teaching for all our students. (PK–12) Virginia Petitt, Southern Oregon ESD, Medford. Room 202

Reading Deeper to Write Better. Reading and writing are mirror behaviors that mutually enhance the quality of the other. Learn how response blogging, use of graphic organizers, and aspects of choice can affect reading and writing at the middle and high school level. (6–12) Mary Chase, Consultant, Portland. Room 203

Update on Children’s and Young Adult Literature. Recent literature for elementary, middle and high school students will be presented. Curriculum connections for literature in a variety of genre and formats, current trends, and resources for teachers will be covered. (K–12) Paul Gregorio, Portland Community College. Room 204

The Magic of the Independent Project. Imagine: The student in the driver’s seat, pursuing a course of study in an area of personal interest, making informed decisions about methods of learning, including reading, viewing, listening, practicing, writing, and creating, with the teacher riding shotgun, helping the student navigate. Come hear stories of students taking the wheel in authentic inquiry. (K–12) Shelly Buchanan, Ridgemont Ridge Middle School, West Linn, and Maureen Milton, Arbor School of Arts & Sciences, Tualatin. Room 205
Session III
CONCURRENT SESSIONS 10:00–10:55

Creating Performance Tasks for Middle School/High School Common Core. This session will explore how middle school and high school language arts teachers can take their existing curriculum and adapt it to create meaningful tasks that will increase literacy skills in their students. We will focus on tasks that require students to evaluate, synthesize, and use evidence to support claims. (6–12) John Scanlan, Sunridge Middle School, Pendleton. Room 202

Sleuthing Duncan's Chamber: An Active Approach to Close Reading for the Classroom. This session will demonstrate how teachers can get students on their feet exploring text to discover meaning, character, and ideas. Participants will investigate what exactly happens in King Duncan’s chamber and then work in collaborative groups to interpret those events. (6–12) Kirsten Giroux, Oregon Shakespeare Festival, Ashland. Room 203

Vigorous Learning in Rigorous Times. Today’s emphasis on rigor in K–12 grades often precludes the student-centered choices and activities that make learning meaningful. This presentation will focus on the importance of vigorous teaching in elementary and middle school classrooms. (K–8) Joanne Yatvin, Retired Writer, NCTE Past President, Portland. Room 204

Writing Beyond the Five-paragraph Essay. Despite the research challenging the five-paragraph formula, this approach to the literary essay persists. In this presentation, a teacher and a teacher educator will present research and strategies to support students in writing essays that demonstrate thinking, not formula. (6–12) Kristi Latimer, Tigard High School, and Kimberly Campbell, Lewis & Clark College. Room 205

Session IV
CONCURRENT SESSIONS 11:00–11:55

She Could Have Been My Friend: Using Letters and Diaries to Connect Today’s Kids to Yesterday’s Writers. One of the fundamental concerns of adolescents is friendship. By reading primary source texts that consider friendship (those of Emily Dickinson and Anne Frank), I help these historical writers become more relatable, palatable, and understandable to today’s middle schoolers. (6–8) Lynette Gottlieb, Ashbrook Independent School, Corvallis. Room 202

Becoming Literate in Different Disciplines. In this session, six student teachers and their professor will describe the particular skills necessary to reading their disciplines and the activities they use to involve their students in reading and thinking like a historian, scientist, mathematician, etc. Discussion with participants will follow the presentations. (6–12) Peter Thacker, David Midkiff, Nicole Kenney, Cara Downs, Lindsay Allen, Chris Walker, and Sarab Warsaw, University of Portland. Room 203

My Year of Non-words Words. I will report on my year of making up words and the lessons of word formation and word study in the classroom—from blending, clipping, and affixation to folk etymology and nyms and the mysteries of double entendre. (K–12) Edwin Battistella, Southern Oregon University, Ashland. Room 204

My Word! The Power of Publishing Student Writing. This session will introduce participants to a process of professionally publishing students’ writing in books. It considers practical issues related to implementing a publishing project, how book publishing can support writing instruction (emphasizing revision), and key writing and listening/speaking standards in the Common Core. [The original project was supported by an OCTE classroom teacher grant.] (K–12) Margaret Perrow, Southern Oregon University, and Kim Neiswanger, Ruch Elementary School, Jacksonville. Room 205

Session V
KEYNOTE ADDRESS 12:00–12:55

“Reading Like a Writer”—Francine Prose
Ashland High Auditorium
OREGON COUNCIL OF TEACHERS OF ENGLISH
2013 Spring Conference • April 20, 2013
ASHLAND HIGH SCHOOL • 201 S. MOUNTAIN AVE. • ASHLAND, OREGON

PRE-REGISTRATION FORM
Pre-registration deadline: April 4, 2013

Name ___________________________ Street Address ________________
City ____________________________ State/Zip ______________________
Phone ___________________________ School ________________________
E-Mail address(es) ____________________________

CONFERENCE REGISTRATION

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Conference Schedule:
7:30 a.m. - Registration
8:00 a.m.–11:55 a.m. - Concurrent Sessions
12:00 p.m.–12:55 p.m. - Francine Prose
1:30 p.m. & 8:00 p.m. - OSF Plays
800-219-8161

On-site registration will be $100 for everyone. A group pre-registration for 5 or more OCTE members is available at $45 each.
Check a group form by email octeorg@gmail.com. Pre-registration deadline: April 4, 2013. For information see octe.org

Make checks payable to OCTE and send to: Barbara Wiegele • 14867 SE Orchid Avenue • Milwaukie OR 97267-2454

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Earn one graduate credit from PSU (separate registration at the conference). Earn 6 Professional Development Units for continuing licensure.