NCTE Mourns the Loss of Executive Emeritus Kent Williamson

Great leaders of organizations provide a combination of vision, practical acumen, and generative motivation. As the executive director of the National Council of Teachers of English, Kent D. Williamson combined those qualities with a sharp mind and a soft spot in his heart for his colleagues. This great leader died on Sunday morning, June 7th, and will be missed by tens of thousands of NCTE members who benefited from his insights and actions across three decades.

NCTE has honored Kent with the establishment of the Kent D. Williamson Policy and Advocacy Center in Washington, DC, and will mark his legacy at its 2015 Annual Convention. For now, we remember a man whose firm leadership and gracious manner nurtured a professional association and all those who had the privilege of knowing him.

Kent Williamson’s life and legacy will be honored in multiple ways. The Kent D. Williamson Policy and Advocacy Center has been established to continue Kent’s commitment to supporting educators through effective policies and practices. A memorial gift can be addressed to NCTE with notation that it is in memory of Kent: the gift will contribute to the work of the Center. Memorials can also be made online.

Visit our website (http://tncouncilofteachersofenglish.webs.com/) for more details on leadership opportunities with TCTE.
TCTE ANNUAL CONVENTION
Nashville, TN

Scarritt-Bennett Center
Sept 18-19, 2015

The Tennessee Council of Teachers of English annual convention will be held at the Scarritt Bennett Center located at 1008 19th Ave S, Nashville, TN 37212. Registration includes Friday keynote, lunch, and workshops, as well as Saturday continental breakfast and breakout sessions. No refund or fee reduction is possible for those unable to attend the meals. Registration confirmation will be emailed.

Please visit our website to download the registration form or to register online. www.tncouncilofteachersofenglish.webs.com/annual-conference

For questions concerning registration contact Rob Wade at dwight.robert.wade3@gmail.com
By Perihan Fidan

Abstract

Instructions in classrooms always display the need for diverse teaching and learning. To be able to meet each student’s needs, teachers must be able to incorporate differentiated instruction into their classrooms. Incorporating differentiated education enhances student learning and increases the quality of lessons by manipulating the content, process, and instruction. One way to engage students and support all their needs is to create QR (Quick Response) codes to include multimodal activities, which encourage students to make personal connections and motivate them to learn more skills. Accordingly, this paper explores what QR code is and its usage in the classrooms as a differentiated instruction.

Introduction

In differentiated classrooms, teaching is based on student individual needs. Multimodal teaching techniques motivate students to acquire more skills. Teachers who appreciate positive differentiated learning instruction and look for different ways to incorporate it in their lessons have larger potential to connect school learning with out of school experiences (Tomlinson & Santangelo, 2012). Thus, incorporation of various strategies, such as technology, promotes content understanding and support differentiated learning. Although QR codes are somewhat foreign in education, it has been hypothesized that numbers in usage of this system will increase in the near future with the training of new users and implementing new instructions (Hicks & Sinkinson, 2011).

Why differentiated instruction?

Instruction in classrooms always demands for diverse teaching and learning. What works for one student may not work for the others. To be able to meet each student’s needs, teachers must be able to incorporate differentiated instruction into their classrooms (Parsons, Dodman, & Burrowbridge, 2013). Differentiated learning instruction means providing instruction to each student according to one’s individual needs. This is also known as individualized instruction. Aldridge (2010) explains that differentiated instruction is not about changing what is being taught, instead, it is about changing how it is taught. According to Aldridge (2010), differentiated instruction is also about taking his or her unique cultures, beliefs, and backgrounds into consideration and revealing each student’s strengths. Parsons et al. (2013) expand Aldridge’s views and talk about the necessity of it by stating that “planning instruction that is based on individual student needs, interests, and learning profiles is crucial in differentiating instruction” (p. 42). For that reason, all teachers should manipulate their lessons to meet the diverse needs of all students due to the fact that everyone learns and understands differently. Burns, (2013) describes differentiated classrooms as a place where children succeed through tasks that are designed to meet their diverse learning styles. As a matter of fact, incorporating differentiated learning enhances student learning and increases the quality of lessons by manipulating the content, process, and instruction. In their book titled Literacies, Kalantzis and Cope (2012) explain that every child brings their past knowledge and life experiences with them. Therefore, no two experience would be the same. They highlight the importance of differentiated instruction by stating that:

“Learning succeeds or fails to the extent that it engages the varied subjectivities of learners. Engagement produces opportunity, equity, and participation. Not engaging produces failure, disadvantage, and inequality. The dilemma for
teaching is that, no matter how much filtering is done according to the demographic categories (example age, gender, ethnicity) from person to person, learners invariably remain different.” (p. 386)

**Technology and instruction**

Incorporating differentiated learning to enhance student engagement and increase the quality of lessons are part of Common Core Standards. This means that teachers now must incorporate different methods of instruction to fit the learning needs of all kinds of students, whether they are regular educated or gifted. (Burns, 2013).

Furthermore, the study conducted by Tomlinson and Santangelo (2012) reveals that educators appreciate positive differentiated learning instructions, and even look for different ways to incorporate it in their lessons. Multimodal teaching techniques help students make personal connections and motivate them to learn more and acquire more skills. Accordingly, teachers who engage students’ prior knowledge by using videos, photographs, and audio clips into their lessons have larger potential to connect school learning with out of school experiences. Essentially, the use of these differing medias is to allow all students to comprehend material, despite each having different learning methods.

Technology is a powerful equipment that assists students to solve problems while actively engages them. Alsafran (2012) states that computers and technology only improve and enhance learning. To add on, using different learning tools takes the focus from the teacher to give it to the student by engaging students and making them responsible for their own learning (Mo, 2011); consequently, this method of instruction allows for an overall classroom understanding. Technology also reinforces children’s social development. On the analytic study of 87 articles, authors Hsin, Li, & Tsai (2014) found that technology had positive influence on enhancing the developmental learning of young children. Their study furthermore revealed that technology especially reinforced children’s social interaction and development.

Students are more motivated to learn when the lessons are engaging. On a similar study conducted by Lee (2015) discovered that children’s motivation and confidence to learn more were increased because of their interaction with digital devices. The inclusion of technology, therefore, enhanced student learning and motivated them to have meaningful learning experiences.

**QR codes in the classroom**

It is fundamental to give students a reason to learn. Capturing the interest of students can make a whole world of a difference on teaching and learning. One way to engage students and support all their needs is to create QR (Quick Response) codes to include multimodal activities. These two dimensional codes, which have the encoded data or web address, redirect the user to the appropriate information and network (Lai, Chang, Li, Fan, & Wu, 2013). Lai et al.’s study about QR codes and their outdoor usefulness indicated that QR codes “provided additional opportunities for interaction facilitated teaching in a diverse range of locations” (p. E61).

Technology such as iPads, iPods, and computers are already part of the enrichment of the lessons taught in many schools. A teacher who teaches a long unit could use QR codes to incorporate videos, discussions, storytelling, art projects, and podcasts to shorten the lecture time and allow for students to learn with media instead. With technology in their hands, students could create their own questions and discover the answers though web searching.

**What is a QR Code?**

QR code, an abbreviation for Quick Response
code, is similar to a barcode image. Instead of a barcode which gives you the price of an object, this is a two-dimensional code that takes you to a specific digital destination when scanned with a mobile device. More specifically, QR codes are barcodes that are used to collect information about a specific subject (Adkins, Wajciechowski, & Scatling, 2013).

QR codes hold much more information than regular barcodes and can include text, video, images, email addresses, contact information, or a website. Rather than scanning only left to right like regular barcodes, QR codes scan both left to right and up-down. These codes, however, can only be read with a code reader program or app (Robertson & Green, 2012). There are many free code readers that will work with different devices. The only thing one needs is mobile equipment that can download apps. (Editors’ Note: For sample code readers, please see QR Code Readers & Generators on page 9.)

Where does it fit in a classroom?

QR codes can be used in different ways within the classroom, depending on the students’ needs and the teacher’s instructional method. QR codes can enable educators to teach the same concepts using different means. They can be used in lectures or presentations. A YouTube video, for example, can be connected to a QR code that is placed on a slide. They can be linked to a survey or a questionnaire that students will use in class or to information about a core topic in a subject area that students can find at the library or a website or used as an exit ticket that is linked to an activity or audio/video of the lecture. Another function of QR codes could be for assignments, homework, and blogging to give examples of the lesson. One could also be used on books to provide more details about the novel, author, illustrator, or the publisher. Additionally, QR codes can be used on posters in the classroom to add more video/audio content to them.

An alternative method of integrating QR codes is to give groups of students differing QR codes, and then allow them to explore that particular site which appeals to their learning method (Hertz, 2011). The sites and questions that students are required to explore could allow them to learn with diagrams, videos, maps, steps, definitions, or other methods presented. As an alternative, the students in the class could all be given the same QR code that leads to a site, though the topics the students explore would be different.

Lai et al. (2013) state that QR codes “can be used as learning material or an experimental tool to investigate students’ learning performance” (p. E61). As a result, integration of QR codes could be a unique way to guide students to a specific subject area. It can be used outdoors for scavenger hunts, to connect any objects to online information or give information about a specific building, environment, or any organism description.

In addition, QR codes would also be an excellent way to connect all content areas. Students could create stories in English, watch science experiments and virtual anatomy videos in science, and follow tutorials that detail how to solve a particular question in math, or learn the history of a specific place in social studies. As a result, QR codes enhance classroom instruction by adding different learning styles for visual, auditory and kinesthetic learners.

How to create QR codes

Creating a QR code is very quick and easy with no cost. There are a number of websites you can use to generate QR codes, such as:

http://www.qrstuff.com

http://qrcode.kaywa.com

http://www.qr-code-generator.com/

Through these websites one can choose the format for the QR code. Formats can include a web address, text files, pdf’s, mp3, images, phone number, or contact information (Robertson & Green, 2012). Next, the information sought needs to be linked to the QR code. If the desired data on the QR code is a text message, then ‘text’ needs to be chosen and typed in the box. If the desired data is on a website, then a web URL needs to be pasted in the selected section. After choosing the appropriate

Ultimately, differentiated teaching and technology tie in together, because technology can be used to serve students in different ways and allow them to learn using methods that sync with their learning manner.
format, you click on the ‘Create QR code’ tab which then generates a unique code just for the selected type of information. The final step in the process is sharing the QR code you generated. This is accomplished by copying the QR code and then pasting it into an email, posting it in your classroom, or printing it to share with students. As an added bonus, one can attach the QR code to any object. This could be a classroom wall, a worksheet paper, a t-shirt, a contact card, or a sign. Therefore, anyone who scans that code will access the information that was embedded in it. Moreover, QR codes do not have to be black and white. It can also be embedded with different colors to use for different subjects. Adding a color to QR code can make it more powerful and interactive.

If students do not have a mobile device, they can use a webcam and a desktop version of QR reader software from http://www.qrstuff.com/. For a video tutorial on how to use a desktop version of QR readers check out http://www.youtube.com/watch?v=AMKBF3LKNak.

**Conclusion**

By presenting a link to specific information, QR codes can save paper, conserve teacher’s time, and assist students with assignments. The method of teaching incorporated with QR codes can enable pupils to learn independently and understand the lessons in their own style. QR codes function in many different ways to satisfy student needs and communication, thus the style of incorporation is dependent upon the instructor.

Differentiated teaching is a necessity within the classroom due to the incorporation of teaching methods that appeals to all students. It allows students with different learning needs to retain the information that they are required to learn. Technology is an influential tool that assists students to solve problems while actively engaging them. It can be used as a method to teach students using various mediums and appeal to a wider variety of individuals. This type of interactive learning is engaging for the student due to the motivation behind learning and having fun in doing so. Ultimately, differentiated teaching and technology tie in together, because technology can be used to serve students in different ways and allow them to learn using methods that sync with their learning manner.

Conclusively, QR codes incorporate a wide variety of possibilities with content, which allows for students with their own different needs to learn the educational material they need to understand using diverse technological mediums to allow for retention within each student.

Perihan Fidan is a doctoral student in Exceptional Learning at Tennessee Technological University with a research interest in STEM instruction and education. She has her Bachelor’s degree in Elementary Education, Master’s degree in Secondary Education Mathematics, and is currently working as a Graduate Teaching Assistant in Curriculum & Instruction.

**To submit an article for Tennessee English Journal, please email editor Susan North at susan-north@utc.edu.**
QR Codes 101: Listening for Information

By Melissa Comer

Scan the QR Code using a QR Code reading app (i.e. Qrafter, on the Apple App store at https://itunes.apple.com/us/app/qrafter-qr-code-barcode-reader/id416098700?mt=8) for information about the Fraterville Mine Disaster. After listening to the song, answer the questions.

Questions Relating to Song

1. Why do you think there are no instruments to accompany the song? Is the message more powerful or less powerful because of this?

2. When did the disaster strike?

3. What were the effects of the disaster?

Dr. Melissa Comer, former TCTE President, is a Professor in the College of Education at Tennessee Tech University where she teaches technology and literacy-based courses.
Interested in using QR Codes in your classroom? If so, check out the following QR code readers and links for generating QR codes.

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QR Code Generators

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DATE CHANGE: TCTE Convention  September 18-19

Register online today!
Teaching grammar and getting it all in on a block schedule in the spring semester is a challenge because time is limited. That’s due in part to frequent snow days, several dates for standardized testing, and just regular interruptions. Actually, time is limited no matter what semester it is, and grammar is always difficult to teach. Nonetheless, there are standards we must cover before the final end of course exams roll around. So, I have to pick and choose what I need to teach in class, what I can send home, and what needs to be deleted altogether. Grammar is one standard that must be covered, but it’s a huge umbrella encompassing so many skills that it becomes overwhelming to plan for. I could teach from bell to bell everyday with nonstop grammar and still not get it covered. Here are five classroom-tested ways I’ve found to cover all that grammar.

1) Flipped Classroom Videos: I recently discovered the value of the “flipped classroom.” I was aware of the idea but had never tried it. I hadn’t tried it because I just couldn’t really place an effective way to make use of it – until this year. My students struggle with grammar concepts, as most students do. They actually asked me for more lectures on grammar because they were concerned about the ACT. But, I just couldn’t devote large chunks of class time to PPT presentations of grammar. Even though they said they wanted more instruction and practice, I don’t really think they wanted that either. My solution was to try the flipped classroom concept. Each week on Tuesday afternoon, I send out a link to a grammar tutorial via remind.com. It is a short video over one skill. I encourage students to watch it as many times as needed and to take notes. We will typically work on the same skill or skill set for a few weeks but with a different video each time. So, where do I get the videos? I certainly don’t make them myself ;)! I once had a college professor say, “Work smarter – not harder!” All the videos I send come from youtube.com. Some of my favorite go-to channels are GrammarBytes, Shmoop, The Sentence Center, MrsBartonFWA, and MisterSato411. These weekly videos work pretty well for my juniors and seniors partly because most grammar has been covered by the time they get to me, so a quick refresher typically will suffice. Even with younger students,
though, I could see the value in sending home the video link the day before a lecture to set it up. The more times they hear and see the information the better.

2) Worksheet Wednesday: Students need regular practice with specific isolated skills. If you are like me, you have tons of worksheets and grammar workbooks around collecting dust. I put those to use on Wednesdays several years ago. Each Wednesday when students come in the room, they have a grammar worksheet to pick up and do as a grammar drill for the day’s starter. It’s timed (10 minutes), but they can use their notes. The worksheet usually has some notes at the top and focuses on one grammar skill at a time. The skill covered on Worksheet Wednesday is the same skill from Tuesday night’s flipped grammar video. Another place to get free and quality worksheets is TPT, of course, and Grammar Bytes.

3) Daily Proofreading Starters: On Monday, Tuesday, and Thursday, my daily starter is two sentences with various mistakes. My literature textbooks came with a set of daily starters to use. I have those on the board when students come in, and they know to get started making corrections. I give them time to write the sentence as is, and then they go back and make corrections with a red (or colored pen). We go over the answers together, and I use that time to provide any additional instruction, explanation, or rules. It takes about 10 minutes each day. They keep up with their corrections and notes in their folder from day to day.

4) Weekly Quizzes: Weekly quizzes go hand-in-hand with the daily proofreading starters. When I first started doing the daily proofreading, I was collecting notes and notebooks and giving credit for that. It was cumbersome and so time consuming, and I realized I wasn’t actually assessing if they knew those grammar skills we had worked on all week. I was just measuring if students could take notes and keep up with them! At that point, I started making multiple-choice weekly grammar quizzes. The task was huge, but after several years I had a nice compilation. Since they are multiple choice, my students can take them on the ActivExpressions, and that makes easy grade recording for me! We take the short quizzes on Friday, and go over the answers immediately. I spend time discussing why one answer is correct over the others, and then students take time to chart their scores and make notes on strengths and weaknesses. It’s a 15 minute time commitment, and students often report increased scores on ACT after having worked through the daily starters and weekly quizzes. My grammar quizzes are linked in the picture below. Another excellent place I get multiple choice grammar practice is from TpT’s Fun Act Prep store.

Coming soon in July of 2015 will be my complete writing program that will include these quizzes, daily starters, links to the videos I use, and worksheets for Wednesdays. That bundle will be listed in my
store, so be sure to follow there for the updates!

5) Old-fashioned Homework: One way to get more grammar practice in is to assign homework, but it needs to be homework that requires application. Grammar homework (worksheets) typically has right or wrong concrete answers, thus making it very easy for students to cheat. Instead of assigning worksheets like this, have students write 10 sentences or a paragraph demonstrating their understanding of sentence structure, subject verb agreement, or parts of speech, etc. This way you can be certain their work is original as it will be easy to spot “shared work.”

If all else fails, we forego extra reading time or a "Making Literature Come Alive" activity from our book clubs and do traditional grammar lectures via PPT.

Editors’ Note: This article was reprinted with permission from http://faulknersfastfive.blogspot.com/2015/04/tips-for-covering-grammar.html.

Julie Faulkner has taught English for 12 years and journalism for 8 years with experience at the middle school, high school, and college level. She has taught regular, honors, and inclusion classes in rural and suburban settings. Julie also teaches Prek-k in Children's Church and have taught K-2 in Awanas. Julie holds a MA in English and an Ed.S in Instructional Leadership, and has worked as a CCSS ELA training specialist. She writes, “To me, my job is about teaching students to see, make, and appreciate real-world connections. The world around them is full of opportunity, and I want them to notice that and seize it. My teaching style is engaging, student-centered, collaborative, hands-on, critical-thinking inducing, fun, innovative, and standards-driven.”

Julie is a teacher-author of numerous articles in journals and of several resources for purchase. She also write for her blog: Faulkner’s Fast Five @ http://faulknersfastfive.blogspot.com.

We want to hear from you! Help us feature what you want to read in upcoming issues.

We’re looking for:

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- Teaching blogs you love, and
- Events from your classroom, school, or local chapter.

Please email Melissa Comer at mcomer@tntech.edu or Kristen Trent at kpennycuff@tntech.edu.
Running to Write: Responding to a Quote by Ethan Comer

"I suddenly really get that I am lucky. I'll never do a 55 flat in the 400 again, but I will stand on my own again." (Part 2, Chapter 12, The Running Dream, p. 127).

The quote above from The Running Dream shows that Jessica was okay with losing a leg. At first she was freaked out and worried that she would never run again. But, she didn’t give up. She kept on doing her therapy, exercising, talking with her friends, and getting out there. Toward the end of the book she wasn’t afraid to show her leg. She had accepted losing it. When she helped with the carwash she wasn’t mortified to let people see her. Jessica finally got that she was lucky; she could have died in the accident. She was determined to stand on her own again and did.

When I read this quote, it made me think that Jessica would never let anything get her down. She was positive and exuberant and determined to run again. If something like this happened to me I hope that I would act like Jessica. She had a lot of good friends and support from her family. I’m sure that helped her to get better. When you think about it, most of us are pretty lucky. I’ve got some pretty cool friends, pretty good dad, an awesome mom, and an okay sister. If I had an accident like Jessica’s I know they would be there to help me.

Running to Think: Exploring Feelings & a Recommendation by Jordan Comer

When I was little I wouldn’t try tacos because I thought they were nasty. My family and I were on a road trip and my mom got two extra soft tacos, one for me and one for my brother. I was starving so I decided to try it; I literally fell in love. I didn’t want to read The Running Dream at all. Jessica says on page one, “My hopes, my dreams, my life. . . it’s over.” When I read this sentence I thought the book would be boring and really sad. So, I turned to page 332, the last page in the book, and read, “This is my new starting line.” Jessica would be okay. That last sentence made me want to figure out what happened to her, what made this to be her new starting line. Just like my feelings changed about the tacos, my feelings changed about reading the book.

I was happy, almost exuberant, when Jessica was able to take a shower and run again. When she couldn’t run or shower on her own, I felt upset because I knew how miserable I would be if I couldn’t do the things I love, like gymnastics. Running was something Jessica loved; when she couldn’t run it turned into her worst nightmare. Over and over, Jessica says that her life is over and she will never be able to run again. This would be scary, just like a nightmare. If I had been her, I think I would have felt mortified knowing that I couldn’t climb the stairs and do things that normal people with two legs could do. Jessica met Chloee at the doctor’s office and saw that she was a below-the-knee amputee too. This made me happy to know that Jessica wasn’t the only one with missing legs.

Right after the accident Jessica said, “Why did this happen to me? Why didn’t this happen to someone else?” When I read that line, I got mad at Jessica and decided that I didn’t like her. It’s not right to wish something bad upon anyone else or yourself. As I kept reading I started to like her again because she had confidence in herself about running. Another time I got mad was when Jessica first hooked up with Rosa. When she saw Rosa she thought she was with special needs kids and called them freaks. Rosa was in a wheelchair and Jessica thought she had to be special needs because of that. It turns out that she and Rosa became really close friends so I forgave Jessica.

My mom told me that the way I got mad at Jessica and then forgave her reminded her of the way I am with my friends. In a way, Jessica seemed like a friend. So, after reading The Running Dream, I would recommend it to others in 7th grade and up. It’s not really for 6th graders. It just seems to be for older kids.

Editors’ Note: This work was completed, in part, as a summer reading assignment for the two authors’ eighth grade English classes at Norris Middle School in Norris, Tennessee. The authors were to read the novel The Running Dream by Wendelin Van Draanen. For more information about the author and novel, check out the blog at http://www.powells.com/blog/contributors/the-running-dream-by-wendelin-van-draanen/
Some Websites to Check Out
(Suggested by Melissa Comer)

The Form Swift Common Core Lesson Plans website offers free lesson plans that are customizable, easy to use, and highly professional.” There is no registration required and lesson plan templates are available for math, science, and English.

Website Link: http://formsswift.com/common-core-lesson-plans

The InstaGrok website allows you to “research any topic with an interactive concept map that you can customize and share.” Some of their innovative features include a Key Facts, Interactive Visual Interface, and Integrated Journals components.

Website Link: http://www.instagrok.com/

Tired of ads popping up while browsing the internet? If yes, you can download AdBlock Plus for free. It’s customizable and even blocks ads on Facebook and YouTube.

Website Link: https://adblockplus.org/

The Bookemon website is a book-publishing site that allows you to create your own e-book for free, using one of their templates or one you design from scratch. If interested, you can also purchase printed copies of books for a minimal fee.

Website Link: http://www.bookemon.com/

You can make infographics (online, interactive posters) for free at Smore. They have several templates to choose from and, once created, you can share the link via email or on websites, embed the flyer, and track analytics. For an All About Me example, see https://www.smore.com/qg7y8-all-about-me .

Website Link: https://www.smore.com/

Interested in journaling? Check out Penzu, an online journal that allows you to write in privacy or share entries with others. You can customize your journal’s appearance and insert pictures if you desire. It’s free! Or, for more bells and whistles you can go pro for a minimal fee.

Website Link: https://penzu.com/
Princess Academy (2005) was written by Shannon Hale and published by Scholastic. It was recognized as a Newbery Honor book in 2006 which peeked my interest right away. It’s a young adult fantasy novel surrounded around Miri and her dreams of being accepted as an important part of her village. As soon as Miri comes into the picture, you will be won over, rooting for her and her dreams.

Miri’s village is on the mountain top, miles from the lowlanders. The village of Mount Eskel is poor and relies on the linder quarry. Everyone, including children and women, work in the quarry. Everyone, that is, except Miri. Her father refuses to let her in fear that he will lose her just like he lost his wife. So, Miri honors her father’s wishes and stays at home but is desperate to make a mark in her village. A unique opportunity presents itself for her to do just that when an important visitor from Danland, the place where royalty lives, visits Eskel. The messenger announces that the prince needs a princess and that princess will be chosen from Mount Eskel!

While I will not tell you if Miri is the person chosen as the princess or if she realizes her dreams, (you have to read the book to see what happens), I will tell you that the magic within Mount Eskel and its stone linder is incredible. Miri has a wonderful future ahead of her! As you read the book you may think you have it all figured out, but you have no idea. The love within the village is strong, magnificent, and sweet. The ending is even sweeter. It definitely will leave you, the reader, wanting more so it is a good thing there is a sequel to this thrilling adventure.

After reading, I felt a myriad of things, from scared and sad, to hopeful, happy, and content. Princess Academy is not just for young adults but for the young at heart as well. I can appreciate everything this book has to offer.

Jessica Lee is a pre-service teacher at Tennessee Tech University’s 2+2 Program at Roane State Community College in Oak Ridge, Tennessee.

Editors’ Note:
For more information about the novel and the author, please visit the Shannon Hale official website at http://www.squeetus.com/stage/main.html.
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