

2026 WSRA Conference

*Embracing the Challenge Together:  
Achieving the Joy of Literacy for All*



February 5-6, 2026

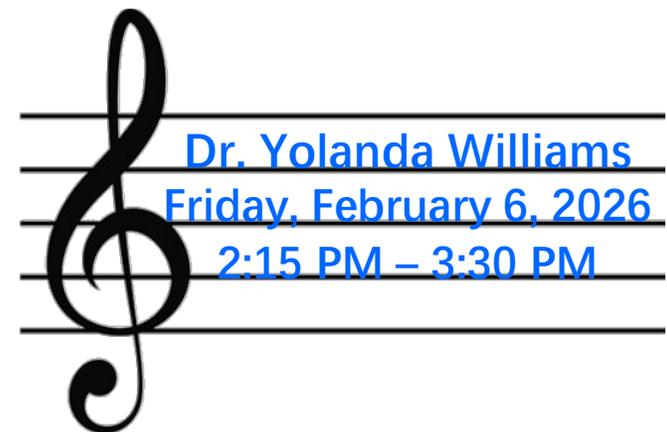
Baird Center, Milwaukee, WI

*WSRA... providing leadership, advocacy, and expertise.*



# I Can Read...Music!

Close Reading and Lyrics  
Analysis for Fluency,  
Comprehension,  
Integration  
and  
Engaging Instruction

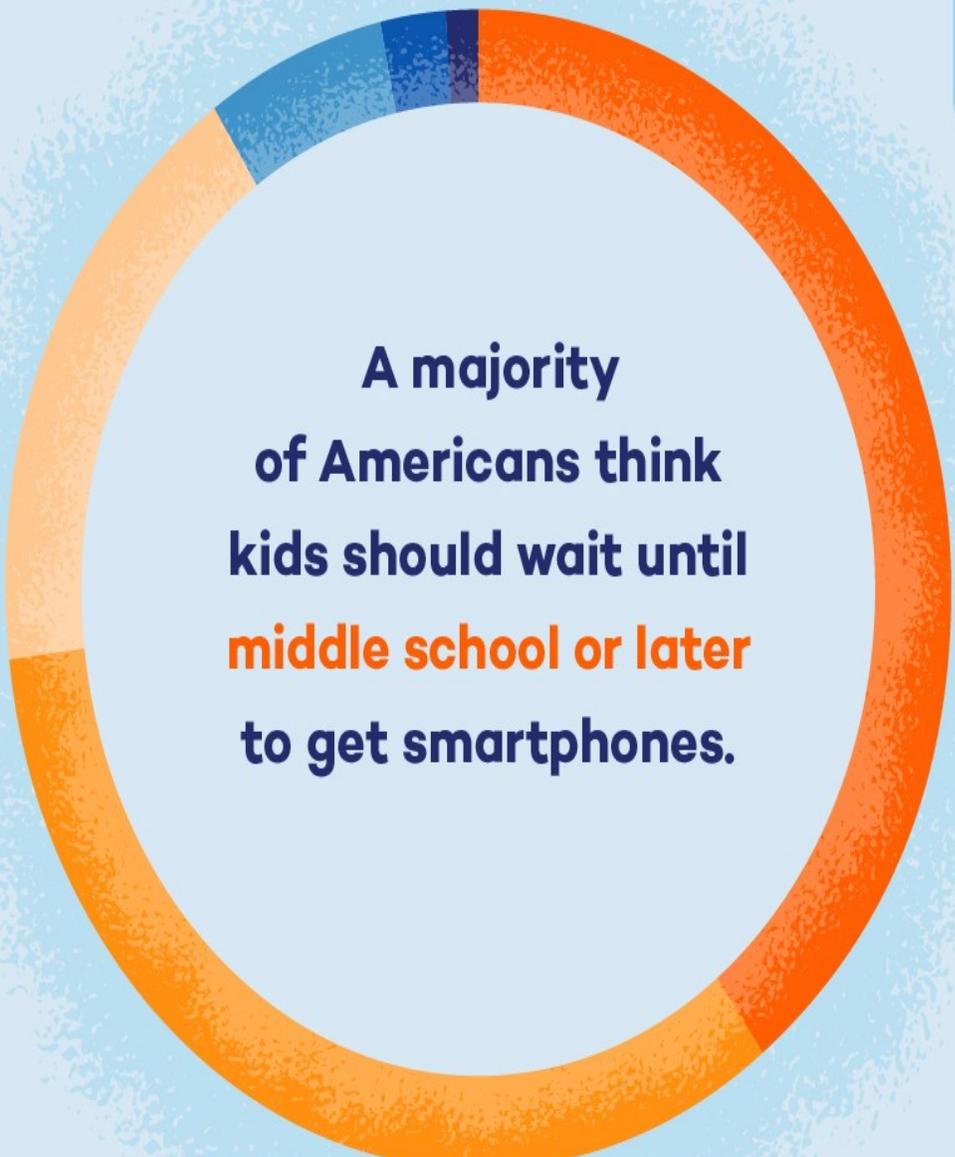




Our 21<sup>st</sup> century learners are constantly connected to technology.

- This is how they currently “hang out.”
- They gather, but not together.
- The groups are unaware of their surroundings.

We surveyed 1,000 Americans about kid's smartphone use.



A majority of Americans think kids should wait until **middle school or later** to get smartphones.

- 40% Middle school
- 33.2% High school
- 17.7% Older than high school
- 5.9% Elementary school
- 2.4% Younger than preschool
- 0.9% Preschool

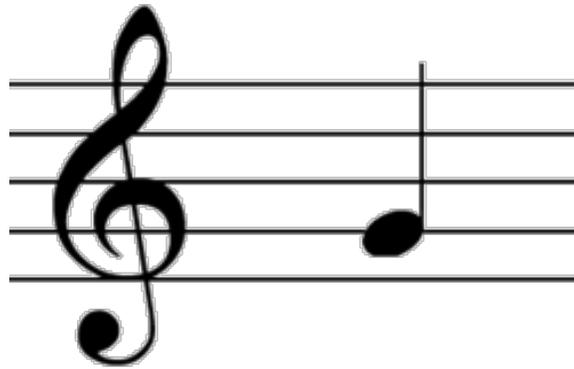
**40%** of Americans think kids should **wait until middle school** (ages 11–13) before getting smartphone, while **one-third** of the respondents said that parents should **wait until high school** to give their kids smartphones.

However, music is a cool instructional **TREAT!**



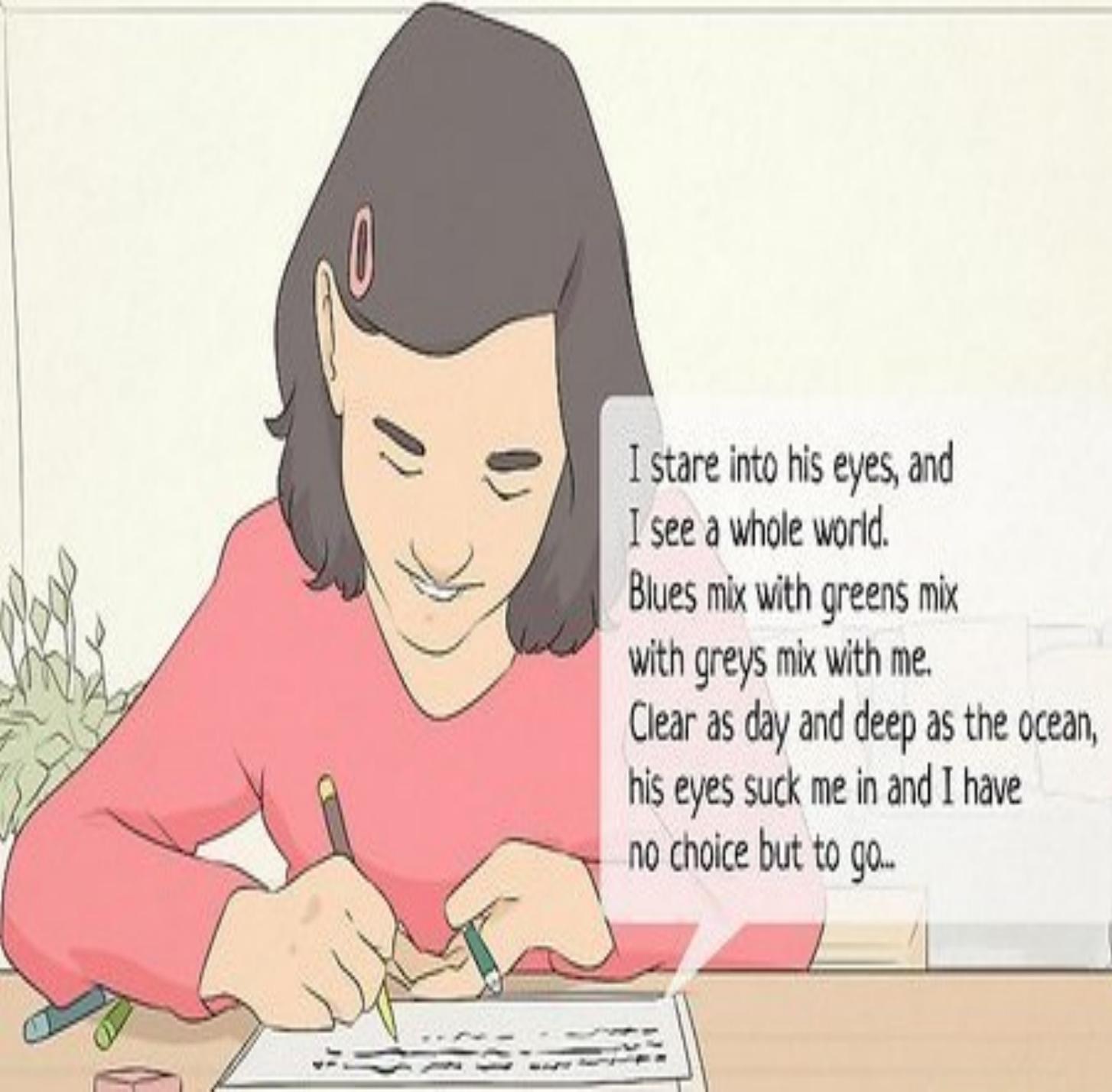
# Close Reading

Reading the lyrics like a story, using close reading strategies such as reading the text several times looking for story elements, literary elements, grammar, story structure, and academic vocabulary.



# Lyrics Analysis

Playing the music supports understanding words and the author's purpose. Musical words repetitions, beats, rhythm aid in fluency to transition to reading the text for solid comprehension.



# Music Lyrics Usefulness

**Fluency**

**Literature**

**Current Events**

**Language Arts**

**Poetry**

**Life Lessons**

**History**

**Critical Thinking**

**Personal Growth**

**Vocabulary**

**Writing**

## Close Reading

- Select song.
  - Determine the purpose.
    - Language
    - Literature
    - Social Studies
- Listen and follow along with music the first time for enjoyment.
- Read through a second time for unfamiliar words/phrases.
  - Annotate.
- Read through a third time stanza by stanza.
  - Discuss
  - Annotate
- Draw conclusions.
- Listen to the song again with new insight.

## Song Analysis Questions

- Who is telling the story? What is their perspective? How do they feel? What is making them feel this way?
- What is the mood of the song? Do the lyrics or the music contribute more to the mood?
- What figurative language do you notice in the lyrics? Why might the songwriter have chosen to include that figurative language?
- What could the songwriter be saying about human nature or society through their lyrics? How could you write a theme statement about these lyrics?
- What textual evidence can you provide to support your answers?



- “I Just Called To Say I Love You”
  - Calendar
  - Sequence
  - Common & Proper Nouns
  - Singular & Plural Nouns
  - Figurative Language
  - Adjectives

- “Life Is What It Is”
  - Antonyms
  - Optimism
  - Figurative Language
  - Parts of Speech

- “The Way You Do the Things You Do”
  - Adjectives
  - Similes
  - Metaphors
  - Hyperbole



“Verb, That’s What’s Happening”

- Tenses
- Definitions
- Subject/Predicate

“A Noun is a Person Place or Thing”

- Proper & Common
- Questioning

“Unpack Your Adjectives”

- Comparative
- Questioning
- Suffixes



The Rance Allen Group



Stevie Wonder

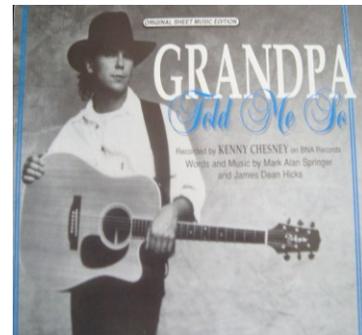
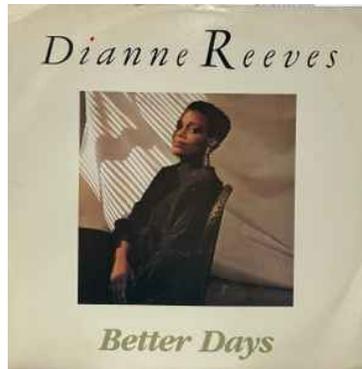
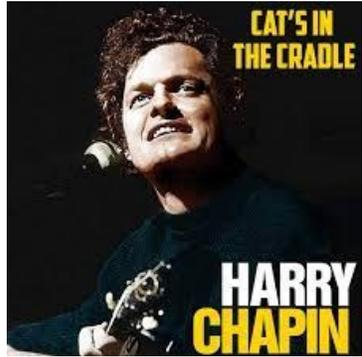


The Temptations



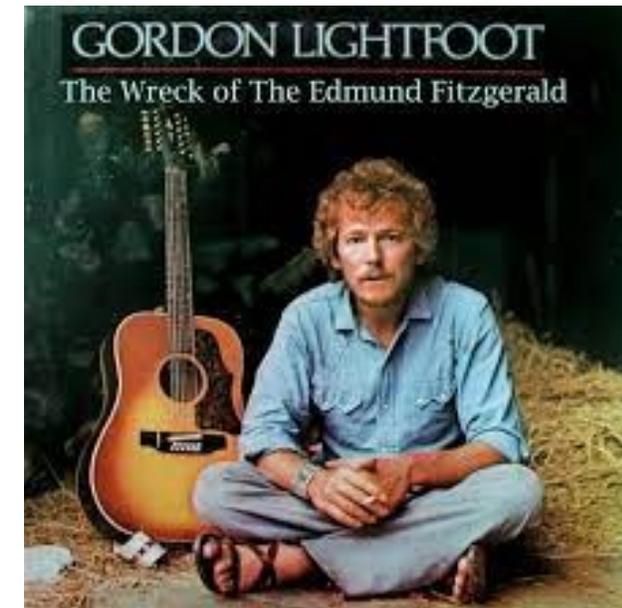


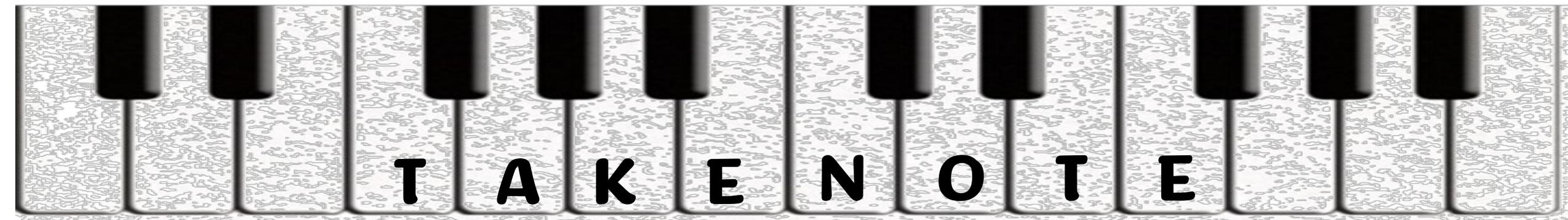
- “No Charge”
  - Mother & Child
  - Setting
  - Theme
  - Math
  - Vocabulary
  - Double Meanings
  - Dialogue
  - Character Analysis
  - Beginning/Middle/End
  - Problem/Solution
- “Cats in the Cradle”
  - Father & Son
  - Setting
  - Theme
  - Structure
  - Beginning/Middle/End
  - Character Analysis



- “Better Days”
  - Grandmother & Granddaughter
  - Character Analysis
  - Theme
  - Beginning/Middle/End
  - Figurative Language
  - Belief System
  - Life Lesson
  - Writing
- “Grandpa Told Me So”
  - Grandfather & Grandson
  - Character Analysis
  - Theme
  - Belief System
  - Writing

- “Midnight Train to Georgia”
  - Point of View
  - Setting
  - Theme
  - Problem/Solution
  - Writing
  - Inference
- “The Night the Lights Went Out in Georgia”
  - Setting
  - Beginning/Middle/End
  - Problem/Solution
  - Mystery
  - Cliffhanger
  - Writing
  - Figurative Language
  - Plot
  - Character Analysis
  - Writing
- “The Wreck of the Edmund Fitzgerald”
  - Based on a True Story
  - Compare & Contrast Facts





**T A K E N O T E**

Music lyrics tell a story, share history, and aid in discussing current events. Music lyrics also deliver opportunities to review language learning and acquire new language.

Use lyric analysis to open a lesson, unit, or as a formative or summative assessment. Conducting an informal running record with lyrics is also beneficial.

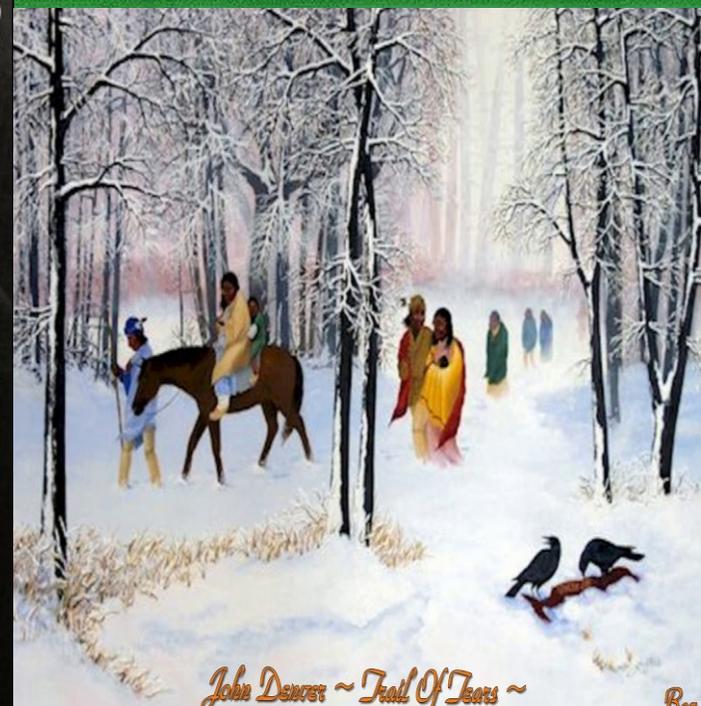
Socratic discussions, group discussions, debates, and creative writing are sure to get students engaged. They will begin to contribute songs for analysis!



**S**  **CIAL**

**STUDIES**

- “Elbow Room ”
  - Westward Expansion
  - Manifest Destiny
  - Goldrush
- “No More Kings”
  - Thirteen Colonies
  - Boston Tea Party
  - American Revolution
- “I’m Just a Bill”
  - Bill to Law
- “Trail of Tears”
  - Native American Removal
  - Key Players
  - Native American Culture
- “Sufferin’ Till Suffrage”
  - Women’s Right to Vote
  - Suffrages
  - 19<sup>th</sup> Amendment





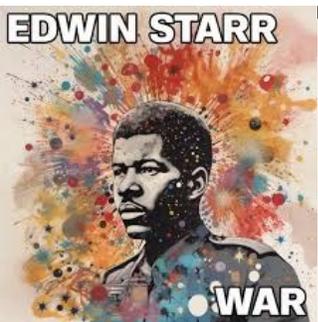
## War & Conflict

- “Still in Saigon”
  - Vietnam War
  - Soldiers
  - Vietnam Veterans
  - PTSD
- “19”
  - Vietnam War
  - Compare to WWII
  - Soldiers
  - Affects of Vietnam War
- “Russians”
  - Cold War
  - Key Players
  - Propaganda
  - World Views
  - Debate
- “War”
  - Vietnam
  - Opinion
  - Debate
  - Affects



## Events of the U.S. & the World

- “Ball of Confusion”
  - Protest
  - Vietnam
  - Government
- “You Haven’t Done Nothing”
  - President Nixon
  - Politics
- “Living for the City”
  - Migration of African American
  - Pollution
  - Racism
  - Figurative Language
  - Inferences
- “The Way It Is”
  - Civil Rights Movement
- “What’s Going On”
  - Protest of Vietnam War
  - Veterans
- “Ceasefire”
  - Protest
  - War





[Verse 1]

A boy is born in hard time Mississippi  
Surrounded by four walls that ain't so pretty  
His parents give him love and affection  
To keep him strong moving in the right direction  
Living just enough, just enough for the city

[Verse 2]

His father works some days for fourteen hours  
And you can bet he barely makes a dollar  
His mother goes to scrub the floors for many  
And you'd best believe she hardly gets a penny  
Living just enough, just enough for the city (Yeah)

[Verse 3]

His sister's black but she is sho 'nuff pretty  
Her skirt is short but Lord her legs are sturdy  
To walk to school, she's got to get up early  
Her clothes are old but never are they dirty  
Living just enough, just enough for the city  
(Mmm)

[Verse 4]

Her brother's smart, he's got more sense than  
many  
His patience's long but soon he won't have any  
To find a job is like a haystack needle  
'Cause where he lives, they don't use colored  
people  
Living just enough, just enough for the city (Yeah)

[Post Chorus] Living for the city (13x)

[Spoken Interlude]

Bus for New York City! Hey, bus driver! I'm  
getting on there, hold it. Thanks a lot. Wow,  
New York, just like I pictured it. Skyscrapers  
and everything.

Hey, hey brother, hey come here slick. (Huh?)  
Hey, you look, you look hip man.

Hey, you wanna make yourself five bucks,  
man? (Yeah) You look hip, run this across the  
street for me right quick. Okay, run this  
across the street for me.

What? Huh? I didn't know! What?

Gimme your hands up you punk!

I'm just going across the street.

Put that leg up, shut your mouth.

Hell no, what did I do?

Okay, turn around, turn around. Put your  
hands behind your back, let's go, let's go.

A jury of your peers having found you guilty,  
ten years.

What?

Come on, come on, get in that cell nigger.

God, Lord.

[Verse 5]

His hair is long, his feet are hard and gritty  
He spends his life walking the streets of New York  
City  
He's almost dead from breathing in air pollution  
He tried to vote but to him there's no solution  
Living just enough, just enough for the city

[Verse 6]

I hope you hear inside my voice of sorrow  
And that it motivates you to make a better  
tomorrow  
This place is cruel, nowhere could be much colder  
If we don't change, the world will soon be over  
Living just enough, stop giving just enough for  
the city



*You never really understand a person until  
you consider things from his point of view...  
Until you climb inside of his skin and walk  
around in it.*

*Atticus Finch -  
To Kill A Mockingbird*





ELA: “The Way You Do the Things You Do”

Literature: “The Cat’s In the Cradle”

Social Studies: “Still in Saigon”

Connection: “The Wreck of the Edmund Fitzgerald”

**Plan of Action...**

**How can we use these songs?**



## DOK 2 – Identify and Explain Figurative Language

1. “You’ve got a smile so bright, you know you could have been a candle.”

► What kind of figurative language is this?

- A. Simile
- B. Metaphor
- C. Personification
- D. Hyperbole

2. “I’m holding you so tight, you know you could have been a handle.”

► What is the singer comparing in this line?

- A. The person’s strength to a handle’s grip
- B. The singer’s tight embrace to holding a handle
- C. The person’s shape to a handle
- D. The person’s coolness to metal

3. “The way you swept me off my feet, you know you could have been a broom.”

► What type of figurative language is used here?

- A. Personification
- B. Metaphor
- C. Simile
- D. Hyperbole

**Answer:** B – The person’s emotional impact is compared to a broom sweeping (metaphor).

4. “The way you smell so sweet, you know you could have been some perfume.”

► What sense does this line appeal to?

- A. Sight
- B. Hearing
- C. Smell
- D. Touch

5. “As pretty as you are, you know you could have been a flower.”

► What type of figurative language is used in this line?

- A. Simile
- B. Metaphor
- C. Hyperbole
- D. Alliteration

6. “If good looks was a minute, you know that you could be an hour.”

► Which type of figurative language does this line use?

- A. Symbolism
- B. Simile
- C. Hyperbole
- D. Irony

7. “The way you stole my heart, you know you could have been a cool crook.”

► What does the metaphor of being a “cool crook” suggest about the person?

- A. They are dishonest
- B. They are clever and charming enough to win the singer’s heart
- C. They literally stole something
- D. They are angry

8. “You made my heart so rich, you know you could have been some money.”

► What feeling does this metaphor express?

- A. Sadness and loss
- B. Loneliness
- C. Love and emotional wealth
- D. Greed

9. “Baby, you’re so sweet, you know you could have been some honey.”

► What two qualities are being compared?

- A. Honey’s taste and the person’s sweetness
- B. Bees and hard work
- C. Flowers and sunlight
- D. Love and time

## DOK 3 – Analyze Meaning and Effect

10. Why does the songwriter compare the person to everyday objects like candles, brooms, and money instead of grand or unrealistic things?

*(Short answer)*

► Think about how this choice affects the tone and makes the compliments feel more personal and playful.

## Group Assignment

**Compare how figurative language is used in this song to another Motown song (like “My Girl” or “Ain’t Too Proud to Beg”). How do both use imagery to express emotion?**

*(Higher-level comparison prompt)*

“*The Way You Do the Things You Do*” by **The Temptations** is a perfect song for teaching **figurative language** because it’s filled with **similes, metaphors, hyperbole, and wordplay**.

Here is a set of **figurative language questions** appropriate for **grades 6–12**, aligned to **DOK 2–4** levels — ranging from identification to interpretation and creative analysis.

**11. How does repetition of “you could have been” shape the rhythm and message of the song?**

- A. It emphasizes admiration by listing all the ways the person is special.
- B. It makes the song sound sarcastic.
- C. It changes the meaning of each line.
- D. It interrupts the flow of the song.

**12. What overall tone do these figurative comparisons create?**

- A. Angry and jealous
- B. Playful and affectionate
- C. Serious and gloomy
- D. Mysterious and secretive

### **DOK 4 – Evaluation and Creative Response**

**13. Choose your favorite metaphor from the song. Explain how it helps show how the singer feels about the person being described.**

*(Short written response)*

**14. If you were to write a modern version of this song, what objects or images might you use today to show admiration? Write two original figurative lines.**

*(Creative writing prompt — e.g., “You’ve got a smile so bright, you could light up my screen.”)*

**15. Evaluate the effect of using figurative language instead of literal description. How would the song feel different if the singer just said “You’re beautiful” instead of using metaphors?**

*(Essay or discussion question)*



## DOK 2: Comprehension & Literal Meaning

**1. What is the main story told in “Cat’s in the Cradle”?**

- A. A son who leaves home to become a musician
- B. A father who is too busy to spend time with his son, and later the roles reverse**
- C. A child who doesn’t listen to his parents
- D. A father who joins the military and misses his family

**2. What activities does the son want to do with his father throughout the song?**

- A. Go fishing and camping
- B. Learn to talk and play ball**
- C. Build a treehouse and play video games
- D. Take a road trip and watch a movie

**3. What is the tone of the song’s ending?**

- A. Hopeful
- B. Regretful**
- C. Angry
- D. Carefree

**4. What do the repeated images of “the cat’s in the cradle and the silver spoon” symbolize?**

- A. Childhood toys and nursery rhymes representing time passing and innocence lost**
- B. Expensive gifts from the father to the son
- C. A bedtime story the boy dislikes
- D. A family pet and a meal together

## DOK 3: Analysis & Interpretation

**5. How does the song use repetition to emphasize the father’s choices and their consequences?**

- A. It reminds the listener of how the father’s words come back to him later.**
- B. It adds humor to the story.
- C. It creates a sense of confusion.
- D. It makes the story seem unrealistic.

**6. How does the father’s attitude toward time change from the beginning to the end of the song?**

*(Short Answer)*

- ▶ Consider how he views spending time with his son early in life versus later on.

**7. When the son says, “I’m gonna be like you, Dad,” what kind of irony appears at the end of the song?**

- A. Dramatic irony — the audience realizes what the father doesn’t until it’s too late.
- B. Situational irony — the son repeats the same neglectful behavior he once disliked.**
- C. Verbal irony — the son is joking about his future.
- D. Cosmic irony — fate causes the father to disappear.

**8. What message do the Chapins want listeners to take away about family and priorities?**

*(Short Answer)*

- ▶ Think about how success and time are portrayed in the song.

## DOK 4: Evaluation & Synthesis

**9. Compare “Cat’s in the Cradle” to another song or story that explores family relationships (for example, “The Living Years” by Mike + The Mechanics or the poem “Those Winter Sundays” by Robert Hayden). What common themes or lessons do they share?**

*(Essay or class discussion prompt)*

**10. If the song were rewritten from the son’s point of view, how might the tone or message change?**

*(Open-ended /creative writing prompt)*

*“Cat’s in the Cradle”* by **Harry and Sandra Chapin** is one of the most meaningful songs for exploring **family relationships, time, priorities, and generational cycles.**



## DOK 2: Comprehension and Basic Interpretation

**1. What is the main topic of the song “Still in Saigon”?**

- A. A soldier’s life during World War II
- B. A veteran’s struggle to adjust after returning home from Vietnam**
- C. A soldier preparing to go to war
- D. A protest against all wars

**2. What does the phrase “Still in Saigon” symbolize?**

- A. The veteran’s inability to return to Vietnam
- B. The soldier’s physical return home
- C. The lasting emotional and mental impact of the war**
- D. The desire to go back to battle

**3. What type of mood or tone does the song create?**

- A. Cheerful and triumphant
- B. Lonely and haunting**
- C. Angry and rebellious
- D. Playful and humorous

## DOK 3: Analysis and Interpretation

**4. How does the songwriter use imagery to help listeners understand the veteran’s experience?**

- A. By describing battle scenes and nightmares vividly**
- B. By focusing on political speeches
- C. By explaining military strategies
- D. By using humor to lighten the story

**5. What internal conflict does the narrator face throughout the song?**

- A. Choosing between serving his country and staying home
- B. Trying to forget the war while still being haunted by it**
- C. Debating whether to reenlist in the army
- D. Missing his family while still fighting overseas

**6. What does the line “My younger brother calls me a killer, and my daddy calls me a vet” reveal about post-war America?**

- A. Families often misunderstood returning soldiers.**
- B. Soldiers were always treated as heroes.
- C. The government provided strong mental health support.
- D. Families were united in their opinions about the war.

**7. How does the song illustrate the theme of isolation?** (Open-ended)

► Consider the narrator’s relationships, memories, and feelings of being “back home but not really home.”

## DOK 4: Evaluation and Synthesis

**8. Compare “Still in Saigon” to another Vietnam War-era song (like “Fortunate Son” by Creedence Clearwater Revival or “Born in the U.S.A.” by Bruce Springsteen). How do they differ in tone, message, or perspective?** (Open-ended or essay)

**9. If you were to direct a short film based on this song, what images, colors, or symbols would you use to represent the narrator’s trauma and memories? Explain your creative choices.**

*(Open-ended or creative response)*

**10. Do you think the songwriter intended the song to criticize war, honor veterans, or both? Defend your interpretation with evidence from the lyrics.** *(Open-ended or essay)*

“*Still in Saigon*” by the Charlie Daniels Band is a powerful Vietnam War-era song that explores **the lingering effects of war, PTSD, and societal misunderstanding of veterans**. Below is a set of **differentiated questions for grades 6–12**, organized by cognitive depth (DOK 2–4), with some multiple-choice and open-ended options.

Verse 1

The legend lives on from the Chippewa on down  
Of the big lake, they called Gitche Gumee  
The lake, it is said, never gives up her dead  
When the skies of November turn gloomy  
With a load of iron ore, twenty-six thousand tons  
more  
Than the Edmund Fitzgerald weighed empty  
That good ship and true was a bone to be chewed  
When the gales of November came early

Verse 2

The ship was the pride of the American side  
Coming back from some mill in Wisconsin  
As the big freighters go, it was bigger than most  
With a crew and good captain well-seasoned  
Concluding some terms with a couple of steel firms  
When they left fully loaded for Cleveland  
And later that night when the ship's bell rang  
Could it be the north wind they'd been feeling?

Verse 3

The wind in the wires made a tattle-tale sound  
And a wave broke over the railing  
And every man knew, as the captain did too  
'Twas the witch of November come stealing  
The dawn came late, and the breakfast had to wait  
When the gales of November came slashin'  
When afternoon came, it was freezin' rain  
In the face of a hurricane west wind

Verse 4

When suppertime came, the old cook came on  
deck sayin'  
"Fellas, it's too rough to feed ya"  
At seven p.m., a main hatchway caved in, he said  
"Fellas, it's been good to know ya"  
The captain wired in he had water comin' in  
And the good ship and crew was in peril  
And later that night when his lights went outta  
sight  
Came the wreck of the Edmund Fitzgerald

Verse 5

Does anyone know where the love of God goes  
When the waves turn the minutes to hours?  
The searchers all say they'd have made Whitefish  
Bay  
If they'd put 15 more miles behind her  
They might have split up or they might have  
capsized  
They may have broke deep and took water  
And all that remains is the faces and the names  
Of the wives and the sons and the daughters

Verse 6

Lake Huron rolls, Superior sings  
In the rooms of her ice-water mansion  
Old Michigan steams like a young man's dreams  
The islands and bays are for sportsmen  
And farther below Lake Ontario  
Takes in what Lake Erie can send her  
And the iron boats go as the mariners all know  
With the gales of November remembered

Verse 7

In a musty old hall in Detroit, they prayed  
In the Maritime Sailors' Cathedral  
The church bell chimed 'til it rang twenty-nine  
times  
For each man on the Edmund Fitzgerald  
The legend lives on from the Chippewa on down  
Of the big lake, they call Gitche Gumee  
Superior, they said, never gives up her dead  
When the gales of November come early

## Comprehension & Literal Meaning (DOK 1–2)

1. What event is the song “The Wreck of the Edmund Fitzgerald” based on?

- A. A fictional sea adventure
- B. A famous storm on Lake Superior
- C. A shipwreck in the Atlantic Ocean
- D. A story about a fishing boat

2. According to the song, what was the Edmund Fitzgerald carrying when it sank?

- A. Passengers
- B. Iron ore
- C. Lumber
- D. Coal

3. Where did the shipwreck occur?

- A. The Gulf of Mexico
- B. Lake Erie
- C. Lake Superior
- D. The Atlantic Ocean

4. How many crew members were on board the Edmund Fitzgerald?

- A. 16
- B. 23
- C. 29
- D. 32

## Interpretation & Analysis (DOK 3)

5. What mood does the song’s melody and lyrics create?

- A. Joyful and celebratory
- B. Mysterious and eerie
- C. Calm and peaceful
- D. Excited and hopeful

6. Why do you think Lightfoot repeats the line “Does anyone know where the love of God goes”?

- A. To emphasize confusion and grief
- B. To show the captain’s bravery
- C. To praise the rescue workers
- D. To celebrate the storm’s power

7. Which line best helps listeners understand the danger faced by the crew?

- A. “The lake, it is said, never gives up her dead.”
- B. “The ship was the pride of the American side.”
- C. “The wind in the wires made a tattletale sound.”
- D. “The church bell chimed ’til it rang twenty-nine times.”

## Critical Thinking & Connection (DOK 4)

8. How does Gordon Lightfoot use imagery to help listeners experience the storm?

- A. He describes the ship’s physical beauty.
- B. He uses sound and motion words to create vivid pictures.
- C. He explains the history of shipbuilding.
- D. He focuses only on the crew’s emotions.

9. If the song were written from the perspective of one of the crew members, how might the story change?

- A. It might include personal fears and hopes.
- B. It would have fewer details about the weather.
- C. It would be more humorous.
- D. It would focus on other ships on the lake.

10. What message or theme do you think Lightfoot wanted listeners to take away from the song?

- A. The strength of nature and the fragility of human life
- B. The importance of modern shipping technology
- C. The excitement of sea exploration
- D. The need for faster shipping routes

# MIDDLE SCHOOL

### DOK 3: Analysis and Interpretation

**1. How does Gordon Lightfoot's use of repetition (e.g., "The lake, it is said, never gives up her dead") contribute to the tone of the song?**

- A. It emphasizes the mystery and finality of the tragedy.
- B. It distracts from the emotional depth of the lyrics.
- C. It provides factual information about Lake Superior.
- D. It adds a humorous element to balance the sorrow.

**2. In what ways does the song blend elements of history and poetry to shape listeners' understanding of the tragedy?**

- A. By focusing solely on technical shipping details
- B. By combining factual events with emotional imagery and rhythm
- C. By rewriting the historical record in a fictional way
- D. By minimizing the emotional impact to focus on accuracy

**3. What is the significance of the line, "Does anyone know where the love of God goes when the waves turn the minutes to hours"?**

- A. It questions divine justice in the face of human suffering.
- B. It suggests the crew lost faith during the storm.
- C. It celebrates the bravery of those at sea.
- D. It refers to sailors' navigation traditions.

**4. How does the song's ballad form influence the listener's perception of the event?**

- A. It turns the story into a mythic, timeless tragedy.
- B. It makes the shipwreck seem less emotional and more factual.
- C. It reduces the tension by creating a predictable rhythm.
- D. It removes the sense of realism from the historical event.

**5. Which literary device is most evident in the line, "The lake, it is said, never gives up her dead"?**

- A. Hyperbole
- B. Personification
- C. Alliteration
- D. Irony

### DOK 4: Evaluation and Synthesis

**6. Compare Lightfoot's portrayal of the Edmund Fitzgerald disaster to how modern media might cover a similar event. What differences in tone or focus might you expect?**

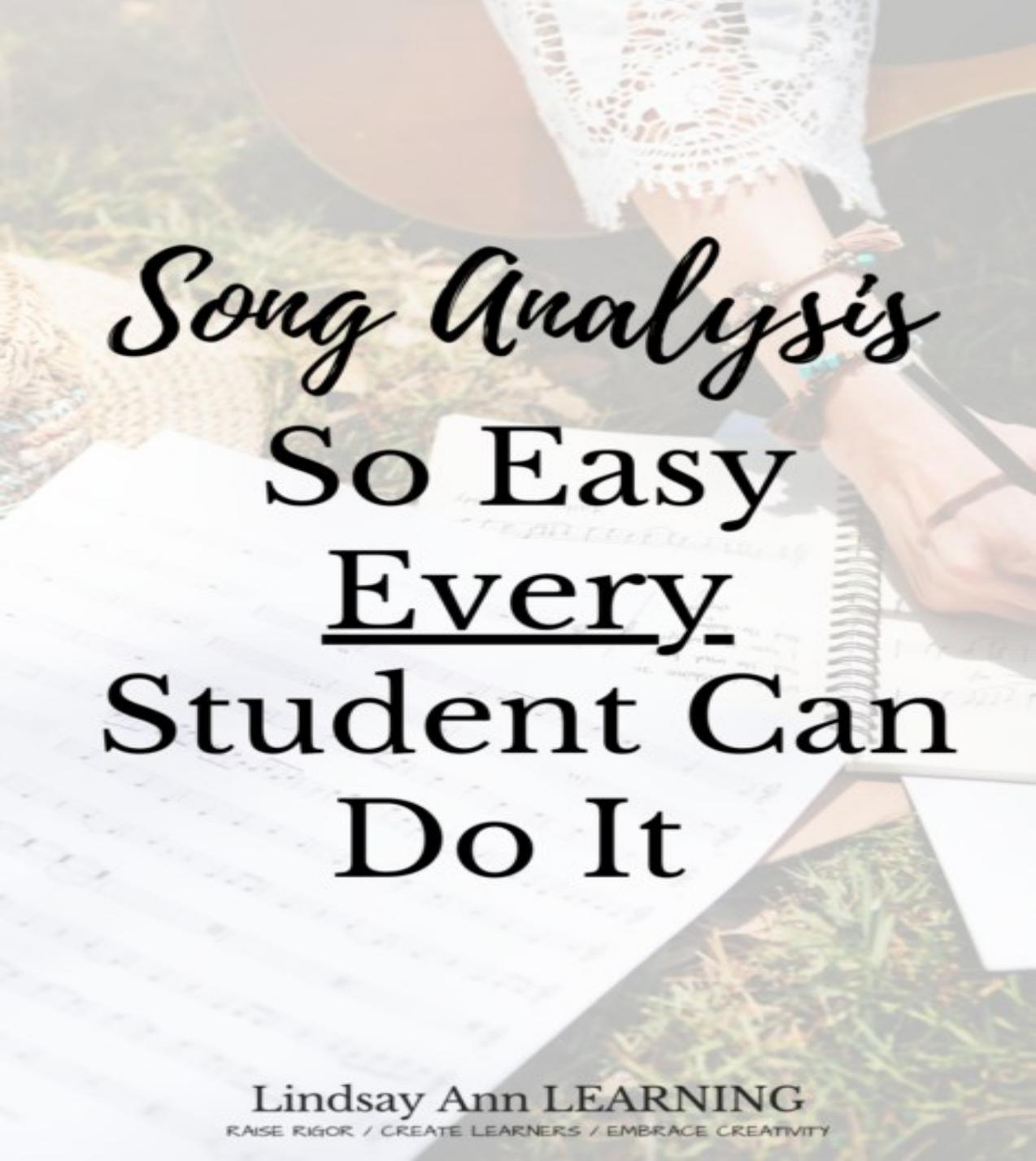
**7. The song memorializes the 29 sailors lost on the ship. How does Lightfoot balance honoring the dead with recounting the stark details of their loss? Provide textual evidence.**

**8. Evaluate whether Lightfoot's song functions more as historical documentation or as artistic interpretation. Defend your answer with examples from the lyrics.**

**9. If you were to adapt this song into a short film or poem, which images or lines would you highlight to convey the mood and theme most powerfully? Explain your choices.**

**10. The ballad was written less than a year after the actual shipwreck. Discuss how immediacy might have affected Lightfoot's tone, perspective, or purpose in writing it.**

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