

INDEPENDENT READING RESOURCES

**How to Implement
Reading Summit Strategies
on Campus**

“Reading makes readers.
Frequent, voluminous, happy
experiences with books—
preferably in a room that’s
filled with **good ones** and in
the **company of a teacher**
who knows how to invite and
sustain a **love of stories**—is
the way to teach and learn
reading for a lifetime.”

- **The Reading Zone** by Nancie Atwell and Anne Atwell Merkel

Dear Colleague,

Welcome to the Scholastic Book Fairs® 2017 Reading Summit!

Your attendance today speaks highly of your commitment to fostering children's reading lives. We know you will walk away inspired and full of new ideas for engaging children with reading. Reading Summits evolve each year to add new content, feature current voices in children's literature and education, and provide more follow-up outreach and resources.

Every summer, teachers, librarians, administrators, families, and authors gather to exchange ideas, learn together, celebrate books and reading, and network with like-minded colleagues. But long after Reading Summits end, these communities continue to provide support and foster collaboration.

We cannot predict the world our children will inherit or the skills and attitudes they will need to be successful, but we know that strong reading skills and habits will remain vital. Reading provides a path for lifelong learning, expands our worldview, and fosters empathy for people with different perspectives and experiences than our own. When we consider the academic, professional, and social benefits of reading, ensuring our children develop a love of reading provides our best hope for a better world.

Scholastic is committed to building positive reading communities for children every day, and we know you are too. Thank you for being here and for being a vital part of this community.

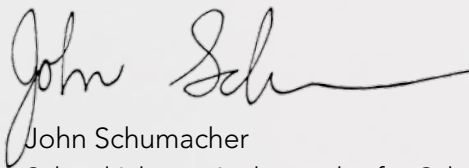
We look forward to learning with you!

Warmly,



Donalyn Miller

Manager, Independent Reading Outreach for Scholastic Book Fairs



John Schumacher

School Library Ambassador for Scholastic Book Fairs

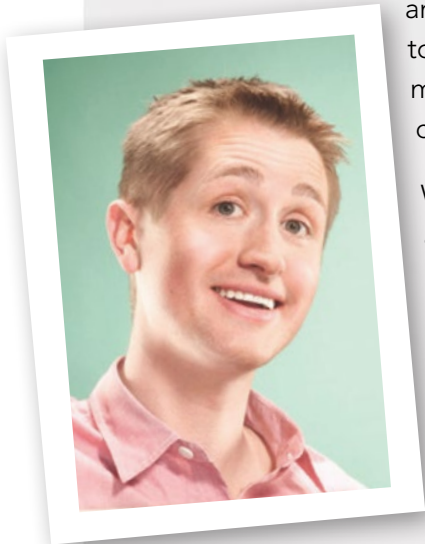


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Make the Most of Your

We invite you to use the information on these pages as a guide to grow your independent reading culture and make the most of your Book Fair. For each group, the top tools and resources are highlighted for easy reference. Enjoy these no-cost tools and resources to propel your independent reading culture forward.

Teacher-Librarians

- Sign up for the Reader Leader blog: [scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)
- Watch the “Mr. Schu Goes to the Book Fair” web series: [scholastic.com/bookfairs/idea-share/john-schumacher](https://www.scholastic.com/bookfairs/idea-share/john-schumacher)
- Watch “The Book Whisperer: Back to the Books” [tinyurl.com/backtothebooks](https://www.tinyurl.com/backtothebooks)
- Review and share the *School Libraries Work!* research that supports the effectiveness of school libraries: [scholastic.com/SLW2016](https://www.scholastic.com/SLW2016)
- Host a Scholastic Book Fairs® family reading workshop during Book Fair week. These workshops support the power of daily reading practice at home, as well as innovative ways to ensure book access and ownership with no-cost resources: [scholastic.com/bookfairs/programs](https://www.scholastic.com/bookfairs/programs) (pages 15-38)
- Encourage the whole school community to share booktalks daily — this is a proven strategy to create demand and interest in reading for pleasure: [scholastic.com/bookfairs/booktalks](https://www.scholastic.com/bookfairs/booktalks)
- Invite the staff to attend a Book Fair preview to increase their knowledge of the newest in children’s literature: [scholastic.com/bookfairs/bookfairpreview](https://www.scholastic.com/bookfairs/bookfairpreview)

Teachers

- Sign up for the Reader Leader blog: [scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)
- Watch the “Mr. Schu Goes to the Book Fair” web series: [scholastic.com/bookfairs/idea-share/john-schumacher](https://www.scholastic.com/bookfairs/idea-share/john-schumacher)
- Watch “The Book Whisperer: Back to the Books” web series with Donalyn Miller: [tinyurl.com/backtothebooks](https://www.tinyurl.com/backtothebooks)
- Ensure daily independent reading in the classroom and at home. Support research:
 - Kids & Family Reading Report™: [scholastic.com/readingreport](https://www.scholastic.com/readingreport)
 - Open a World of Possible: [scholastic.com/worldofpossible](https://www.scholastic.com/worldofpossible)
 - Teacher & Principal School Report: [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport)
- Share booktalks daily. Create a culture where books are the center of conversations; a variety of genres and titles are celebrated; and students are inspired to try books that interest them: [scholastic.com/bookfairs/booktalks](https://www.scholastic.com/bookfairs/booktalks)
- Send home communications and tools to families to support daily reading at home.
 - Share the parent site from Scholastic: [scholastic.com/parents](https://www.scholastic.com/parents). On this site, your families can sign up for free newsletters and take advantage of hundreds of free resources.

Scholastic Book Fair

Supporting Families

- Ensure all families have access to books.
 - Host public library card drives at school — ensure everyone has a public library card.
 - Administer the Family Reading Survey (pages 39-40) available in English and Spanish.
 - Send personal invitations to the Book Fair. Reproducible invitations in English and Spanish can be found by logging into the Chairperson’s Toolkit and accessing Fair Files:
[scholastic.com/bookfairs/cptoolkit](https://www.scholastic.com/bookfairs/cptoolkit) (Note: This is only accessible to Book Fair chairpeople.)
- Ask families if they know their child’s reading tastes and reading level.
 - Share the free Book Fair app which provides book recommendations, author videos, and podcasts:
[scholastic.com/bookfairs/app](https://www.scholastic.com/bookfairs/app)
 - Explain why daily reading is so powerful. Children spend 900 hours a year in school and 7,800 hours outside school, making reading at home critical to success.
 - Share this research with families:
[scholastic.com/readingreport](https://www.scholastic.com/readingreport)
- Teach families to read aloud together on a daily basis.
 - View and share this video from read-aloud expert Lester Laminack:
[youtube.com/watch?v=QEI9wrmrB1o](https://www.youtube.com/watch?v=QEI9wrmrB1o)
- Share **[readingrockets.org](https://www.readingrockets.org)** with families.

Principals

- Share research: **[scholastic.com/readingreport](https://www.scholastic.com/readingreport)**
- Sign up for the Reader Leader blog: **[scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)**
- Host a Scholastic Book Fairs family reading workshop during Book Fair week. These workshops support the power of daily reading practice at home, as well as innovative ways to ensure book access and ownership with no-cost resources in English and Spanish: **[scholastic.com/bookfairs/programs](https://www.scholastic.com/bookfairs/programs)**
- Support your Book Fair with booktalks, communications home to families, and family reading events.
- Host a Book Fair Preview with staff to increase knowledge of children’s literature and build home and classroom libraries.



THE NEED FOR BOOKS IN CLASSROOMS AND AT HOME

THE NEED FOR BOOKS IN CLASSROOMS



56% USE THEIR OWN MONEY TO PURCHASE BOOKS



TEACHERS STILL SEE A NEED FOR MORE BOOKS FOR THEIR CLASSROOM LIBRARIES

TOP 5 MOST NEEDED TYPES OF READING MATERIALS



- 1 Culturally relevant titles
- 2 Books published in the last 3–5 years
- 3 Multiple copies of popular titles
- 4 High-interest, low-reading-level books
- 5 Magazines

THE NEED FOR BOOKS AT HOME

46%

SAY ACCESS TO BOOKS AT HOME IS **NOT ADEQUATE** FOR THEIR STUDENTS

IN HIGH-POVERTY **69%** SCHOOLS



TEACHERS & PRINCIPALS



69%

AGREE THAT ENCOURAGING **READING ALOUD OR INDEPENDENT READING** AT HOME IS AMONG THE MOST **IMPORTANT ACTIVITIES** TO ENGAGE FAMILIES



Join the conversation and follow #teacherprincipalreport.

Explore the Teacher & Principal School Report: Equity in Education at: scholastic.com/teacherprincipalreport



FAMILIES & COMMUNITIES

ARE IMPORTANT PARTNERS IN STUDENT LEARNING



TEACHERS & PRINCIPALS

**99%
AGREE**

“IT’S IMPORTANT TO STUDENT SUCCESS THAT FAMILIES BE INVOLVED IN THEIR CHILDREN’S LEARNING”

**97%
AGREE**

“FAMILIES & SCHOOL STAFF SHOULD BE EQUAL PARTNERS IN SUPPORTING STUDENT LEARNING”

COMMUNICATION IS THE CORNERSTONE OF FAMILY ENGAGEMENT

TOP 5 MOST IMPORTANT ACTIVITIES TO ENGAGE FAMILIES IN STUDENT LEARNING AMONG TEACHERS & PRINCIPALS

87% Maintain ongoing, two-way communication with families

79% Host and encourage attendance at parent-teacher conferences

75% Make school information available in multiple formats

74% Clearly communicate to families what children’s learning goals are for the year

70% Host and encourage participation at family activities and events that involve student learning



**74%
TEACHERS &
PRINCIPALS SAY**

“I NEED HELP ENGAGING THE FAMILIES OF MY STUDENTS IN SUPPORT OF THEIR CHILDREN’S LEARNING”



**85%
HIGH-POVERTY
SCHOOLS**

**55%
LOW-POVERTY
SCHOOLS**

GAPS BETWEEN IMPORTANCE & WHAT’S HAPPENING

MAINTAINING ONGOING TWO-WAY COMMUNICATION WITH FAMILIES

IMPORTANCE | **87%**

HAPPENING | **62%**



COMMUNICATING TO FAMILIES WHAT CHILDREN’S LEARNING GOALS ARE FOR THE YEAR

IMPORTANCE | **74%**

HAPPENING | **52%**



Join the conversation and follow #teacherprincipalreport.

Explore the Teacher & Principal School Report: Equity in Education at: scholastic.com/teacherprincipalreport

ReaderLeader Blog

SUBSCRIBE NOW!

scholastic.com/bookfairs/readerleader

Subscribe to the blog to read the latest posts. Every two weeks, you'll find best practices from educators, the latest in educational news, and no-cost downloadable apps and resources for your faculty, students, and parents.

Blog Roll Call

Scholastic Book Fairs® is honored to have these distinguished guest bloggers contribute:

Becky Calzada – District librarian

Carter Higgins – Teacher-librarian and author

Bonnie Houck – Consultant and author

Travis Jonker – Teacher-librarian and author

Todd Nesloney – Principal and author

Sandi Novak – Consultant and author

Kate Messner – Author

LaQuita Outlaw – Principal

Franki Sibberson – Teacher and author

Katherine Sokolowski – Teacher



We Are All Reader Leaders

by Donalyn Miller

When we fall out of our daily reading habits, reviving them becomes challenging. Both adults and children struggle to prioritize reading at times. When we make time for reading, we communicate to children that reading matters. Our personal investment in reading inspires children to read more¹, but it's too easy to push reading to the back burner. We cannot slide into an aliterate state while telling our children, "Reading is important!"

If we want our children to become lifelong readers, we must show them how to maintain a reading habit when life gets busy. Children are watching and learning from our behaviors as much as our words. How do our reading stances and habits influence children's attitudes about reading? What messages are we communicating to our children about reading and its value? We are all reader leaders for children, and our personal orientation toward reading matters.

Read more at:

scholastic.com/bookfairs/readerleader/we-are-all-reader-leaders

¹Nathanson, S., Pruslow, J., & Levitt, R. (2008). The reading habits and literacy attitudes of inservice and prospective teachers. *Journal of Teacher Education*, 59(4), 313-321.

Krashen, S.D. (2004) *The power of reading: Insights from the research*. Portsmouth, NH: Heinemann.

TOP 5

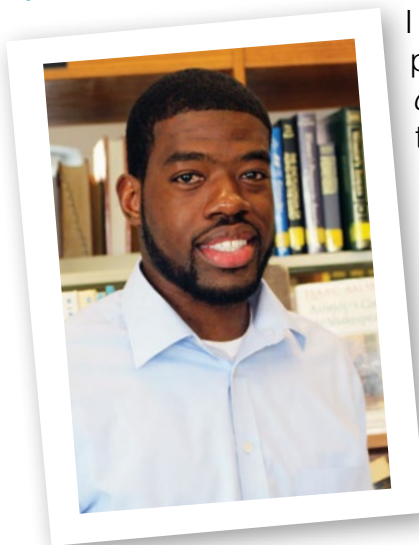
Reasons Why You Should Follow the Reader Leader Blog

- 1 Glean insight on access, choice, and motivation from prominent names in education like teacher/author Donalyn Miller and librarian leader John Schumacher.
- 2 Read great information from teachers and authors about promoting reading in your schools.
- 3 See the latest announcements from Scholastic Book Fairs® about events happening around the country.
- 4 Follow up-to-date social media conversations from your favorite book lovers about reading and all things happening in the literary world.
- 5 Access booktalk videos to help you “be in the know” about the latest books for your students and how to get them excited about reading!

Sign up to follow the blog at scholastic.com/bookfairs/readerleader.

Windows and Mirrors: Why We Need Diverse Books

by Chad Everett



I was an undergraduate student the first time it happened. One of my professors shared the following line from W.E.B. Dubois' *The Souls of Black Folk*: “One ever feels his twoness, — an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose strength alone keeps it from being torn asunder.” I was rocked. As I read and re-read the quote, I felt as though layers of myself were being peeled away. This was the first time in all my years of education that an instructor presented me with a piece of text that showed me myself, a mirror. Not a mirror that provides surface level reflection, but a mirror that revealed the innermost thoughts that not even I could fully comprehend.

By mirror, I mean a text in which I saw a reflection of my identity and experiences. Sure, I sat in classrooms where we engaged in the obligatory Black History Month readings of African-American authors, but never before had an instructor presented one of those texts in a manner that was meant to empower and enlighten.

Read more at:

scholastic.com/bookfairs/readerleader/windows-and-mirrors-why-we-need-diverse-books

Share Your #ReadingSummit Moments!

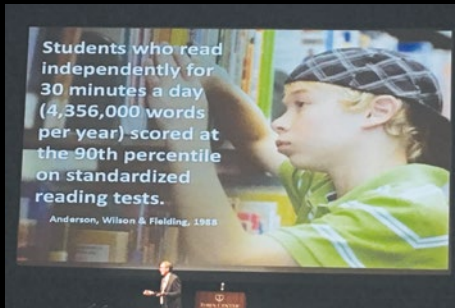
Follow **#readingsummit** to stay connected during and after the Reading Summit. Share your own Summit experiences with friends, colleagues, and other conference attendees.

I have been teaching for 20 years, and I am experiencing the best workshop I have ever attended.



#readingsummit @mrschureads
@donalynbooks

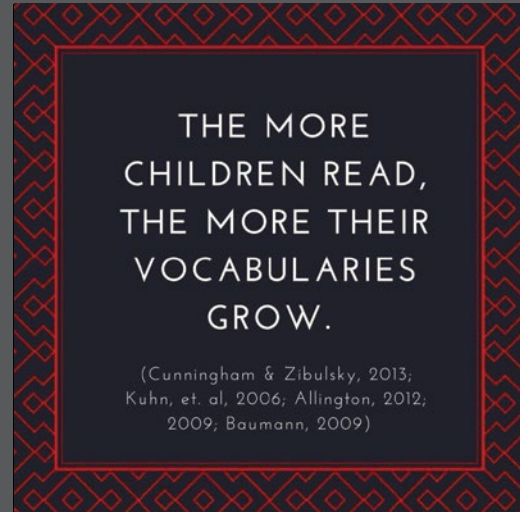
30 mins a day = 40 to 50 books per year. That's what kids need. Get kids reading. **#readingsummit**



"**#reading** opens the door to a world of possible. We must make sure that door opens for all children." –Alan Boyko
#readingsummit



Lots of learning and inspiration at the **@Scholastic #readingsummit!**



Left the **#readingsummit** with a delicious stack of books, and a brain and heart brimming with research and ideas!



Spending the day at the **@Scholastic #readingsummit** learning from literacy experts and authors such as Nancie Atwell and Donalyn Miller. **#readingsummit**



@mrschureads was a **#readingsummit** rockstar! His enthusiasm for libraries is contagious.



FOLLOW OUR KEYNOTE SPEAKERS ON TWITTER:

Kwame Alexander – @kwamealexander
Kylene Beers – @KyleneBeers
Jarrett Krosoczka – @StudioJJK
Lester Laminack – @lester_laminack
Donalyn Miller – @donalynbooks

Dr. Ernest Morrell – @ernestmorrell
Robert E. Probst – @BobProbst
Jewell Parker Rhodes – @jewell_p_rhodes
John Schumacher – @mrschureads
Annie Ward – @AnnieTWard

CONNECT WITH US ON SOCIAL MEDIA:

Learn tips from other reading champions, share your #mybookfair moments, and participate in the conversation.



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FOLLOW THE SCHOLASTIC BLOGS:

Reader Leader: [scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)

Raise a Reader (Parenting blog): [scholastic.com/parents/blogs](https://www.scholastic.com/parents/blogs)

On Our Minds @Scholastic (Scholastic Corporate blog): [oomscholasticblog.com](https://www.oomscholasticblog.com)

edu@scholastic (Education blog): edublog.scholastic.com/home

Subscribe to the Scholastic Reads podcast: [oomscholasticblog.com/podcast](https://www.oomscholasticblog.com/podcast)



Illustration by Dan Santat

Breakfast With Mr. Schu

Eight Tools to Help You Host a Successful Book Fair

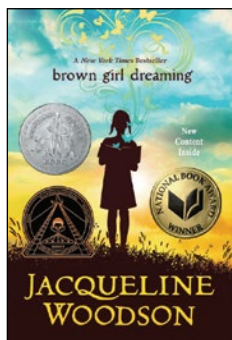
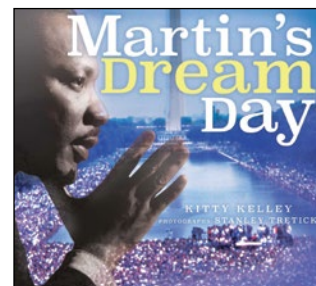
#1 Booktalks

scholastic.com/bookfairs/booktalks

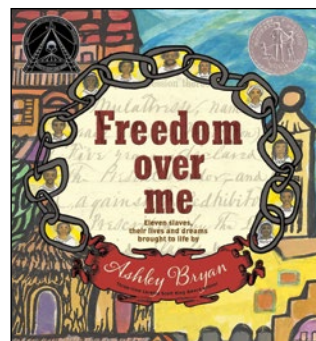
I love booktalking and sharing books I feel passionately about. I highly recommend building excitement in the weeks before your Book Fair by:

- Booktalking titles that will be available in the Book Fair
- Advertising the titles around school
- Talking about specific titles during the morning announcements
- Becoming a walking advertisement for must-read books

Booktalk!



When we share our enthusiasm for books and reading, it will rub off on our students. As we all know, word-of-mouth is extremely effective, and you'll see how much your students appreciate recommendations, especially from their peers.



#2 Author Videos

BREAKFAST WITH MR. SCHU

scholastic.com/bookfairs/books/book-trailers

I founded my blog, *Watch. Connect. Read.*, because I observed how my students connected with book trailers and author interviews. I wanted a central place to showcase book-related videos and inspire fellow educators to incorporate media in their booktalks and lessons. Therefore, it comes as no surprise I am a HUGE fan of Scholastic Book Fairs® Author Videos.*



Play these short clips before your Book Fair to:

- Peek at the hottest books of the season
- Hear authors discuss their stories
- Help students make a personal connection to authors by matching a face to a name



#3 In-Person Workshops and Webinars

scholastic.com/bookfairs/workshop

For someone new to running a Scholastic Book Fair, these events offer an opportunity to create a meaningful experience for readers and their supporters in your schools. Veterans will discover many specialized workshops to expand the power of your events. I recommend attending a fun and FREE Scholastic Book Fair in-person workshop or webinar to:

- Learn how to get students excited about reading.
- Preview what's new in children's literature and coming to your Fair.
- Create a publicity plan using social media, advertising tools, and innovation to increase attendance.

I think networking with other Scholastic Book Fair enthusiasts in this environment makes for a stronger, longer relationship with Scholastic Book Fairs.

#4 Book Fairs App

scholastic.com/bookfairs/app

Whenever I visit a Scholastic Book Fair, I always use the app and tell others about how it can enhance the Book Fair experience.

You can scan or search thousands of Book Fair titles to learn details such as:

- Book summaries
- Videos and podcasts
- Awards and honors
- Book recommendations



Plus, you can find recommendations, create wish lists, and even make purchases for books available online.



#5 Scholastic Dollars™ Catalog

scholastic.com/bookfairrewards

Apple, the Apple logo, and iPhone are trademarks of Apple Inc., registered in the U.S. and other countries. App Store is a servicemark of Apple Inc. Google Play is a trademark of Google Inc.

Yippie-i-oh! Did you know you can use your Scholastic Dollars to purchase more educational products than ever before? The print catalog features more than 1,500 new items and more than 50 new products online every month, including:

- Popular books and collections, including new releases
- Library-bound books, including exclusive editions with lifetime guarantees on binding
- Furniture and carpets
- Electronics and technology items
- Gifts and incentives for volunteers and kids
- Books and materials for Makerspaces
- Hundreds of items featuring STEM topics, including books, building kits, Makey-Makey, Littlebits, and more.
- Paperback collections to build classroom libraries
- Audio libraries, curriculum-related materials, and more

Three Additional Resources

I highly recommend subscribing to the following online resources. Each resource will inspire you and your students to read new books and connect through stories.

#6 Reader Leader blog

scholastic.com/bookfairs/readerleader

#7 Mr. Schu Goes to the Book Fair

scholastic.com/bookfairs/idea-share/john-schumacher

#8 The Book Whisperer: Back to the Books

tinyurl.com/backtothebooks

Notes:

Family Involvement: Kindergarten Readiness

The Kindergarten Readiness session helps families prepare their children for the transition into kindergarten. This interactive workshop gives parents information and handouts explaining what is expected of children when they enter kindergarten, the pre-reading skills needed to learn to read, the importance of reading to children every day, and related activities families can provide at home to support their children's reading and learning success at school. It includes an easy-to-use set of program activities that are fun and engaging for parents and adult family members.

Current Research

“ The academic success of children in later years depends heavily upon their kindergarten readiness. The first few years of education and preparedness are the most crucial to establishing a solid foundation from which children can adapt to school systems and learn successfully. During this period, children develop primary skills that form the foundations of reading, counting, and social interaction. ”

– “Kindergarten Readiness:
Why Is It Important?,” United Way, 2012

“ Learning to read and write starts at home, long before children go to school. Very early, children begin to learn about the sounds of spoken language when they hear their family members talking, laughing, and singing, and when they respond to all of the sounds that fill their world. They begin to understand written language when they hear adults read stories to them and see adults reading newspapers, magazines, and books for themselves. ”

– A Child Becomes A Reader: Proven Ideas From
Research for Parents (Kindergarten through
Grade 3), National Institute For Literacy, 2006

Workshop Materials

Workshop materials include the PowerPoint presentation, facilitator talking points, Kindergarten Readiness Program Overview, Helpful Tips to Organize Your Program, and resources provided in English and Spanish.

Optional Materials

You may use various picture books, including wordless books.

How to Get Started

- Download the “Helpful Tips to Organize Your Program” document that includes planning timelines for easy implementation at your school. Go to [scholastic.com/bookfairs/kindergarten-readiness](https://www.scholastic.com/bookfairs/kindergarten-readiness).
- Conduct a staff meeting to discuss and plan the workshop. Ask volunteers to take key planning assignments for the workshop.
- Download and review the PowerPoint presentation along with the facilitator talking points.
- Recruit a presenter/facilitator for the workshop. Think about a reading coach or someone on staff who is passionate about reading.

Download the Program

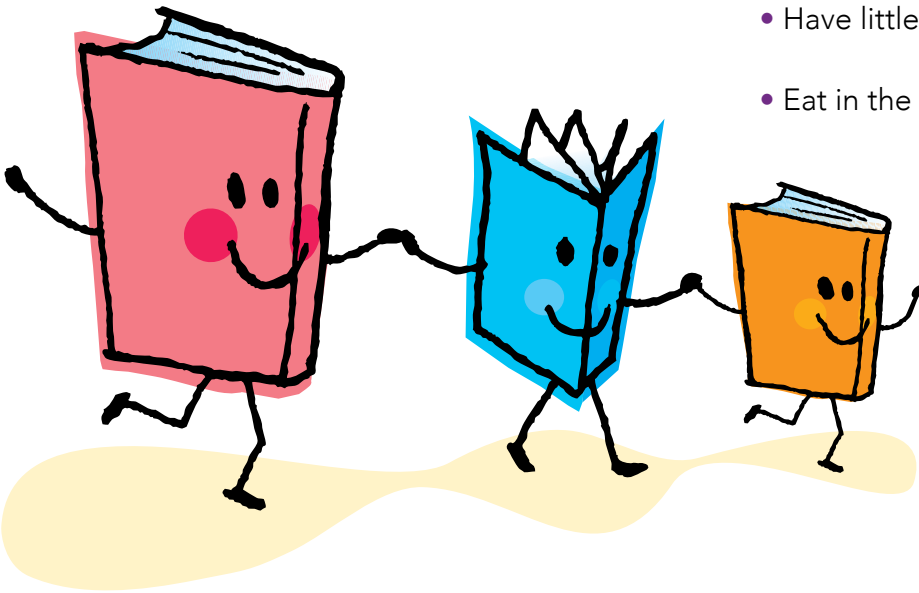
All program resources are available at [scholastic.com/bookfairs/reading-summit](https://www.scholastic.com/bookfairs/reading-summit).

- Facilitator Talking Points (English & Spanish)
- Program Overview
- Helpful Tips to Organize Your Program
- A Day in the Life of a Kindergartener (English & Spanish)
- Helping Your Child Prepare for Kindergarten (English & Spanish)
- Is Your Child Prepared for Kindergarten? (English & Spanish)
- Pre-Reading Skills for Reading Success (English & Spanish)
- Family Invitation (English & Spanish)
- Family Evaluation (English & Spanish)

A Day in the Life of a Kindergartener

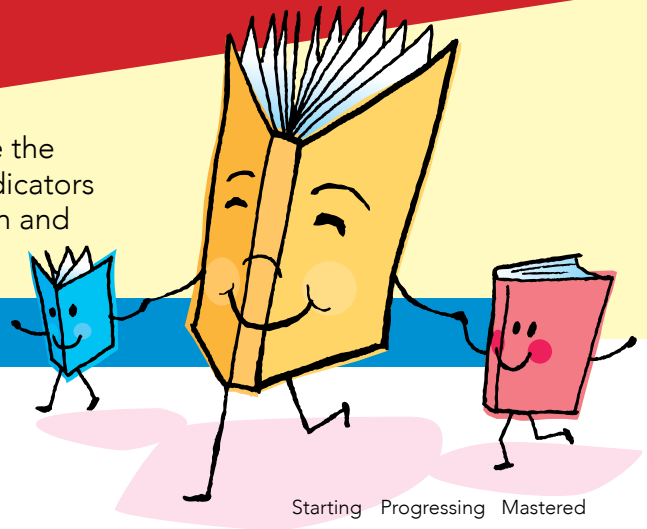
In kindergarten your child will:

- Make new friends
- Learn about the world he/she lives in
- Learn about letters, sounds, words, and books
- Practice pre-reading skills
- Begin to learn how to read, spell, and write
- Learn about numbers, shapes, patterns, and sizes
- Explore themes and projects that integrate reading, writing, mathematics, and science
- Explore themes and projects that integrate learning with visual and performing arts (painting, drawing, singing, dancing, etc.)
- Work in small groups and large groups
- Have less time for recess
- Have little or no time for naps
- Eat in the cafeteria



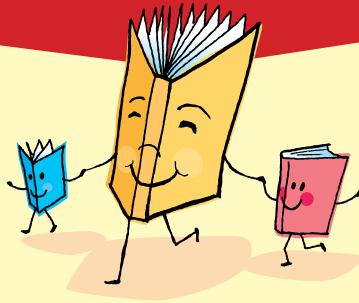
Is Your Child Prepared for Kindergarten?

Although teachers do not expect all children to have the same level of skills coming into kindergarten, the indicators below are good signs that your child is ready to learn and succeed.



	Starting	Progressing	Mastered
Can say their first and last names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make simple drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold crayons like a pencil and use safety scissors appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name basic colors and shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recite the alphabet and count to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to adults and follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know their ages and the names of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin to learn their phone number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can sit still for a 15- to 20-minute activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share, take turns, and raise their hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play with other children without biting or hitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play follow-the-leader by walking, running, and jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of basic needs on their own, such as going to the bathroom and washing hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is Your Child Prepared for Kindergarten?



	Starting	Progressing	Mastered
Recognize their possessions, backpacks, lunchboxes, jackets, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get at least eight hours of sleep each night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the name of many things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know if a book is upside down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look from left to right when "reading" a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin to write letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize their names and are beginning to write their names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the sounds that some letters of the alphabet make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hear the first sound in a simple word like "ball"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hear words that rhyme in books like <i>Cat in the Hat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show interest in books, turn pages, and pretend to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold conversations and tell simple stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell you what they like about a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please be sure your child:

- Receives health checkups at least once a year
- Receives all required immunizations to enter kindergarten

Pre-Reading Skills for Reading Success

To prepare for reading success, children need to develop these six skills:

	Starting	Progressing	Mastered
Vocabulary Know the names of persons, actions, places, and things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print Awareness Notice print, know how to handle a book, and know how to follow words on a page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter Knowledge Know letters are different from each other, know the names of letters and recognize they make different sounds, recognize letters at home and in the world around us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonemic Awareness Be able to hear and distinguish the smaller sounds in words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print Motivation Show interest and enjoy books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative Skills Be able to describe things and events and tell stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents, take comfort. Children learn at their own pace and your child's reading readiness will grow. Be your child's biggest fan.



Helping Your Child Prepare for Kindergarten

You can do many things to help prepare your child for learning. And the more you learn together, the happier your child will be.

READ

TALK

PLAY

- Read out loud to your child every day.
- Have your child “read” to you, even if they are not actually reading yet.
- Let your child draw, “write,” and doodle often. Provide blank paper or a notepad to use that is their own.
- Have family storytelling time.
- Do fun learning activity booklets together.
- Have conversations and be a good listener.
- Play games – for instance, games involving rhyming, counting, matching, or guessing.
- Limit television time to educational programs that you watch together.
- Read road signs, grocery-store signs, fast-food signs, license plates, street signs, and house numbers as you travel together.
- Visit the public library often.
- Go to the library and select dual-language audio books.
- Select vocabulary-building bilingual children’s books.
- Label all of the items in your home with index cards. For example, “door” posted on the front door, etc.

HELPING
AT HOME

Invite your child to help you with simple things around the house. This will make your child feel important and useful. With your assistance, use that time to help your child develop confidence, as well as valuable math and language skills like matching, sorting clothes, measuring ingredients, counting, reading simple words from a shopping list, or finding a word on a specific item on the pantry shelf.

Check out [scholastic.com/parents](https://www.scholastic.com/parents) for more free tools and advice.



Family Involvement: Raising Readers



Our students spend more time at home with their families than they do in school. Family and school partnerships increase literacy development and help families form strong bonds with their children by sharing reading experiences together. The Raising Readers Workshop provides adult family members with suggestions and tools that help their child become an independent reader. This interactive workshop explores three components necessary for students to achieve independent reading success: reading aloud, reading with your children, and supporting your children's independent reading practice.

Current Research

“The number one reason parents and kids enjoy read-aloud time together is because it was a special time with each other. In fact, 77 percent of parents and 72 percent of kids agreed!”

– *Scholastic Kids & Family Reading Report, 2016*

“Reading regularly with young children stimulates optimal patterns of brain development and strengthens parent-child relationships at a critical time in child development, which, in turn, builds language,

literacy, and social-emotional skills that last a lifetime.”

– “Parents Who Read to Their Children Nurture More Than Literary Skills,” O’Keefe, *AAP News, 2014*

“The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).”

– “Effective Use of the Gradual Release of Responsibility Model,” Fisher, 2008

Workshop Materials

Workshop materials include the PowerPoint presentation, facilitator talking points, Raising Readers Program Overview, Helpful Tips to Organize Your Program, and resources provided in English and Spanish.

Optional Materials

You may incorporate various picture books including wordless books, along with early chapter books, for families to use during this workshop. Add bilingual titles if needed.

How to Get Started

- Download the “Helpful Tips to Organize Your Program” document that includes planning timelines for easy implementation at your school.

Go to [scholastic.com/bookfairs/raising-readers](https://www.scholastic.com/bookfairs/raising-readers).

- Conduct a staff meeting to discuss and plan the workshop. Ask volunteers to take key planning assignments for the workshop.
- Download and review the PowerPoint presentation along with the facilitator talking points.
- Recruit a presenter/facilitator for the workshop. Think about a reading coach or someone on staff who is passionate about reading.

Download the Program

All program resources are available at: [scholastic.com/bookfairs/reading-summit](https://www.scholastic.com/bookfairs/reading-summit).

- Raising Readers Research Fact Sheet for Educators
- Program Overview
- Helpful Tips to Organize Your Program
- I Read to You (English & Spanish)
- We Read Together (English & Spanish)
- You Read to Me (English & Spanish)
- Family Invitation (English & Spanish)
- Family Evaluation (English & Spanish)

Raising Readers

I Read to You

When you read:

Find a special time and place to read to your child. Pick the best time for both of you to read together for 20 minutes each day.

Find a story that you and your child will love to read. Keep your child interested in the story by reading it with emotion.

If it is a picture book, read the whole story first. If you are reading a chapter book, decide how many chapters you will read each day.

When you begin to read a new story, look at the cover, read the title of the story, and show your child where the author's name is located.

Do a brief picture-walk through the story, looking quickly at each of the pictures in the book. Ask your child, "What do you think this story is going to be about?"

Use your pointer finger to walk through the words as you read along.

After you read:

- **When you've finished reading, use question cards to ask your child about the story. Then have your child use the question cards to ask you about the story!**
- **Pick out three or four vocabulary words you find in the story. Ask your child what each word means.**

Use the space below to write down one thing you learned and will practice at home:

Raising Readers

We Read Together

When you read:

Find a comfortable place to read together and read for about 20 minutes every day. Try to find a consistent time to read with your child. It will become a wonderful habit.

Picture-walk through the story. Have your child predict what the story is going to be about. Find the title and the author.

Keep the read-together a fun experience for the whole family. Try these two read-together activities:

Choral-read part of a story or a page in the book together. You read part of the page first; then have your child read the same part with you again. Use your pointer finger as you read the words in the story.

Echo-read some of the lines on a page in your book. You read the sentence first, and then have your child read that same sentence after you. Point to the words as they are read. Stop echo-reading when your child is noticeably tired. Continue the read-aloud to finish the book or the chapter.

Use your pointer finger to walk through the words as you read along.

After you read:

- Remember to ask questions about the story. Let your child be the teacher. Have him/her ask you questions, too.
- Have your child re-tell the story in his/her own words. What happened first? What happened after? (Reference a specific event in the story when asking this question.) How did the story end?

Use the space below to write down one thing you learned and will practice at home:

Raising Readers

You Read to Me

When you read:

Although it's wonderful when your child is able to read on his/her own, continue to advocate for your child to read at least 20 minutes a day and read aloud together, too.

You will need to know your child's independent reading level so he/she can choose "right-fit" books to read alone. You may ask your child's teacher to identify his/her independent reading level.

Easy books will continue to help your child read fluently, learn more about vocabulary words, and help him/her with comprehension strategies. Even if a book is above your child's reading level, don't put it back if it looks appealing to both of you. Go back and read aloud together, or help your child choral- or echo-read part of the book with you.

After you read:

- Continue to build your child's vocabulary by asking him/her about three or four vocabulary words in the story and what they mean. Help your child figure out a word's meaning by doing a "think-aloud."
- Continue to build your child's library one book at a time. Go to the library and get a library card. Make reading a lifelong habit.
- Ask them to read aloud to you or to younger siblings.

Use the space below to write down one thing you learned and will practice at home:

iTEXT®:

Using Text Features to Increase Reading Comprehension

Family members want to help their children with reading, but they don't always know how to begin. In this interactive workshop, adult family members will learn strategies for assisting upper-elementary and middle-school children with reading nonfiction informational text. Students must develop nonfiction reading skills to become strong readers throughout their lives. Teachers and library media specialists can explore tools and scaffolds for teaching students how to preview, ask questions, and visualize information in nonfiction texts. Students attending the workshop will explore and practice these reading strategies with their family members or peers through engaging hands-on activities.

Current Research

“ Teachers must ensure that students can make sense of the content, regardless of how difficult it may seem to novices. To do that, teachers must build and activate students' background knowledge – two of the most important things that they can do to improve student understanding. ”

– “Building and Activating Background Knowledge,” *Principal Leadership*, Frey and Fisher, 2010

“ After acknowledging that our intermediate students failed to read or gave little importance to text features when reading, we developed the text feature walk strategy. The text feature walk is a technique that

follows a protocol similar to the primary picture walk... As students move through text features in a given section, they become familiar with the text's organization and access important background knowledge related to the content (Honig, Diamond, and Gutlohn, 2000). ”

– “Guiding Students Through Expository Text with Text Feature Walks,” Kelly and Clausen-Grace, *Reading Rockets*, 2007

Current Research cont.

“Students are constantly confronted with new information, particularly once they progress to the upper-elementary grades and transition from “learning to read” to “reading to learn” (Chall, 1983). To read to learn effectively, students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed. Proficiency at these tasks is essential to literacy (Davis & Winek, 1989; Squire, 1983; Weisberg, 1988). However, students who lack sufficient background knowledge or are unable to activate this knowledge may struggle to access, participate, and progress throughout the general curriculum, where reading to learn is a prerequisite for success.”

– “Background Knowledge,” Strangman and Hall, *National Center on Accessible Instructional Materials*, 2009

Workshop Materials

Workshop materials include the PowerPoint presentation and facilitator talking points.

Optional Materials

You may use a wide variety (both grade level and content) of informational (expository) texts.

How to Get Started

- Download and review the PowerPoint presentation and facilitator talking points.

Go to scholastic.com/bookfairs/itext.

- Conduct a staff meeting to discuss and plan the workshop. Ask volunteers to take key planning assignments for the workshop.
- Recruit a presenter/facilitator for the workshop. Think about a reading coach or someone on staff who is passionate about reading.

Download the Program

All program resources are available at scholastic.com/bookfairs/reading-summit.

- Let's Find Out (English & Spanish)
- Thinking Guide (English & Spanish)
- Informational Text Features
- Turning Titles and Subheadings into Questions
- Text Features Notes
- 3-2-1 Strategy Chart
- Family Invitation
- Family Evaluation (English & Spanish)



Let's Find Out! Where would you locate this information?		
I want to find out more about hurricanes...	I want to know if my football team won the game last night...	I want to learn more about how to get rid of poison ivy in my backyard...
I need to know how best to travel from California to Massachusetts...	I want to learn more about the different kinds of clouds you find in the sky...	I have a report due on Abraham Lincoln this week. I will need to find information about his life. I can use...
I need to learn more about fractions. I can use...	I have to go to the grocery store and want to find the best price on...	I want to learn more about how to decorate my bedroom...
I want to read what someone else has to say about the life of George Washington...	I want to read about someone telling their life story...	I want to bake a birthday cake for my friend...
I have to put this chair together. It came out of the box in pieces...	My mom wants to buy the best iron on the market...	I want to know how the Civil War ended...
I want to find my favorite music to listen to on my smart device...	I want to know if the movie I plan to see got a great review...	I need to find an Italian restaurant that makes great lasagna...



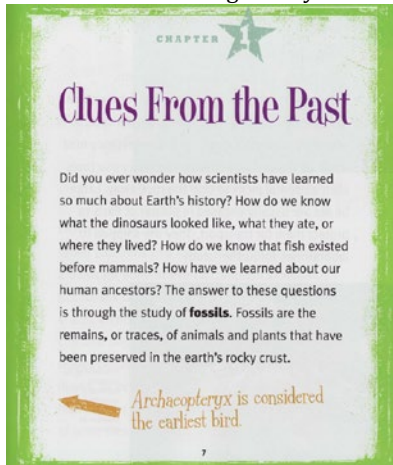
























Thinking Guide

What I know	What I want to know	What I learned

iTEXT™

Informational Text Features

When you look for these text features before you start reading the book, it will help you better understand what you will be reading. Check off all the text features you find in the book you selected at your table. Think about how this will help you understand what your book is going to be about.

<p style="text-align: center;">Table of Contents</p> <p>Used to locate information and features the main topics found in your book.</p> <table border="1"> <tr> <td>Paralympian</td> <td>8</td> <td>On the move</td> <td>Body engines</td> <td>In control</td> </tr> <tr> <td>Star pupil</td> <td>10</td> <td>Muscles</td> <td>30</td> <td>Blood on the move</td> </tr> <tr> <td></td> <td></td> <td>Muscles in action</td> <td>32</td> <td>Connections</td> </tr> <tr> <td></td> <td></td> <td>Skeleton</td> <td>34</td> <td>Heart</td> </tr> <tr> <td>Your amazing body</td> <td></td> <td>Spine</td> <td>36</td> <td>Body battles</td> </tr> <tr> <td></td> <td></td> <td>Inside bones</td> <td>38</td> <td>Lethal bite</td> </tr> <tr> <td>Building blocks</td> <td>14</td> <td>Joints</td> <td>40</td> <td>Breathing</td> </tr> <tr> <td>Body parts</td> <td>16</td> <td></td> <td></td> <td>Gas exchange</td> </tr> <tr> <td>Body systems</td> <td>18</td> <td>Skin you're in</td> <td></td> <td>Extreme feats</td> </tr> <tr> <td>Tendons, 1546</td> <td>20</td> <td></td> <td></td> <td>Making noises</td> </tr> <tr> <td>Taking a look</td> <td>22</td> <td>Skin</td> <td>44</td> <td></td> </tr> <tr> <td>Body elements</td> <td>24</td> <td>Eyelash mites</td> <td>46</td> <td>Fuel for the body</td> </tr> <tr> <td>Cells</td> <td>26</td> <td>Head louse</td> <td>47</td> <td>Eating to live</td> </tr> <tr> <td></td> <td></td> <td>Hair and nails</td> <td>48</td> <td>Food's journey</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Liver</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Making urine</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>77</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Credits and acknowledgments</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>112</td> </tr> </table>	Paralympian	8	On the move	Body engines	In control	Star pupil	10	Muscles	30	Blood on the move			Muscles in action	32	Connections			Skeleton	34	Heart	Your amazing body		Spine	36	Body battles			Inside bones	38	Lethal bite	Building blocks	14	Joints	40	Breathing	Body parts	16			Gas exchange	Body systems	18	Skin you're in		Extreme feats	Tendons, 1546	20			Making noises	Taking a look	22	Skin	44		Body elements	24	Eyelash mites	46	Fuel for the body	Cells	26	Head louse	47	Eating to live			Hair and nails	48	Food's journey					Liver					Making urine					77					Credits and acknowledgments					112	<p style="text-align: center;">Bold Print/Italicized print</p> <p>Tells you this word is important and can usually be found in the glossary.</p> 
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Glossary

Gives you definitions of new words (bold print or italicized) found in the book you are reading.

<p>adrenaline A hormone that gets the body ready to react to stress or danger.</p> <p>alveolus One of many tiny air sacs in the lungs where gases are exchanged between air and blood. The plural of alveolus is alveoli.</p> <p>antibiotic A medical drug that either kills harmful bacteria that have infected the body or keeps them from multiplying.</p> <p>antibody A chemical made by the body's immune system to disable invading germs or mark them for destruction.</p> <p>artery A thick-walled blood vessel that carries fresh blood from the heart to tissues and organs.</p> <p>atrium One of the heart's two upper chambers. The plural of atrium is atria.</p> <p>axon The long "tail" of a neuron, which carries electrical signals from the cell body to other cells.</p>	<p>bone marrow A soft tissue inside bones. Red marrow forms blood cells, while yellow marrow stores fat.</p> <p>capillary One of the microscopic blood vessels that connect the smallest arteries with the smallest veins.</p> <p>carbohydrate An energy-rich chemical that contains carbon, hydrogen, and oxygen. Starch and sugars, such as glucose, are carbohydrates.</p> <p>cardiac muscle A type of muscle found only in the heart. It contracts and relaxes automatically, and it never tires.</p> <p>cartilage A tough, flexible tissue that covers the ends of bones in joints. It also makes up the ear flaps, the larynx, and parts of the nose.</p> <p>cell One of the tiny units that make up all living things.</p> <p>cerebral cortex The cerebrum's wrinkled surface.</p> <p>cerebrum The largest and most complex part of the brain.</p>	<p>cornea The clear layer at the front of the eye that allows light in.</p> <p>cytoplasm The jellylike fluid inside a cell.</p> <p>dendrite A tentacle-like projection on the cell body of a neuron. It receives nerve signals from other cells.</p> <p>dermis The thicker layer of skin, beneath the epidermis. The dermis contains blood vessels, receptors, hair follicles, and sweat glands.</p> <p>dissect To cut open a dead animal or plant to study its internal structure.</p> <p>DNA A molecule that makes up each of the body's chromosomes and stores information. Each DNA molecule consists of two strands that spiral around each other to form a shape like a twisted ladder.</p>	<p>epiglottis A flap of cartilage at the back of the larynx. It is usually open, to let air into the lungs. It folds forward as food goes down.</p>
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Maps

Helps you understand where events happened or how far away an event took place.

Nile empire

Much of northeast Africa is desert. The area around the Nile River is the only land fertile enough to grow food. The entire ancient Egyptian civilization grew up along the river's banks. Even today, 95 percent of Egyptians live beside the Nile!

Black land
Ancient Egyptians named their country for the Nile. They called it *Kemet*, which means "black land," because of the dark, fertile mud on the riverbanks.

Divided land
Ancient Egypt was divided into two regions: Lower Egypt was in the north, where the Nile River flowed into the Mediterranean Sea. Upper Egypt was in the south. During much of Egypt's ancient history, these areas were once united under one ruler, the pharaoh.

Lower Egypt
The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea.

Upper Egypt
The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea.

Nubia
The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea. The Nile River flows into the Mediterranean Sea.

Timeline

Tells you when events happened, the order of the events, and how one event may have led to another.

Struck seven times!

1942 Was Roy Sullivan the unluckiest man in the world—or the luckiest?

What are the odds?
The chance of being struck by lightning is very small. But the chance of being killed if you are struck is very high. Roy C. Sullivan defied the odds by being struck seven times . . . and surviving all seven strikes!

1942 Sullivan was born in 1912 and started working as a park ranger in Shenandoah National Park, Va., in 1936.

1969 STRIKE TWO! Sullivan was in his truck. Lightning hit a nearby tree and bounced through the truck's open window. The strike burned off his eyelashes, his eyebrows, and most of his hair.

1970 STRIKE THREE! Sullivan was struck in his yard. The bolt hit an electric cable and jumped to his left shoulder, burning it.

1972 STRIKE FOUR! Sullivan was inside the park ranger station. The lightning set his hair on fire, but he managed to put it out with a wet towel.

1973 STRIKE FIVE! Sullivan left his truck in the park, thinking a storm was over—and he was struck once against his hair was set on fire, and the bolt moved down his body and knocked off a shoe without untying the laces!

1976 STRIKE SIX! This time, Sullivan was hit and injured on the ankle. He probably saw the thundercloud and tried to run away but was struck anyway.

1977 STRIKE SEVEN! Sullivan was fishing when lightning hit the top of his head, singeing his hair. The bolt traveled down his body, burning his chest and stomach. When he turned around, a bear was eating his trout that Sullivan had caught—luckily, the bear left him alone!

34 All seven strikes were confirmed by the chief ranger of the park or by the doctors who treated him. 35

Diagram

Gives you a visual way to understand information found in your book.

Heart: The muscle that never stops working!

Your heart, made almost entirely of cardiac muscle (see page 31), is the pump that pushes blood around your body. The size of a man's closed fist, it never stops to rest. During a lifetime, it can pump enough blood to fill 90 Olympic swimming pools.

Heart structure
The heart has two upper chambers called atria and two lower chambers called ventricles. It produces a rhythmic, pulsing motion that pumps blood to the rest of the body. The blood then returns to the heart through arteries, and back through veins.

Muscle power
Your heart is made up of the strongest muscle in your body. The muscle is so strong that it can pump blood to the rest of the body without ever stopping.

The heart usually beats 60-100 times per minute—that's about 100,000 beats per day

Your beating heart
The heart is a muscular organ that pumps blood to the rest of the body. It is made up of four chambers: the right atrium, the right ventricle, the left atrium, and the left ventricle. The right side of the heart pumps blood to the lungs, and the left side pumps blood to the rest of the body.

Blood circuits
The primary circuit is the systemic circuit. It carries blood from the heart to the rest of the body. The secondary circuit is the pulmonary circuit. It carries blood from the heart to the lungs and back to the heart.

What is my pulse?
Your pulse is the rhythmic expansion and contraction of your arteries. You can feel your pulse in many places, such as your wrist, neck, and groin.

56/57

Index

Helps you find pages that contain information you are looking for in your book, listed in alphabetical order.

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protein 58	disease 61	heart 99	chromosome 100	tear 53	
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stem 14, 15			chromosome 100	tear 53	
stium 56, 57			chromosome 100	tear 53	

Appendix

Offers additional books, charts, and where to find more information on the topic you are reading.

Resources

Books

Gray, Susan Heinrichs. *Paleontology: The Study of Prehistoric Life*. New York: Children's Press, 2012.

Greve, Tom. *Fossils: Uncovering the Past*. Vero Beach, FL: Rourke Publishing, 2011.


Lessem, Don. *The Kids Ultimate Dinopedia: The Most Complete Dinosaur Reference Ever*. Washington, DC: National Geographic, 2010.

Parker, Steve. *100 Things You Should Know About Fossils*. Broomall, PA: Mason Crest Publishers, 2011.

Visit this Scholastic Web site for more information on fossils:
www.factsfornew.scholastic.com
 Enter the keyword **Fossils**

Captions

Found under the illustrations and gives you more information about the illustration.




Struck seven

Was Roy Sullivan the unluckiest man in the world—or the luckiest?

What are the odds?

The chance of being struck by lightning is very small. But the chance of being killed if you are struck is very high. Roy C. Sullivan defied the odds by being struck seven times . . . and surviving all seven strikes!



Sullivan was born in 1912 and started working as a park ranger in Shenandoah National Park, VA, in 1936.

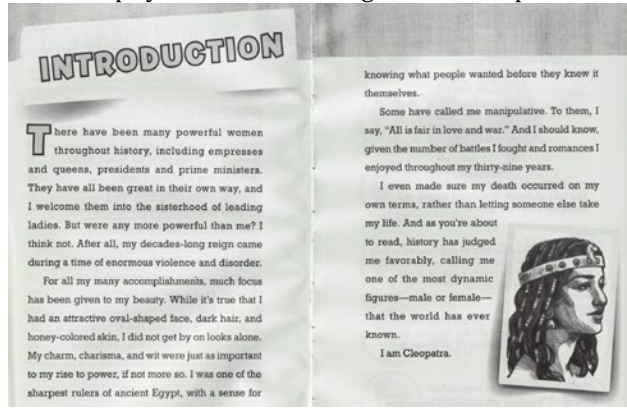
Graphs/Charts/Tables

Organizes large amounts of information in a small space and helps you compare and summarize information.



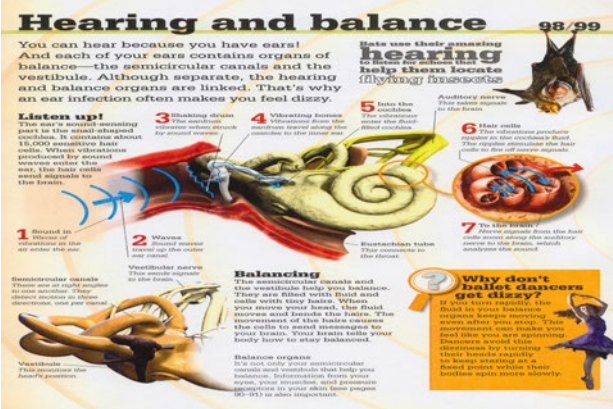
Introduction/Preface

Author tells you what the book is going to be about and helps you to start thinking about the topic.



Text Box/Sidebars

Provides you with more information about the topic you are reading, adding interesting facts on the topic.



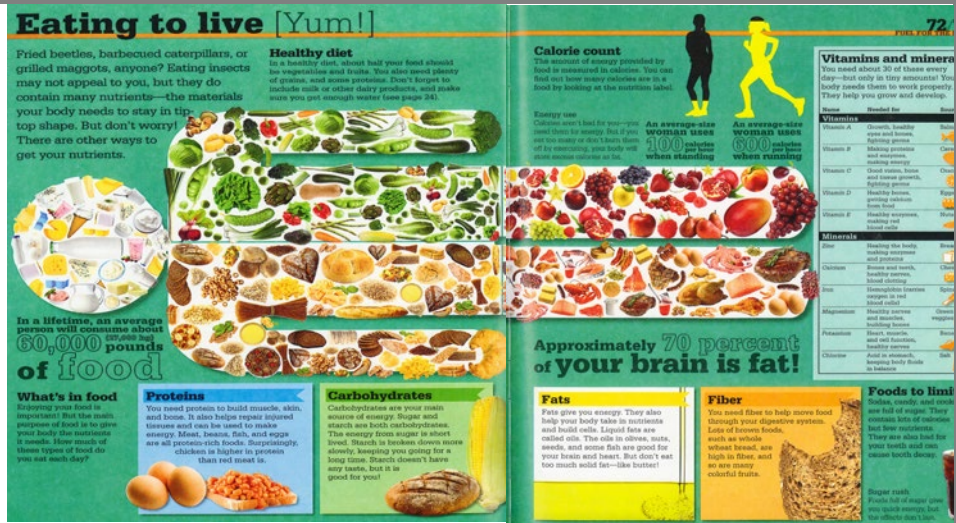
Illustrations

Let's you look at information in a visual way and adds to what you are reading.



Key Words or Guide Words

Introduces new vocabulary and helps you understand what you are going to be reading about in your book.





Turning Titles and Subheadings Into Questions

Book _____

Chapter _____ Pages _____

Question
Answer
Question
Answer
Question
Answer
Question
Answer

Family Reading Survey

We celebrate reading at our school and have partnered with Scholastic Book Fairs® to conduct this survey. In our school's effort to enhance our independent reading culture, we want to learn about your child's reading at home. Please complete one survey for a child living in your home by circling that child's grade level. Then respond to the items below. We will share the results and plans from what we learn with all families.

Circle one: PreK K 1 2 3 4 5 6 Other Circle one: Male Female

1. Which best describes your child?	Currently reading a book for fun	Not currently reading a book for fun, but recently finished one	Has not read a book for fun in awhile	
2. How important is it to you that your child read books for fun?	Extremely important	Very important	A little important	Not important
3. How many days a week does your child read books for fun?	5-7 days a week	1-4 days a week	Less than one day a week	
4. How often does a family member read books to your child?	5-7 days a week	1-4 days a week	Less than one day a week	
5. How often does a family member read aloud with your child?	5-7 days a week	1-4 days a week	Less than one day a week	
6. Indicate your agreement with this statement: <i>I need help finding books my child likes.</i>	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
7. In general, would your child rather read print books or books on a device?	Print books	Books read from a device	No preference	
8. In the past six months, how many print and/or books on a device have you acquired for your child for the purpose of reading for fun?	25 or more	10-24	5-9	Less than 5
9. How many days in a typical week do you personally read books?	5-7 days a week	1-4 days a week	Less than one day a week	
10. How many books do you think your child should read during the summer?	25 or more	10-24	5-9	Less than 5
11. How many print books are in your home?	100+	25-99	6-24	Less than 5
12. Do you have books available to read on a device?	Yes	No		

~~What have you done at home that you are willing to share with other families at our school that has inspired your child to want to read at home for pleasure?~~

Please provide us with any other suggestions or questions here: _____

~~Thank you very much for taking the time to complete this survey. Together, we are raising readers, and we commit to sharing our survey results and plans with you as soon as possible.~~

Encuesta de lectura para la familia

1. ¿Cómo describiría a su hijo/a?	Leyendo un libro para divertirse	Acaba de terminar de leer un libro	No ha leído un libro recientemente	
2. ¿Cuán importante es para usted que su hijo/a lea libros para divertirse?	Sumamente importante	Muy importante	Poco importante	No es importante
3. ¿Cuántos días a la semana su hijo/a lee libros para divertirse?	De 5 a 7 días a la semana	De 1 a 4 días a la semana	Menos de una vez a la semana	
4. ¿Cuán a menudo un miembro de la familia le lee libros a su hijo/a?	De 5 a 7 días a la semana	De 1 a 4 días a la semana	Menos de una vez a la semana	
5. Indique lo que piensa de esta afirmación: Necesito ayuda para encontrar libros que le gusten a mi hijo/a	Muy de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	
6. En general, ¿a su hijo/a le gusta más leer libros impresos o libros digitales?	Libros impresos	e-books	No muestra preferencia	
7. En los últimos seis meses, ¿cuántos libros impresos o e-books usted ha comprado para que su hijo/a lea para divertirse?	25 o más	De 10 a 24	De 5 a 9	Menos de 5
8. ¿Cuántos días en una semana típica usted lee libros?	De 5 a 7 días a la semana	De 1 a 4 días a la semana	Menos de una vez a la semana	
9. ¿Cuántos libros usted cree que su hijo/a debe leer durante el verano?	25 o más	De 10 a 24	De 5 a 9	
10. ¿Cuántos libros impresos hay en su casa?	Más de 100	De 25 a 99	De 6 a 24	Menos de 5
11. ¿Tiene e-books?	Sí	No		

Access to Books: Game Changer for Kids

“ Giving kids access to books may be one of the most overlooked solutions to helping ensure kids attend school with the tools they need to succeed. ”

—“Where Books Are All but Nonexistent”
(Wong, *The Atlantic*, July 14, 2016)

Physical Access

Book Ownership

“ Books in the home are as important as parents’ educational level in determining the level of education children will attain. ”

– Evans, Kelley, Sikorac, & Treiman,
Research in Social Stratification & Mobility, 2010

Book Floods Versus Book Deserts

Discussion point

How can we guarantee all of our children have access to books 365 days a year?

School Libraries and Librarians

“ Access to a full-time, degreed school librarian increases students’ test scores, closes the achievement gap, and improves writing skills. ”
– Lance & Hofschire, *School Library Journal*, 2011

Classroom Libraries

“ Students read 50-60% more in classrooms with adequate libraries. ”
– Allington, 2007; Morrow, 2003; Neuman, 1999

Discussion point

What would you look for when evaluating a classroom library to determine if it was adequate?

Quantity

Organization



Donalyn Miller's Reading Summit Book Recommendations

A Man Called Ove *by Frederik Backman*

Ada Twist, Scientist *by Andrea Beaty; illustrated by David Roberts*

Beautiful *by Stacy McAnulty; illustrated by Joanne Lew-Vriethoff*

Blooming at the Texas Sunrise Hotel *by Kimberly Willis Holt*

Braced *by Alyson Gerber*

Flying Lessons & Other Stories *edited by Ellen Oh*

Frogkisser! *by Garth Nix*

Giant Squid *by Candace Fleming; illustrated by Eric Rohmann*

Hidden Figures (Young Readers Edition) *by Margot Lee Shetterly*

Irena's Children (Young Readers Edition) *by Tilar J. Mazzeo*

Making Bombs for Hitler *by Marsha Forchuk Skrypuch*

Moon Girl and the Devil Dinosaur *by Amy Reeder and Brandon Montclare; illustrated by Natacha Bustos*

Olinguito, from A to Z: Unveiling the Cloud Forest *by Lulu Delacre*

One Half From the East *by Nadia Hashimi*

Piecing Me Together *by Renee Watson*

Pink Is For Blobfish *by Jess Keating*

Princess In Black Takes a Vacation *by Shannon Hale & Dean Hale; illustrated by LeUyen Pham*

Ranger In Time #5: Journey Through Ash and Smoke *by Kate Messner*

Scythe *by Neal Shusterman*

Sachiko: A Nagasaki Bomb Survivor's Story *by Caren Stelson*

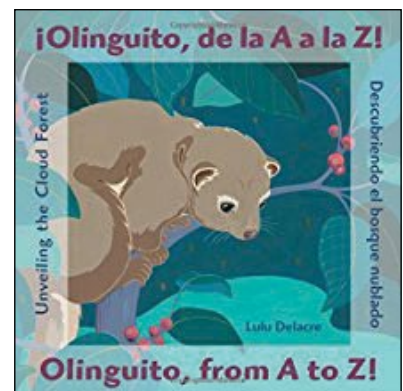
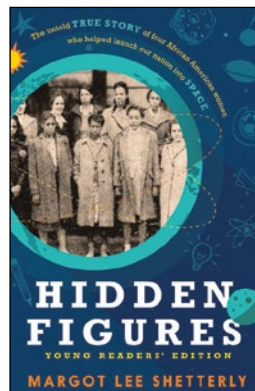
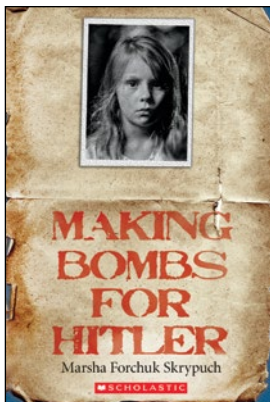
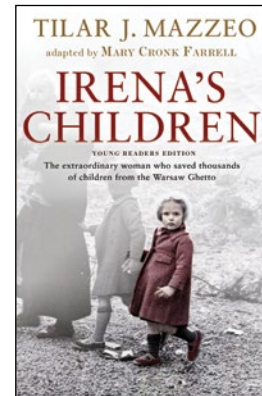
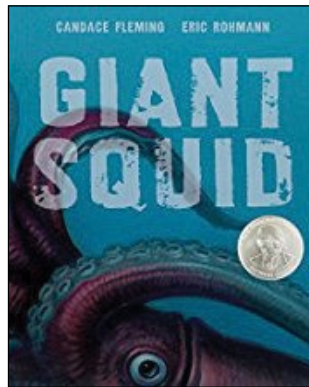
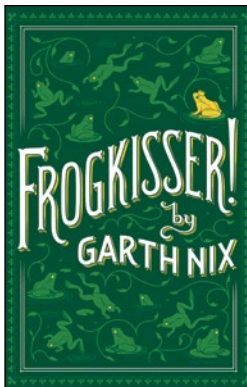
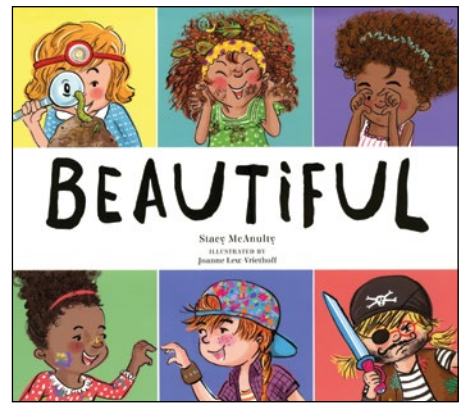
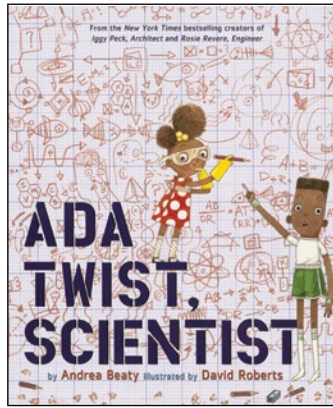
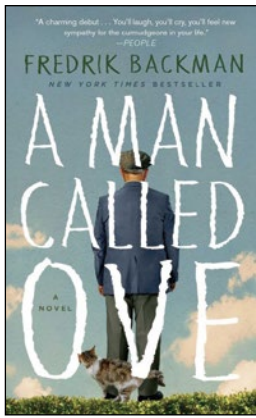
The Girl Who Drank the Moon *by Kelly Barnhill*

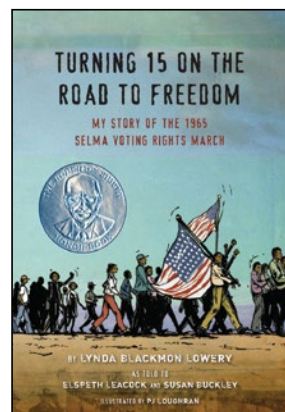
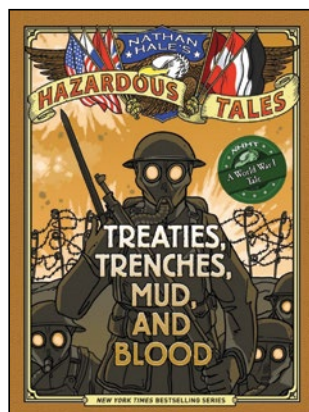
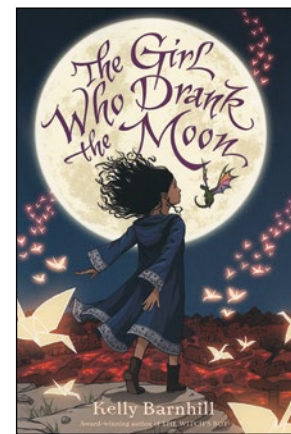
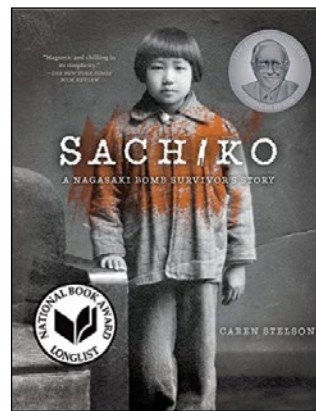
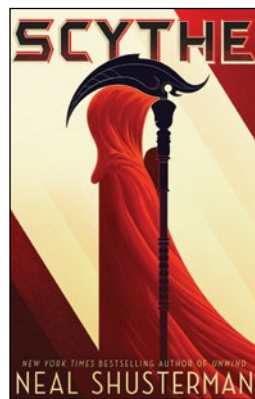
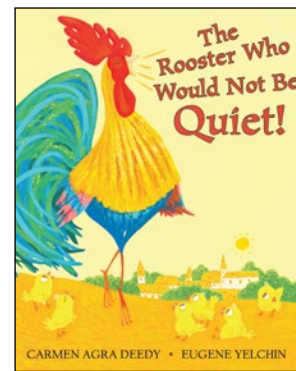
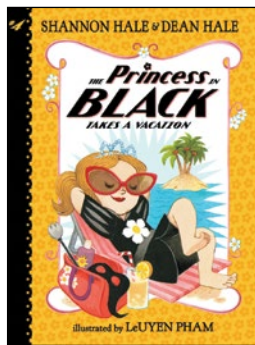
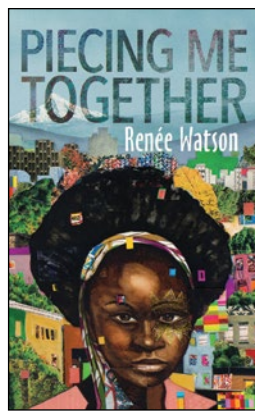
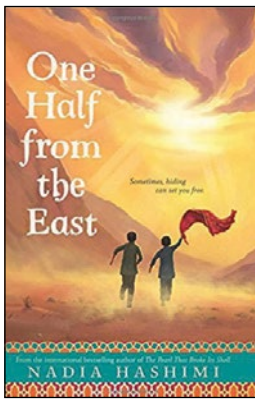
The Rooster Who Would Not Be Quiet *by Carman Agra Deedy; illustrated by Eugene Yelchin*

Treaties, Trenches, Mud, and Blood *by Nathan Hale*

Turning 15 on the Road to Freedom *by Lynda Blackmon Lowery*

Zoe In Wonderland *by Brenda Woods*





References (In order of mention)

“Family Scholarly Culture and Educational Success: Books and Schooling in 27 Nations” (Evans, Kelley, Sikorac, & Treiman, *Research in Social Stratification and Mobility*, June 2010)

“Where Books Are All but Nonexistent” (Wong, *The Atlantic*, July 14, 2016)
theatlantic.com/education/archive/2016/07/where-books-are-nonexistent/491282/

“Something to Shout About: New Research Shows That More Librarians Means Higher Reading Scores.” (Lance & Hofschire, *School Library Journal*, 2011)
slj.com/2011/09/industry-news/something-to-shout-about-new-research-shows-that-more-librarians-means-higher-reading-scores

Scholastic’s School Libraries Work!
scholastic.com/slw2016

The Joy and Power of Reading: A Summary of Research and Expert Opinion (Bridges, 2014)
scholastic.com/worldofpossible

“Building an Effective Classroom Library” (Catapano, Fleming, & Elias, *Journal of Language and Literacy Education*, 2009)

We Need Diverse Books
weneeddiversebooks.org

“The Mirrors and Windows of Your Child’s Bookshelf” (Lin, TEDx Talks, 2016)
youtube.com/watch?v=_wQ8wiV3FVo

“Mirrors, Windows, and Sliding Glass Doors” (Sims Bishop, 1990) available at:
www.psdschools.org/webfm/8559

“Break Through the Frustration: Balance vs. All-or-Nothing Thinking” (Burkins & Yaris, *Reading Today*, September/October 2014)

CREW: A Weeding Manual for Modern Libraries (Larson, 2012)
tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf

“Just Weed It” (LaGarde, 2016)
www.librarygirl.net/2013/10/keeping-your-library-collection.html

Independent Reading Panel

Join literacy thought-leader Donalyn Miller and a rotating group of local and national experts to discuss best practices in literacy instruction and practical strategies for launching and sustaining an independent reading culture in your schools. This session includes a question and answer period and extensive resources for educators and families.

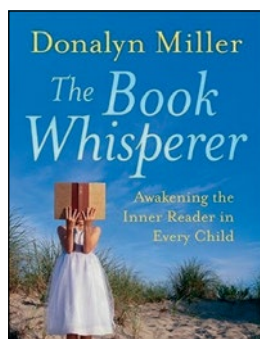
“ Students need enormous quantities of successful reading to become independent, proficient readers. ”

(Atwell, 2007; Worthy & Roser, 2010; Gallagher, 2009; Kittle, 2013; Miller, 2009; 2013)

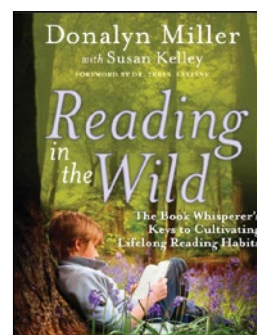
“ The most successful way to improve the reading achievement of low-income children is to increase their access to print. ”

(Neuman & Celano, 2012)

Some Suggested Independent Reading Resources



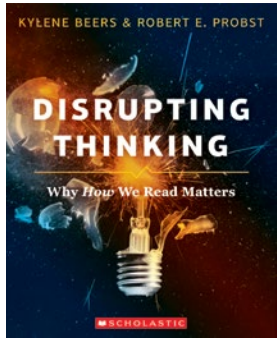
The Book Whisperer: Awakening the Inner Reader in Every Child
(Jossey-Bass, 2009)
Donalyn Miller



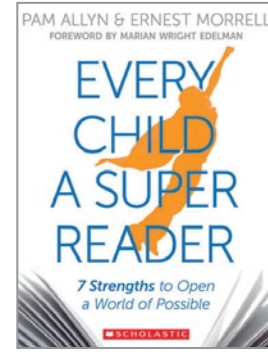
Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits
(Jossey-Bass, 2009)
Donalyn Miller with Susan Kelley

“ I have long been convinced that the central and most important goal of reading instruction is to foster a love of reading. ”

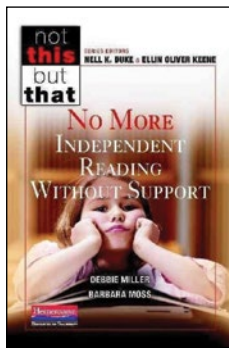
– Linda Gambrell



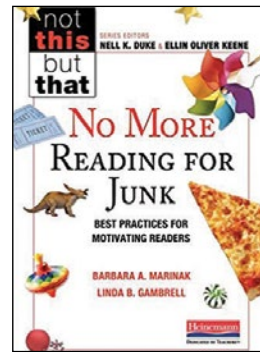
Disrupting Thinking: Why How We Read Matters
(Scholastic Teaching Resources, 2017)
Kyleene Beers and Robert E. Probst



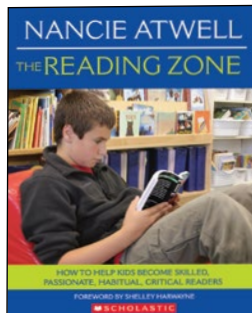
Every Child a Super Reader: 7 Strengths to Open a World of Possible
(Scholastic Teaching Resources, 2015)
by Pam Allyn and Ernest Morrell



No More Independent Reading without Support
(Heinemann, 2013)
Debbie Miller and Barbara Moss



No More Reading for Junk: Best Practices for Motivating Readers
(Heinemann, 2016)
by Barbara A. Marinak
and Linda Gambrell



The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers
(Scholastic Professional, 2016)
Nancie Atwell and Anne Atwell



[scholastic.com/
bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)

Scholastic's Kids and Family Reading Report page: [scholastic.com/readingreport](https://www.scholastic.com/readingreport)
Scholastic's Open a World of Possible page: [scholastic.com/worldofpossible](https://www.scholastic.com/worldofpossible)
Scholastic's School Libraries Work! Page: [scholastic.com/worldofpossible](https://www.scholastic.com/worldofpossible)
The Book Whisperer: Back to the Books: [tinyurl/backtothebooks](https://www.tinyurl.com/backtothebooks)
Mr. Schu Goes to the Book Fair: [scholastic.com/bookfairs/idea-share/john-schumacher](https://www.scholastic.com/bookfairs/idea-share/john-schumacher)

School Librarians: Champions of Change



In a time when discussions about education are often dominated by standards, high-stakes testing, and budget cuts, our students and teachers need a champion. Join John Schumacher (aka Mr. Schu) as he explores the value of school librarians as champions of change. Participants in this workshop will roll up their sleeves and dig into the role of librarians as champions of independent reading, connectors of the school family, and advocates for all students. Mr. Schu brings a fresh and vibrant voice to our mission to help students become engaged independent readers.

“It’s a Fact: School Libraries Work” by Mr. Schu

Anyone who has spent time with me or follows me on social media knows I care deeply about creating positive library experiences for children and teachers.

The modern school librarian plays many roles within a school and is an invaluable resource for literacy instruction, the integration of technology, and so much more.

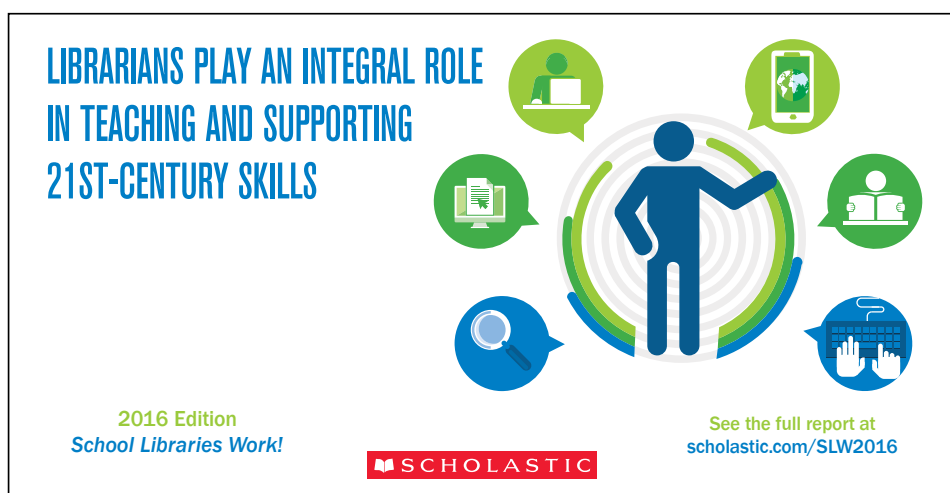
With the release of the 2016 edition of *School Libraries Work!*, I feel more motivated than ever to stand on mountaintops and shout about WHY school libraries are so important. *School Libraries Work!* will empower educators, administrators, policymakers, and parents by arming them with powerful research, recommendations, and support for school library programs.

Here are highlights from the report:

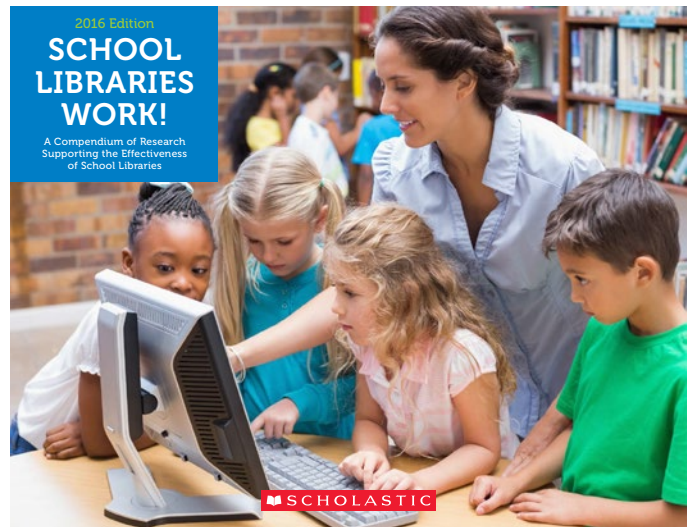
1. When school librarian staffing is reduced, achievement in ELA (English Language Arts) suffers. A *School Library Journal* analysis found states that gained school librarian positions between 2005 and 2009 experienced larger increases and no decreases in National Assessment of Education Progress (NAEP) reading scores for fourth grade, while states that lost school librarians experienced smaller increases or decreases in reading scores.

2. Librarians play an integral role in teaching and supporting 21st-century skills. A South Carolina study commissioned by the South Carolina Association of School Librarians revealed that students were more likely to show strengths and less likely to show weaknesses on writing standards if their school libraries were staffed with a full-time librarian plus a full- or part-time assistant.

3. Support of school librarians and libraries from school and district leaders is key. In fact, recent research has shown a strong relationship between test scores and the degree to which the principal values and supports the library media program. A research paper from Marietta,



Georgia, details short- and long-term recommendations for school leaders to support and enhance student learning through high-quality library programs and certified staff. For the *School Libraries Work!* compendium, Scholastic compiled national- and state-level findings from more than 30 separate research studies demonstrating the integral role school libraries play in teaching and supporting student learning, while confirming that when school librarian staffing is reduced, achievement in English Language Arts (ELA) suffers. Throughout all of the studies included in the report, one thing is abundantly clear: Librarians and libraries play a crucial role in schools. Across the country, the data is proof that a credentialed school librarian, collaboration and co-teaching, access to technology, and large collection size all elevate student learning.



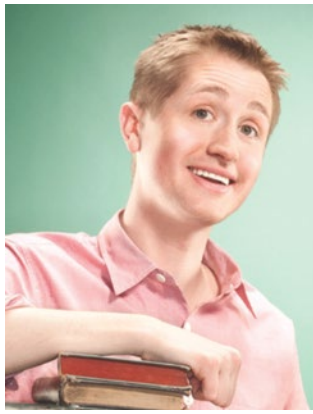
To download the full *School Libraries Work!* report, visit: scholastic.com/SLW2016.

What are your three takeaways from this session?

1. _____
2. _____
3. _____

Download Materials

Please access articles, research, book trailers, book recommendations, and more at: tinyurl.com/ChampionsofChange17.



Ambassador Schu's Review of Books for You and Your Readers, Too!

Calling all elementary school teachers, librarians, and administrators! Join a conversation with Mr. Schu as he presents some of the best new picture books, early readers, and chapter books for emergent, transitional, and fluent readers. In typical Mr. Schu fashion, he will share book trailers, websites, activities, and interviews you can easily incorporate into lessons and booktalks to get everyone on your campus

hurrying to your bookshelves to find the perfect book.

Mr. Schu's Recommendations

Raymie Nightingale *by Kate DiCamillo*

Zoe in Wonderland *by Brenda Woods*

Ada Twist, Scientist *by Andrea Beaty; illustrated by David Roberts*

Twenty Yawns *by Jane Smiley; illustrated by Lauren Castillo*

Beautiful *by Stacy McAnulty; illustrated by Joanne Lew-Vriethoff*

The Cookie Fiasco *by Dan Santat*

We Are Growing *by Laurie Keller*

Shadow House series *by Dan Pablocki*

Hotel Bruce *by Ryan T. Higgins*

What If You Had an Animal Nose? *by Sandra Markle; illustrated by Howard McWilliam*

Scar Island *by Dan Gemeinhart*

Surf's Up *by Kwame Alexander; illustrated by Daniel Miyares*

Egg *by Kevin Henkes*

Flying Lessons & Other Stories *edited by Ellen Oh*

Ms. Bixby's Last Day *by John David Anderson*

The Girl Who Drank the Moon *by Kelly Barnhill*

Dog Man Unleashed *by Dav Pilkey*

Horizon *by Scott Westerfeld*

The Harlem Charade *by Natasha Tarpley*

Short *by Holly Goldberg Sloan*

Plankton is Pushy *by Jonathan Fenske*

I Hear a Pickle (and Smell, See, Touch, and Taste It, Too!) *by Rachel Isadora*

Ghost *by Jason Reynolds*

We're All Wonders *by R.J. Palacio*

The Warden's Daughter *by Jerry Spinelli*

This House, Once *by Deborah Freedman*

Orphan Island *by Laurel Snyder*

You Don't Want a Unicorn! *by Ame Dyckman; illustrated by Liz Climo*

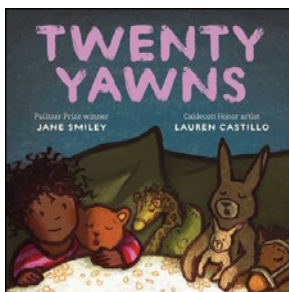
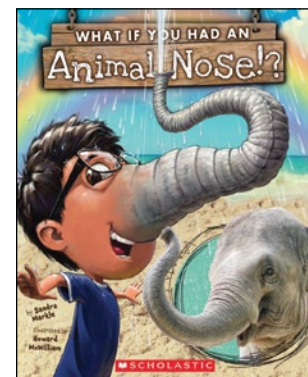
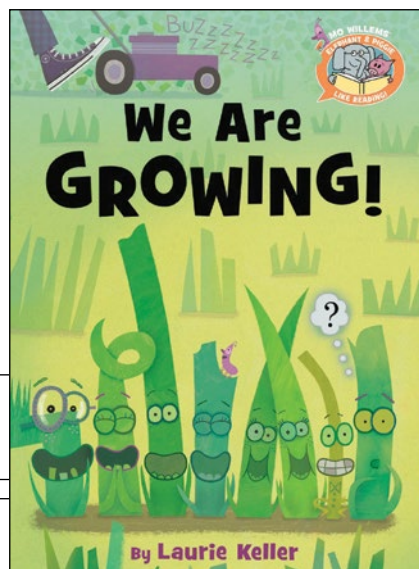
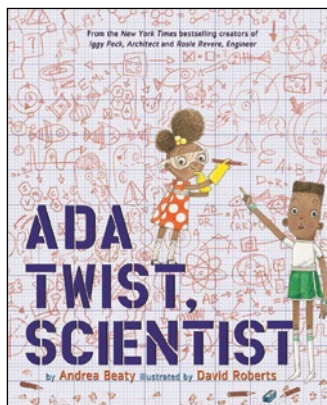
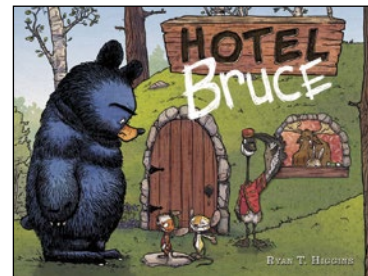
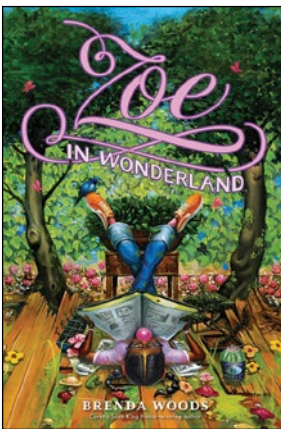
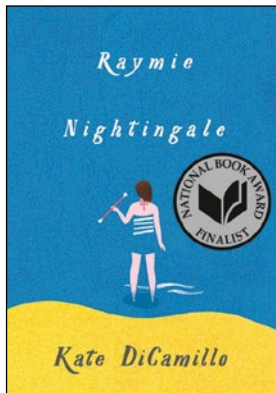
Ballet Cat: What's Your Favorite Favorite? *by Bob Shea*

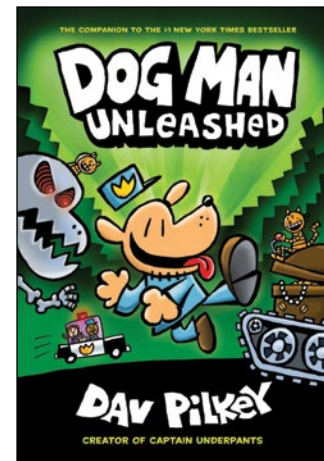
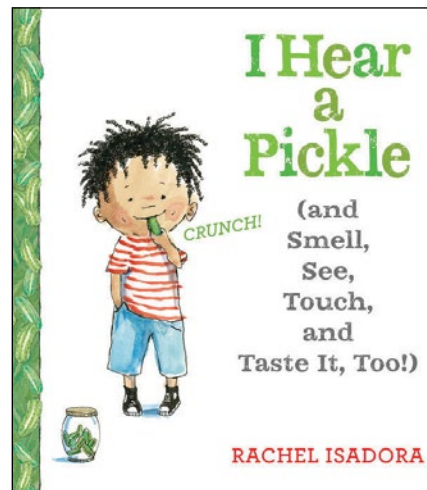
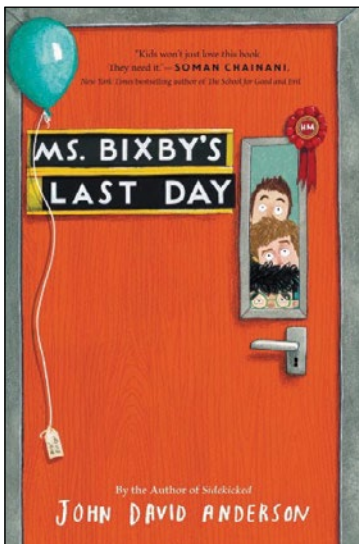
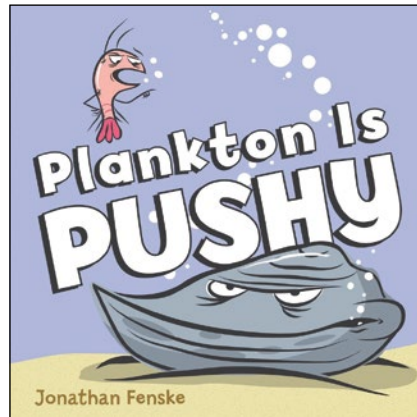
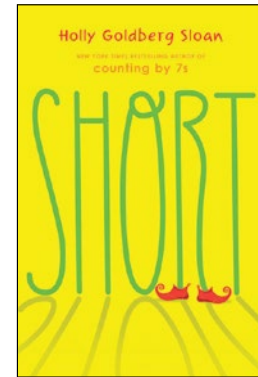
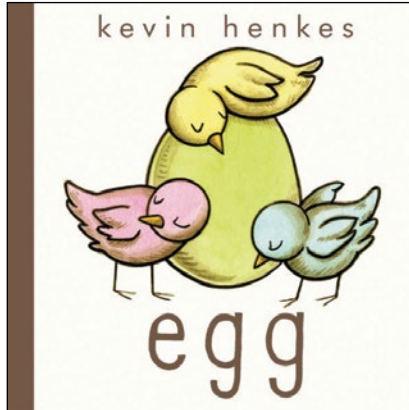
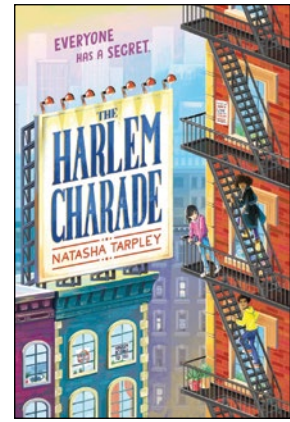
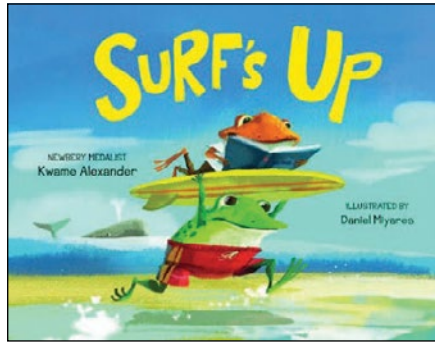
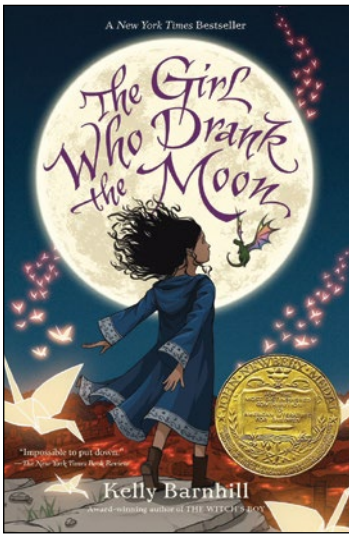
The Legend of Rock Paper Scissors *by Drew Daywalt; illustrated by Adam Rex*

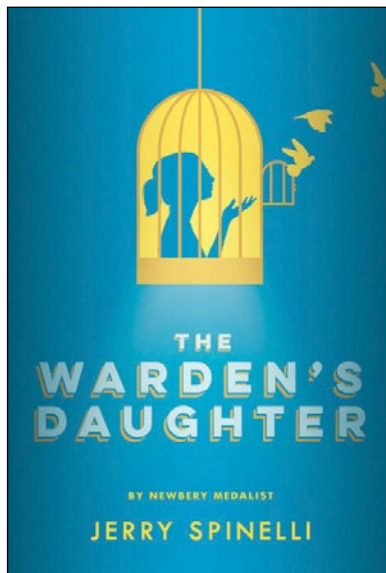
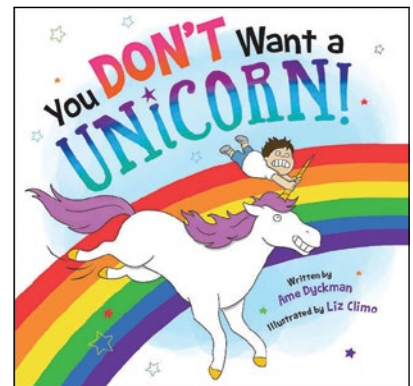
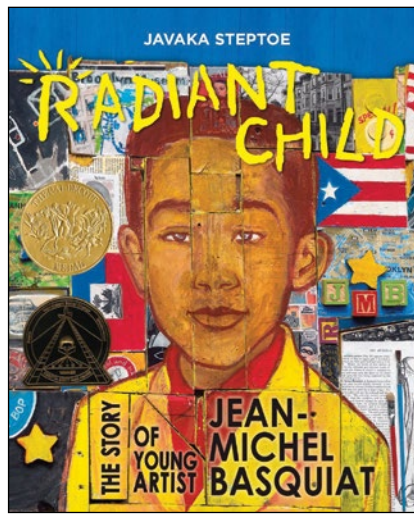
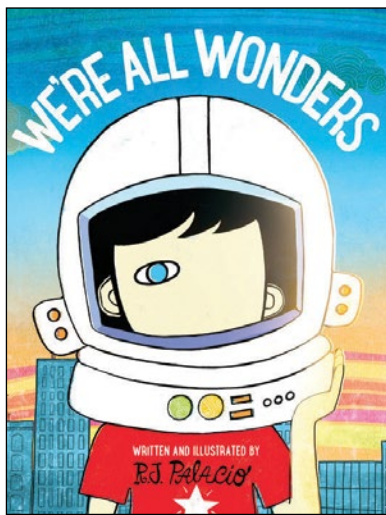
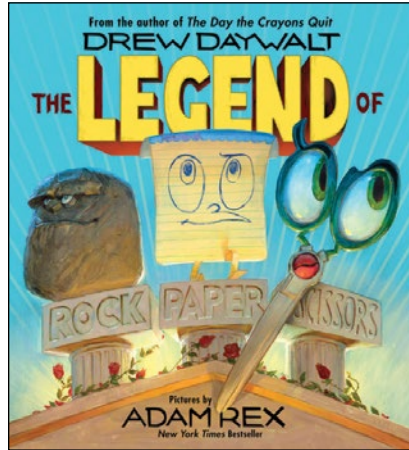
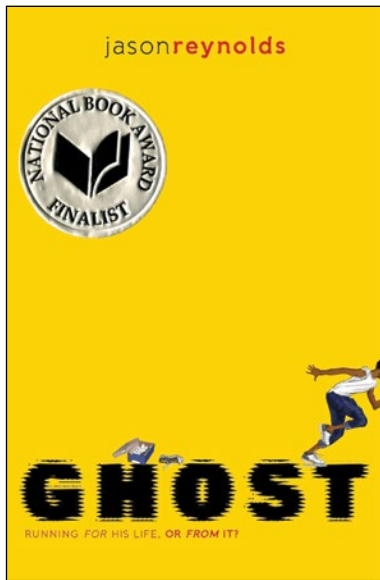
Radiant Child *by Javaka Steptoe*

Download Materials

Access Mr. Schu's compiled collection of book trailers, activities, and interviews at tinyurl.com/AmbassadorSchu.









Booktalking: Transforming Dormant to Passionate Readers

Nothing gets kids to pick up a book faster than hearing about it from a peer or trusted teacher. But before you can teach your students how to read, write, practice, and deliver great booktalks, you have to be the model. Booktalking can be a collaborative process for adults and children, so working with a colleague may be the fastest way to transform your class, grade, or entire campus. Push the boundaries of your favorite genres by discussing books others would want to read. If your students listened to a booktalk a day, they would be introduced to 180 books a year by their peers and you! With this workshop's booktalk tips, lesson plans, and engaging activities, you'll learn how to create an incredible booktalking culture in your school.

Current Research

“During booktalks, students are engaged and want to know more about the books. Most importantly, students are eager to read many of the books their teachers introduce. Teachers believe the booktalks are an effective way to expose students to a wide range of book titles and to share additional information about the literary world.”

– Wozniak, *Voices from the Middle*, Volume 19 Number 2, December 2011,
National Council of Teachers of English (NCTE)

Guidebook Resources

- Student Booktalk Tips
- Booktalk Starter Cards
- Top 10 Tips for Coaching Booktalks
- Booktalk Checklists
- Booktalking Activities
- Booktalk in the Classroom: Easy Lesson Plans to Hook Your Kids on Books

Optional Resources

[scholastic.com/bookfairs/books/booktalks](https://www.scholastic.com/bookfairs/books/booktalks)

[scholastic.com/bookfairs/books/podcasts](https://www.scholastic.com/bookfairs/books/podcasts)

[scholastic.com/teachers](https://www.scholastic.com/teachers)

All program resources are available at:

[scholastic.com/bookfairs/reading-summit](https://www.scholastic.com/bookfairs/reading-summit)



Student Booktalk Tips

- 1 Read your book thoroughly.**

You might even want to take notes if inspiration strikes while you are reading! Make sure this is a book you love; if you'd rate it less than an eight out of 10, find a different book!
- 2 Open strong!**

Think about starting your booktalk by asking a question: "What scares you the most?" Or start by giving your thoughts on a character you loved: "This is the bravest dog I've ever met." Don't start with something predictable like, "This book is called..." or "This book is about..." Surprise and excite your audience!
- 3 Find a hook.**

Consider your audience. Is there some element of this story that you know will especially interest your peers? Perhaps there's intense magic, an adorable dog, or a talented surfer? Think about the aspects of the story that made it engaging for you.
- 4 Don't give it all away.**

Think of this like a preview, not a whole movie. Leave them begging for more! End with a cliffhanger such as, "Will he get out in time?" Remember, the idea is to get them interested enough to want to read the book.
- 5 Enhance your presentation with props.**

Carry an umbrella for a book about a rainy day, or wear a cap for a book about baseball. Be creative! Just be sure not to wear anything that will muffle your sound, such as a mask. What you are saying is much more important than how you look!
- 6 Suggest other great reads.**

"If you liked _____, then you'll love this!" Think of a similar book which you know was a hit in your school or classroom.

Booktalk!

Booktalk *noun* (buk)(tawk)

1. A conversation about a book that one has read, infused with joy and emotion. Best if done daily.

Booktalking Tips for Students

1. Choose a book you thought was terrific.
2. Pick a booktalk starter card to help you start your booktalk.
3. Stand up, either at your desk or in the front of the room.
4. Hold up the book so the cover can be seen clearly.
5. Speak with energy and enthusiasm.
6. Smile!



Booktalk!

Starter Card

I loved this book because...

Booktalk!

Starter Card

This book made me laugh like crazy because...

Booktalk!

Starter Card

You have to read this book because it...

Booktalk!

Starter Card

This book made me cry because...

Booktalk!

Starter Card

If you like to be scared, then you have to read...

Booktalk!

Starter Card

A character in this book reminded me of my friend because...

Top 10 Tips for Coaching the Perfect Booktalk

Because you're an educator, we know you want your students to shine. We also know that reading, writing, and public speaking can be difficult for some students. Here are some tips to help students create booktalks they'll deliver with pride:

- 1 Be a booktalk model.** Demonstrate the right attitude toward booktalks by performing them yourself, often, and with enthusiasm. Let them see how much you enjoy sharing books with them in this special way!
- 2 Let students booktalk books they really love.** A genuine recommendation comes from genuine enthusiasm for a book. Although you can certainly guide your students in making their selections, be sure that their choices are ultimately their own.
- 3 Give them time to work on their writing during class.** For some students, writing the booktalk can be the scariest part of the process. If time permits, let them do some of the writing in class when you are available to offer guidance and support.
- 4 Encourage small-group rehearsals.** Speaking in front of large audiences can be difficult for even your most outgoing students. Have them practice in front of just a few other students, or one-on-one, until they feel comfortable enough to share with the whole class.
- 5 Promote strong listening skills.** Performing to a disinterested audience is a challenge. Remind students to be courteous – still, silent, and focused – while others booktalk. Don't forget the applause!
- 6 Ask prompting questions.** Sometimes, even well-rehearsed students freeze up. If a student is struggling to recall his or her booktalk, jump in and ask questions like, "What are some similar books to this?" or "What drew you to pick up and read this book?"
- 7 Allow notes when needed.** Although an ideal booktalk is so well rehearsed the speaker does not need written prompts, it's okay to permit students to read from notes if they need them. Quick notes and bullet points on index cards can be helpful for students to recall character names, dates, and other details they don't want to forget.
- 8 Create a positive booktalking environment in the room.** Post on your door a sign that reads, "Booktalks in Progress." Ask the school office to hold any notes or passes. Avoid interruptions.
- 9 Give positive feedback.** Even if a student forgets her cliffhanger, mispronounces the author's name, or never looks up from her notes, let her know you appreciate her effort and emphasize at least one thing she did well.
- 10 When possible, do not grade booktalks.** Booktalks are best when given as a true, joyful reaction to a book. When students know they are being graded, they may perform booktalks which are technically flawless but also passionless. Let their personalities shine; try using booktalks as a tool only to foster a love of reading.

Booktalking: Have I Chosen the Right Book?

1. Would you rate the book an 8 or higher out of 10?
a. Yes b. No
2. Did the book teach you something (about yourself/the world)?
a. Yes b. No
3. Did you connect personally with the book?
a. Yes b. No
4. Do you feel compelled to share this book with others?
a. Yes b. No
5. Is this a new book for the members of the group?
a. Yes b. No
6. If the book has been booktalked before, can you provide a new perspective on it?
a. Yes b. No
7. Can you give an appealing sneak preview in three minutes or less?
a. Yes b. No

If you answered "Yes" for four or more of these questions, then congratulations!
You've chosen the right book!

If you answered "No" for the majority of these questions, consider choosing a
different book for your booktalk.



Booktalking: Is Your Booktalk WOW-Ready?

Complete this simple five-step checklist to ensure that your booktalk is ready for its debut.

Have you selected your book?

- You can't have the right booktalk without the right book! See "**Booktalking: Have I Chosen the Right Book?**" on page 1 for guidance.

Have you written or typed your booktalk?

- When tested in booktalk groups, even the most theatrical students and adults did better with a written, rehearsed draft. Depending on your writing preference, use full sentences, an outline, or bullets.

Have you practiced it out loud, in front of a mirror or a friend?

- Practice makes perfect ... or at least it makes you comfortable when getting up in front of an audience.

Did it take three minutes or less to share?

- As we mentioned on page 1, less is more! Make sure your booktalk includes intriguing highlights without giving too much away. The goal is to entice your audience to pick up the book ... and read it!

Have you considered adding visuals, such as props or a costume?

- Visuals can be a nice way to immerse your audience even deeper into the story, as long as it fits well into your booktalk and isn't distracting.

**Once you've completed each of these steps, you're ready to WOW your audience!
Shake off the nerves—you've got this!**



Booktalking Recap Survey: How Did It Go?

Congratulations on presenting your booktalk! Please take a couple of minutes to complete this short survey and write down your thoughts about how it went. These notes will come in handy when preparing for future booktalks, allowing you to fine tune your presentation.

How long did your booktalk take?

- Longer than I thought/planned
- The length I expected/planned
- Shorter than I thought/planned

What do you think affected the length of your booktalk?

- I spoke more slowly than I intended
- I spoke the right amount of time
- I spoke more quickly than I intended

How did your audience react?

- They reacted appropriately—laughing, gasping, sighing, etc.
- They were mostly quiet

In one to two sentences, explain any specific reactions from your audience:

When it was over, did your audience: (check all that apply)

- Applaud
- Ask questions
- Write down the name of the book
- Share similar stories/book recommendations
- Ask to borrow the book
- None of the above

Now that my booktalk is over, I feel: (check all that apply)

- Great! I can't wait to do another.
- Relieved. It's nerve-wracking to speak in front of an audience!
- That it could have been better.
- Other: _____

Booktalk!

Educator

Booktalking Activities

Booktalking Buddies: Positive Influences Across Grade Levels

Want your students to model good booktalking skills? They need the right audience! Students in younger grade levels are eager listeners. It's fun for everyone!

What

Rehearsed booktalks performed with gusto. These don't have to be perfect, but they should be polished.

Who

Try to group students with children at least two grades younger than they are. Younger students look up to and admire older readers, and prove to be an enthusiastic audience. Just keep in mind this age difference as your students make their book selections. If booktalking to a kindergarten class, for example, picture books are the most appropriate choice. Remember that a great booktalk convinces the listener to read the book – select books that your audience can read if their interest is piqued.

When and Where

Booktalking can happen anywhere, at any time! However, you'll want everyone to be comfortable; your booktalkers may be nervous and your audience may be easily distracted. This might mean booktalking in a communal space familiar to both of them, such as the media center or cafeteria. It's always a great time to booktalk, but keep in mind that students may get riled up – booktalking is fun! You might find that it's the perfect way to end the school day.

Why

Ultimately, you want your students to feel comfortable performing booktalks for as many types of people as possible. But before they're ready for their peers or their parents, students in lower grades might be a great start: they're a fascinated and forgiving audience. Younger students benefit as well as they see positive role models of reading. They'll begin looking forward to the day when they are the ones performing booktalks!

Booktalks in the Classroom: Easy Lesson Plans to Hook Your Kids on Books

Plan to Share at least one booktalk each day. Great examples are available on our booktalking video site: scholastic.com/bookfairs/booktalk. Check it out!

Picture the Book (all grades)

Objective: Students will learn how to give a basic booktalk.

Divide students into pairs and distribute picture books along with copies of the Student Booktalk Tips. Ask students to read the book aloud together, and then create a simple, but effective, booktalk to “sell” this book to other students. Offer students the opportunity to perform this in front of the class.

Questions: What is the value in learning how to booktalk using books that are below your reading level? How can you apply the skills learned from this lesson to your own peer-to-peer booktalks?

Bonus: Invite your students to booktalk to a younger class.

Booktalk BINGO (all grades)

Objective: Students will learn techniques on how to give a better booktalk.

Build your Booktalk BINGO board: Ask students to help you generate a list of ideas on how to give a great booktalk. Turn this list into short phrases (such as “start with a question,” “wear a costume,” or “booktalk without a script”), and then create BINGO cards online using these phrases (try print-bingo.com).

How to play: Together, watch the booktalk videos featured online at scholastic.com/bookfairs/booktalk. Tell students to mark/cross off each suggestion they see demonstrated in the videos (for example, if a video features a student booktalking while wearing a cape, students can mark off “wear a costume”). The first student to get a line (or a box, or a zig-zag) wins.

Questions: How did this exercise make the videos more effective? Which video was your favorite and why? Does the subject of the book matter if the booktalk is interesting?

Bonus: Have your class create accounts online and upload their own booktalk videos!

Booktalk Improv (upper grades)

Objective: Students will learn to incorporate new elements into their booktalks.

Ask students to come prepared to give a booktalk without using props. Divide the class into groups of four and give each group four random props or costumes (a baseball, a blanket, a shoe, a crown, etc.). Have each student perform his/her booktalk to the group. After everyone has performed, ask the group to work together to figure out how to use the props (one prop per person) in each booktalk. (For example, a student might wear a crown and say, “Sarah felt like the queen of middle school.”) Ask for volunteers to share their new booktalks at the end.

Questions: How did using a prop or costume enhance your booktalk? Why is it more interesting to watch a booktalk that uses some kind of visual aid?

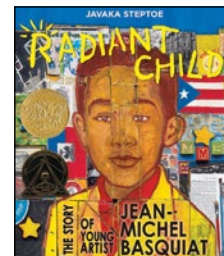
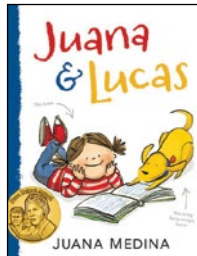
Bonus: Build a Booktalk Box! Give students inspiration to enhance their booktalks by keeping a communal prop box in the classroom. Ask students to bring in small items they are willing to donate (with parent permission).

Decoding Diversity

Fostering Inclusiveness and Joy Through Independent Reading

At Scholastic, our primary purpose is to offer all children books they love to read. Nearly a hundred years ago, when Scholastic's founder, M.R. Robinson, launched our company, he delivered a clear mission statement, part of which said, "We believe in the respect for the diverse groups in our multicultural society." As part of this continued mission, we embrace diversity every day. Books are a great way to rejoice in the diversity experience students enjoy through reading. In keeping with our ongoing promise to ensure that all children and families feel welcome and have a robust assortment of books to choose from, we take great pride in offering content that reflects our nation's growing diverse population. And that is why at Scholastic, our #WeHaveDiverseBooks campaign is among our most vibrant initiatives.

**#WE
HAVE
DIVERSE
BOOKS**



The True Story: Studies show that diverse books encourage understanding, foster social and emotional development, and inspire collaboration among children.

A recent *School Library Journal* article entitled "How Cross-Racial Scenes in Picture Books Build Acceptance" by Krista Maywalt Aronson and Anne Sibley O'Brien, included a report on how kids respond to cross-racial depictions in picture books. The findings determined that when students read books that show children from different races playing together and having fun, they experience feelings of comfort and express interest in playing with other children from diverse backgrounds. A report from the Association for Library Service to Children entitled "The Importance of Diversity in Library Programs and Material Collections for Children" by Jamie Campbell Naidoo, PhD, proves that diverse books reinforce cultural identity, promote

multi-lingual and literacy development, and foster global connections. Many believe in diversity but still struggle with fulfilling its promise. They ask:

- How do we practice diversity and sustain its impact with students, families, fellow faculty, and administrators over the long-term?
- How do we engage parents, families, reluctant readers, and those who need support in their diversity efforts?
- What are the steps needed to inspire diversity among adults and children from all walks of life?



Andrea Davis Pinkney

"As an author, editor, mom, and the daughter of a reading teacher, I have an abiding commitment to creating books that instill diversity values in young readers and the adults who serve them. I'm also deeply committed to helping others discover and share diversity resources."

This interactive workshop will inspire diversity practices and provide instructive tools for confidently bringing diversity to students through the joy and power of book selection and reading.

"Decoding Diversity" offers hands-on strategies that can be used right away with students.

Attendees should come prepared to innovate, participate, write, discuss, interact, and have fun!

Topics and materials include:

- Defining diversity
- The diversity puzzle – putting the pieces together
- Common diversity myths and challenges
- Moving past inertia, fear, and stereotype anxiety
- How to talk about diverse topics with students
- Instilling a diversity mindset among young readers
- Tools for independent reading through a diverse classroom library
- Creating a support community in your school and library
- Building "decoding diversity" partnerships nationwide
- Seven steps to "Representative Reads" for educators and librarians
- Recommended reading lists

Downloadable Materials



Scholastic and We Need Diverse Books announce an expanded partnership!

[scholasticblog.com/post/scholastic-and-we-need-diverse-books-announce-expanded-partnership](https://www.scholasticblog.com/post/scholastic-and-we-need-diverse-books-announce-expanded-partnership)



Children's Book Council Diversity resources for educators and librarians to enrich students' reading:

cbcdiversity.com/resources/teachersandlibrarians



We Need Diverse Books offers Booktalking Kits, Reading Lists, and more:

[weneeddiversebooks.org](https://www.weneeddiversebooks.org)
#WNDB



Scholastic Kids & Family Reading Report, 6th Edition

[scholastic.com/readingreport](https://www.scholastic.com/readingreport)

Scholastic Classroom Discussion Guides for notable diversity titles:

[scholastic.com/teachers/lesson-plan/guide-teaching-and-talking-about-civil-rights-movement-books-children-and-teens](https://www.scholastic.com/teachers/lesson-plan/guide-teaching-and-talking-about-civil-rights-movement-books-children-and-teens)

[scholastic.com/teachers/lesson-plan/discussion-guide-novels-pam-munoz-ryan](https://www.scholastic.com/teachers/lesson-plan/discussion-guide-novels-pam-munoz-ryan)

[scholastic.com/teachers/sites/default/files/asset/file/buxton-piney-woods-disc-guide.pdf](https://www.scholastic.com/teachers/sites/default/files/asset/file/buxton-piney-woods-disc-guide.pdf)

[scholastic.com/teachers/lesson-plan/zane-and-hurricane-discussion-guide](https://www.scholastic.com/teachers/lesson-plan/zane-and-hurricane-discussion-guide)

For More Information:

“How Cross-Racial Scenes in Picture Books Build Acceptance” from *School Library Journal*

slj.com/2014/05/diversity/how-cross-racial-scenes-in-picture-books-build-acceptance

Read the full report from the Association for Library Service to Children entitled “The Importance of Diversity in Library Programs and Material Collections for Children” by Jamie Campbell Naidoo, PhD:

ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance_of_diversity_with_graphics_FINAL.pdf

Statistics and research that affirm children from diverse backgrounds need to see themselves in books:

Scholastic Kids & Family Reading Report, 6th Edition

scholastic.com/readingreport

- Section 1, What Kids & Parents Want in Children’s Books

5 Reasons Why Everybody Benefits From More Diverse Children’s Books

huffingtonpost.com/roxana-barillas/5-reasons-why-everybody-b_b_5529656.html

- This is a blog post from the director of hispanic engagement for First Book, where she quotes statistics from their own customer survey – “In a survey last year of more than 2,000 educators from First Book schools and programs, 90 percent of respondents indicated that the children in their programs would be more enthusiastic readers if they had access to books with characters, stories, and images that reflect their lives and their communities.”

“Culturally Relevant Reading Material as Related to Comprehension and Recall in African-American Children” from *Journal of Black Psychology* 24.4 (1998): 455-75.

- Page 464 – Results data of recall questions
- Page 469 – Discussion – “African-American children process information more efficiently when it incorporates their sociocultural experiences” [470]; “comprehension was more efficient for participants exposed to the stories with black characters and African-American themes than for those exposed to the stories with black characters and traditional/Euro-American themes” [470-1]

“Reading in Color: Children’s Book Illustrations and Identity Formation for Black Children in the United States” from *African American Review* 32 (1): 95-105.
search.proquest.com/docview/209795605?accountid=49882

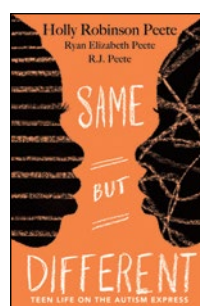
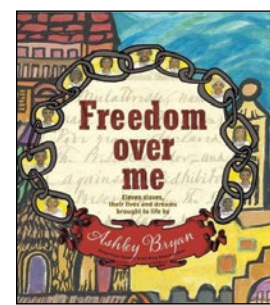
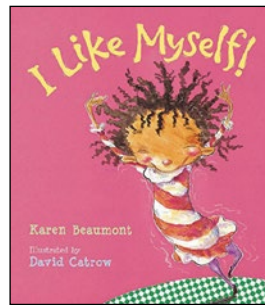
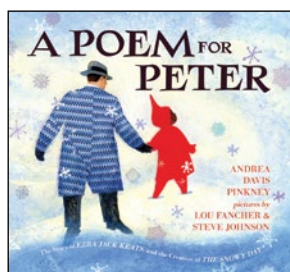
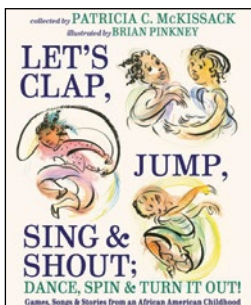
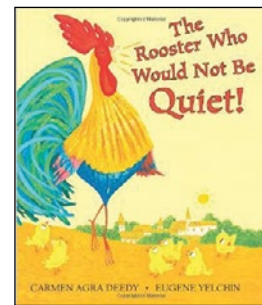
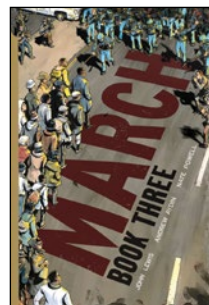
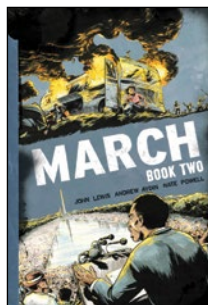
- This article mentions both Jerry and Brian Pinkney, as well as Romeare Bearden.

From NPR’s coverage on Ezra Jack Keats’s *The Snowy Day*: “There was a teacher [who] wrote in to Ezra, saying, ‘The kids in my class, for the first time, are using brown crayons to draw themselves.’ These are African-American children. Before this, they drew themselves with pink crayons. But now, they can see themselves.”

Listen to the full NPR story here:

npr.org/2012/01/28/145052896/the-snowy-day-breaking-color-barriers-quietly

More Books for Reading and Sharing



2017 Reading Summit Keynote Speakers Gallery



KWAME ALEXANDER • Chicago

Kwame Alexander is a poet, educator, and *New York Times* best-selling author of 21 books, including *Booked* and *The Crossover*, which received the 2015 John Newbery Medal for the Most Distinguished Contribution to American literature for Children, the Coretta Scott King Author Award Honor, The NCTE Charlotte Huck Honor, the Lee Bennett Hopkins Poetry Award, and the Paterson Poetry Prize. Kwame writes for children of all ages. His other works include: *Surf 's Up*, a picture book; *Crush: Love Poems for Teenagers*; and *He Said She Said*, a young adult novel.

Alexander believes that poetry can change the world, and he uses it to inspire and empower young people through *Kwame Alexander's Page-to-Stage Writing Workshop**, published by Scholastic (2015).

Recently, he served as the Children's Literature's Inaugural Dorothy Carter Writer-in-Residence at The Bank Street College of Education Center.

A regular speaker at schools and conferences, he travels the world planting seeds of literary love. Each year, Alexander leads a delegation of writers, educators, and activists to Ghana as part of LEAP for Ghana, an International literacy program he co-founded that builds libraries and provides literacy professional development for teachers. [Learn more about Kwame Alexander and purchase his book in the digital Guidebook.*](#)



DR. KYLENE BEERS and ROBERT E. PROBST • Houston

Kylene Beers and Robert E. Probst are the co-authors of the best-selling book *Notice and Note: Strategies for Close Reading* (Heinemann, 2013), as well as other popular titles, including *When Kids Can't Read/What Teachers Can Do* (Kylene), *Response and Analysis* (Bob), and *Adolescent Literacy: Turning Promise into Practice* (Kylene and Bob with Linda Rief). Their most recent book is *Disrupting Thinking: Why How We Read Matters** (Scholastic, 2017).

Kylene began her teaching career in middle school in the Houston area and Bob began in junior high and high school in the Baltimore area. Both have taught at the university level: Bob at Georgia State University and Kylene at the University of Houston.

Throughout their careers, they have worked tirelessly to help connect children and teens to literacy. While their focus has been working with struggling readers, they also help teachers who work with English-language learners, gifted students, and special education students. Highly popular speakers and consultants throughout the US and Canada, Kylene is a past president of the National Council of Teachers of English and Bob is a former member of the NCTE Commission on Reading. You can reach them at beers.probst@gmail.com and connect with them on Twitter at @kylenebeers and @bobprobst.



KATE DICAMILLO • Chicago

Kate Dicamillo is the author of many beloved books for young readers, including *Flora & Ulysses* and *The Tale of Despereaux*, each of which received a Newbery Medal; *Because of Winn-Dixie*, which received a Newbery Honor; *The Tiger Rising*, a National Book Award Finalist; *The Miraculous Journey of Edward Tulane*, winner of a Boston Globe–Horn Book Award; *The Magician's Elephant*; *Raymie Nightingale*; and the best-selling Mercy Watson series. Born in Philadelphia, she grew up in Florida and now lives in Minneapolis, where she faithfully writes two pages a day, five days a week.

Check out Kate on [facebook.com/KateDiCamillo*](https://www.facebook.com/KateDiCamillo).

* For more information, visit our digital Guidebook: bookfairsfiles.scholastic.com/flippingbooks/2017-Summit-Guidebook/2017-Summit-Guidebook.html



JARRETT J. KROSOCZKA • Houston

Jarrett J. Krosoczka has been passionate about storytelling through words and pictures since he was a kid. Jarrett is a two-time winner of the Children's Choice Book Award and has been a finalist for the prestigious Will Eisner Comic Industry Award. He is the author and/or illustrator of more than 25 books for young readers, including the *New York Times* best-selling *Star Wars Jedi Academy: A New Class*. Jarrett's books have also been recommended by national publications such as *Newsweek*, *The New York Times*, and *USA Today*. He has delivered two TED Talks, which have collectively accrued more than 2 million views online. Krosoczka has been featured on NPR and can be heard weekly on *The Book Report with JJK* on SiriusXM's *Kids Place Live*, a show focusing on books, authors, and reading. His *Punk Farm*, *Lunch Lady*, and *Platypus Police Squad* series are all currently in development for film. Jarrett lives in western Massachusetts with family.



LESTER L. LAMINACK • Raleigh-Durham

Lester L. Laminack is professor emeritus at Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching. He is now a full-time writer and consultant working with schools throughout the United States. Lester is an active member of the National Council of Teachers of English and served as co-editor of *Primary Voices* and the children's book review column of *Language Arts*. He also served as a teaching editor for the magazine *Teaching K-8* and wrote the Parent Connection column. He is a former member of the Whole Language Umbrella Governing Board, the governing board and secretary of the North Carolina Association for the Education of Young Children, and the board of directors for the Center for the Expansion of Language and Thinking. Lester served as the basic reading consultant to Literacy Volunteers of America from 1987 through 2001 and as a member of the board of directors of Our Children's Place [ourchildrensplace.com]. He is the current column editor for The Writing Department of the ILA journal, *The Reading Teacher*.

His academic publications include several books: *Learning with Zachary* (Scholastic), *Spelling in Use* (NCTE), *Volunteers Working with Young Readers* (NCTE), and his contributions to *The Writing Workshop: Working Through the Hard Parts* (NCTE), *Learning Under the Influence of Language and Literature* (Heinemann), *Reading Aloud Across the Curriculum* (Heinemann), *The Writing Teacher's Troubleshooting Guide* (Heinemann), *Writers ARE Readers* (Heinemann), *Bullying Hurts* (Heinemann), *Cracking Open the Author's Craft* (Scholastic), and *Unwrapping the Read Aloud* (Scholastic). His newest work with Scholastic is *The Ultimate Read-Aloud Resource: Making Every Moment Intentional and Instructional With Best Friend Books** (2016) and *Best Friend Fiction Kits for Grades K-5** (2016). In addition, he has several articles published in journals such as *The Reading Teacher*, *Early Years*, *Language Arts*, *Teaching pre-K/8*, and *Young Children*. Lester is also the author of six children's books: *The Sunsets of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Tea Cakes*, *Jake's 100th Day of School*, *Snow Day!*, *Three Hens and a Peacock*, and a forthcoming title, *The King of Bees* (all from Peachtree Publishers).

Lester earned a B.S. and M.S. in Elementary Education from Jacksonville State University in Jacksonville, Alabama, and an Ed.D. in Elementary Education and Reading from Auburn University in Auburn, Alabama. [Learn more about Lester Laminack and purchase his book in the digital Guidebook.*](#)

Workshop: When Books Become Best Friends: One Book/Many Visits (Chicago AM & PM)

Workshop: Independent Reading: Where We've Been. Where We're Going (Raleigh - PM Panelist)

* For more information, visit our digital Guidebook:
bookfairsfiles.scholastic.com/flippingbooks/2017-Summit-Guidebook/2017-Summit-Guidebook.html



DONALYN MILLER • All Locations

Donalyn Miller taught upper-elementary and middle school students in the Dallas-Fort Worth area and was a finalist for 2010 Texas Elementary Teacher of the Year. In her popular book, *The Book Whisperer*, Donalyn reflects on her journey to become a reading teacher and describes how she inspires and motivates her middle school students to read 40 or more books a year. In her latest book, *Reading in the Wild*, Donalyn collects responses from 900 adult readers and uses this information to teach lifelong reading habits to her students. Donalyn co-founded the community blog *The Nerdy Book Club* and co-hosts the monthly Twitter chat, #titletalk. Her articles about teaching and reading have appeared in publications such as *Education Week Teacher*, *The Reading Teacher*, *Educational Leadership*, and *The Washington Post*. Donalyn serves as the manager of independent reading and outreach at Scholastic Book Fairs® where she also hosts

*The Book Whisperer: Back to the Books** web show and co-edits the *Reader Leader** blog.

Workshop: Access to Books: Game Changer for Kids (All Locations - AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (All Locations - PM)



ERNEST MORRELL • Washington D.C.

Ernest Morrell is an award-winning author, teacher, and researcher, and is the Macy Professor of English Education and Director of the Institute for Urban and Minority Education at Teachers College at Columbia University. Ernest is also past-president of the National Council of Teachers of English, a Fellow of the American Educational Research Association (AERA), and an appointed member of International Literacy Association's Literacy Research Panel. In 2016, Ernest was ranked among the top 100 university-based education scholars in the RHSU Edu-Scholar Public Influence Rankings. Ernest was an award-winning English teacher and coach in northern California who now works with schools and after-school programs across the country to infuse social and emotional learning, digital technologies, project-based learning, and multicultural literature into empowering literacy practices in K-12 classrooms.

Ernest is the author of more than 75 articles and book chapters, and eight books, including *Every Child a Super Reader: 7 Strengths to Open a World of Possible**, *New Directions in Teaching English*, *Linking Literacy and Popular Culture* and *Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title for 2014 by *Choice Magazine* of the American Library Association. Ernest has earned numerous commendations for his secondary and university teaching, including being nominated five times for Who's Who Among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award. Morrell earned his Ph.D. in Language, Literacy, and Culture from the University of California at Berkeley where he received the Outstanding Dissertation Award. Ernest also proudly sits on the Executive Boards of LitWorld and the Education for Democracy Institute.

Workshop: Independent Reading: Where We've Been. Where We're Going. (Raleigh - PM Panelist)



JEWELL PARKER RHODES • Raleigh-Durham / Washington D.C.

Jewell Parker Rhodes is the award-winning author of *Ninth Ward*, *Bayou Magic*, and *Sugar*. Her writing guides include: *Free Within Ourselves: Fiction Lessons for Black Authors* and *The African American Guide to Writing and Publishing Nonfiction*. Born in Pittsburgh, Pennsylvania, Jewell now lives in California. She is the Virginia G. Piper Chair in Creative Writing at Arizona State University.

Her most recent novel for young readers is *Towers Falling*, a story about 9/11 set 15 years later. Jewell wrote this story realizing that so many born after 2001 could not put the tragedy into context. Her work has been published in Germany, Italy, Canada, Turkey, and the United Kingdom and reproduced in audio and for NPR's "Selected Shorts."

Her honors include: the American Book Award, the National Endowment of the Arts Award in Fiction, the Black Caucus of the American Library Award for Literary Excellence, the PEN Oakland/Josephine Miles Award for Outstanding Writing, and two Arizona Book Awards.

* For more information, visit our digital Guidebook: bookfairsfiles.scholastic.com/flippingbooks/2017-Summit-Guidebook/2017-Summit-Guidebook.html



DAV PILKEY • Seattle

When Dav Pilkey was a kid, he suffered from ADHD, dyslexia, and behavioral problems. Dav was so disruptive in class that his teachers made him sit out in the hall every day. Luckily, Dav loved to draw and make up stories, so he spent his time in the hallway creating his own original comic books. When he was in second grade, Dav Pilkey created a comic book about a superhero named Captain Underpants. His teacher ripped it up and told him he couldn't spend the rest of his life making silly books. Fortunately, Dav was not a very good listener. His Captain Underpants series has more than 70 million copies in print worldwide

and has been translated into more than 25 languages. DreamWorks Animation will release the feature film adaptation of *Captain Underpants* on June 2, 2017. *Captain Underpants* has previously topped the American Library Association's "Most Banned Books" list for two consecutive years. In addition to *Captain Underpants*, Dav is also the creator of *The Paperboy*, which won a Caldecott Honor; the California Young Reader Medal-winning *Dog Breath*; and the author of the best-selling Ricky Ricotta's Mighty Robot series. Dav continues to create books in the Pacific Northwest where he lives with his wife. For more information about Dav Pilkey and his books, visit: planetpilkey.com.



ANNIE WARD • Seattle

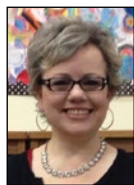
Annie Ward has served as the assistant superintendent for curriculum and instruction for the Mamaroneck Public Schools in Westchester County in New York since 2004. Prior to that, she was a local instructional superintendent for the New York City Department of Education and the supervisor of curriculum and instruction for the New Jersey Public Schools in Ridgewood. Annie is the author of *From Striving to Thriving: How to Grow Confident, Capable Readers** (Scholastic, 2017) which demonstrates how to "table the labels" and use detailed formative assessments to craft targeted, personalized instruction that enable striving readers to do what they need above all — to find books they love and engage in voluminous reading.

A long-time middle school English teacher, Annie's passion for children's books was sparked early on by read-alouds (Mom: *The Secret Garden*; Dad: *O Henry* short stories; 5th grade teacher Miss Charney: *Mrs. Frisby and the Rats of NIMH*) and her apprenticeship to Heddie Kent, the wildly charismatic librarian in the children's room of the public library in Lincoln, Massachusetts. Annie collects nonfiction books about dogs and unusual animal friendships which captivate striving readers.

Workshop: Independent Reading: Where We've Been. Where We're Going (Seattle - PM Panelist)

* For more information, visit our digital Guidebook: bookfairsfiles.scholastic.com/flippingbooks/2017-Summit-Guidebook/2017-Summit-Guidebook.html

2017 Reading Summit Workshop Presenters Gallery



CYNTHIA ALANIZ taught in the elementary school classroom for more than 20 years using Reader's Workshop and Writer's Workshop. She is currently an elementary school librarian in Coppell, Texas, and enjoys supporting her students and teachers as they pursue their own learning and interests. She has a strong and undying passion for reading and books, and she calls herself a "children's literature enthusiast." She is the author of the blog *Librarian in Cute Shoes* and is active in the American Library Association, the Texas Library Association, Association of Library Service to Children (ALSC), the American Library Association, and the Children's Literature Assembly (NCTE). She believes in the power of books to change lives because she believes they have changed hers.

Workshop: A Closer Look at the Picture Book (Houston PM)



STEVE BLACK joined Scholastic in 1991. As manager of product programs at Scholastic, Steve currently directs the Book Fair Preview program while writing and recording booktalk scripts and podcasts. He regularly delivers webinar training sessions and conducts live booktalk and product presentations for teachers, students, parents, and coworkers.

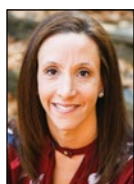
Workshop: Booktalking: Transforming Dormant to Passionate Readers (Raleigh PM) (Houston PM)



BRANDON BLOM is the principal and lead dreamer of Stoneridge Elementary School in Roseville, California. He is passionate about making school fun for students and staff, as well as looking critically at what schools do to meet the needs of all students. Brandon has been a CUE Rockstar presenter, NAESP presenter, and keynote speaker. He has written about why teachers need to be taken care of, why his school no longer uses computer-based reading systems, and how his school has moved away from old homework policies.

Workshop: Building a Love of Reading Campus-Wide (Houston AM & PM) (Seattle AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Seattle PM – Panelist)



STEPHANIE BRANT currently serves as the proud principal of Woodfield Elementary School in Gaithersburg, Maryland. Prior to becoming a principal at Woodfield, she served as the principal at Gaithersburg Elementary School, principal intern at Fox Chapel Elementary School in Germantown, and the assistant principal at Lucy V. Barnsley Elementary School in Rockville. Before coming to Montgomery County Public Schools, Stephanie worked in Fairfax County as an assistant principal. Prior to becoming an administrator, Stephanie taught first and second grade, as well as taught Reading Recovery, an intense intervention program that served struggling readers. As a teacher, Stephanie focused on literacy and building life-long learners and works in her current position to inspire readers, problem solvers, and critical thinkers who are competitive learners in the 21st century. Her transparency, commitment to literacy, and community engagement have been key factors to her success. **Workshop: Creating a School Wide Literacy Culture: A Case Study (DC AM)**

Workshop: Independent Reading: Where We've Been. Where We're Going. (DC PM - Panelist)



BECKY CALZADA is the district library coordinator in Leander ISD, a fast-growth school district just northwest of Austin, Texas. She's been an educator for 30 years, with the last 17 years of her career as a librarian in Texas. She strives to continuously improve, build relationships, and support the teachers, librarians, and administrators in her district while learning about library design, technology integration, literacy best practices, and leadership.

Becky provides staff development in her district and has presented at the Texas ASCD conference, TCEA Librarian's Academy, and Texas Library Association Conference. She is a co-moderator of #TXLCHAT, a Twitter chat forum primarily, but not limited to, Texas librarians to build PLN's to share ideas and resources while expanding her learning network. She is past-chair of Texas Library Association-School Library Division. In her leisure, Becky enjoys reading to her grandkids and finding new books to read and share with others.

Workshop: Creating Opportunities for Sharing Literacy with Students & Teachers (Houston AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Houston PM – Panelist)



ANDREA DAVIS PINKNEY Born into a family of storytellers, Andrea Davis Pinkney was destined to become a writer. Today she is *The New York Times* best-selling and award-winning author of more than 30 books for children and young adults, including picture books, novels, and works of historical fiction and nonfiction. Andrea’s new book, *A Poem for Peter*, celebrates the life and times of Ezra Jack Keats, the creator of the classic children’s book *The Snowy Day*. Additional nonfiction works include *Rhythm Ride: A Road Trip through the Motown Sound*, *Martin & Mahalia: His Words, Her Song*, both NAACP Image Award nominees, and *Hand in Hand: Ten Black Men Who Changed America*, recipient of the Coretta Scott King Author Award medal, a *New York Times* Notable Book, and a Chicago Public Library “Best of the Best.”

Andrea’s novel, *The Red Pencil*, received five starred reviews and is also a *New York Times* Notable Book, a *New York Times* Editors’ pick, a *School Library Journal* Best Book of the Year, a *Kirkus Reviews* Best Book of the Year, and a Bank Street Best Book.

Andrea is a graduate of Syracuse University’s Newhouse School of Public Communications and is a former member of the Newhouse School’s Board of Trustees. She lives in New York City with her husband, award-winning illustrator Brian Pinkney, and their two children.

Workshop: Decoding Diversity: Fostering Inclusiveness and Joy Through Independent Reading (DC AM)



CHAD EVERETT currently serves as a middle school language arts teacher in north Mississippi. He is a self-proclaimed literacy and technology geek. His knowledge of effective technology practices to enhance student learning, coupled with his passion for literacy, makes him a significant resource in the school districts with which he works. Previously serving as an instructional technology specialist and educator in student discipline, where he examined the power of restorative discipline practices to transform the student discipline process, he brings all he has learned from his previous roles to his practice with students.

He is also deeply involved with community adult literacy, believing the change needed to transform education extends beyond the school’s walls. Chad serves on the volunteer council and tutors with Literacy Mid-South. He is also a member of The Educator Collaborative, a think-tank and educational consulting organization working to innovate the ways educators learn together.

Workshop: Developing Identity and Empathy through Independent Reading (Raleigh PM) (Seattle PM)



DR. JANET FAWCETT’S career in education spans more than 25 years — 13 of which have been spent as a principal, and 10 as head of Highlands Elementary School, situated in a diverse urban community outside of Seattle. Taking a student-centered approach, Janet works diligently with her team to support English language learners, increase the level of parental involvement, and help her students read at grade-level.

Reading was and continues to be such a strong emphasis at Highlands Elementary School that the school tallied more than 400,000 reading minutes in the 2016 Scholastic Summer Reading Challenge, making Highlands Elementary School number one in Washington state for the sixth year in a row.

Janet currently serves as the executive director of student support for the Renton School District. She oversees special education services, counseling, and MTSS. Literacy continues to be a focus for her as she works to ensure high-quality learning opportunities for each student.

Workshop: Independent Reading: Where We’ve Been. Where We’re Going. (Seattle PM – Panelist)



KRIS-ANN FLORENCE loves teaching readers and writers. She is focused on best practices and is always learning and using ways to support and inspire readers. She has a passion for children’s literature and using it in her classroom in all content areas. She is currently teaching second grade at Zaharis Elementary School in Mesa, Arizona. She has presented about reading and writing at conferences around the country and has taught professional development seminars about teaching and learning with inquiry.

Workshop: Dribble, Shoot, Score: Winning the Game of Supporting Independent Reading (DC AM & PM)



DR. STEVEN GEIS taught American History before he became principal of Farmington Middle School West in 1999 and earned his doctoral of educational leadership in 2004. In 2005, he became principal of North Trail Elementary School and a professor at St. Mary's University. Currently, he is serving on the board of directors of the MN Association of Elementary School Principals (MESPA) and as the president of the National Association of Elementary School Principals (NAESP).

Dr. Geis is most proud of his students. He loves witnessing how much they are learning and loving to read. "Our parents and community create a climate of cooperation with our school where student possibilities are endless," he says. As a principal, his greatest concern is meeting the needs of every student and focusing on literacy. One of his educational goals is to have all students reading at their grade level.

Dr. Steven Geis is the proud parent of Faith, Claire, Sophie, and Matthew. Together with Kathy, the six enjoy quality time volunteering, traveling, and spending time at the farm.

Workshop: Independent Reading: Where We've Been. Where We're Going. (Seattle PM – Panelist)



DR. BRAD GUSTAFSON is an elementary school principal, author, and speaker. His passion for learning is palpable. He's known for global collaboration on projects, such as the "30-Second Book Talk" video series and the "World Book Talk" powered by augmented reality. Brad is Minnesota's 2016 National Distinguished Principal and a 2015 Digital Innovation in Learning Award (DILA) winner. His school was awarded the 2015 Local Government Innovation (LGI) Award from the University of Minnesota's Humphrey School of Public Affairs.

Brad co-hosts the "UnearthED" program on the Bam Radio Network. His blog, *Adjusting Course*, was named a "Must Read" K-12 blog by *EdTech* magazine and was also recognized with an Editor's Choice Content Award by Smartbrief Education.

Brad recently released a new book, *Renegade Leadership: Creating Innovative Schools for Digital-Age Students*. You can connect with him on Twitter @GustafsonBrad or find more information on his blog at BradGustafson.com.

Workshop: Booktalking: Transforming Dormant to Passionate Readers (DC AM & PM)



MICHAEL HAGGEN has more than 20 years of academic experience, having served as a teacher, principal, chief academic officer, and direct report to superintendents in three school districts. His hands-on approach led to significant change, most recently as deputy superintendent in East Baton Rouge Parish School System. Under his leadership, 70 percent of East Baton Rouge schools increased their academic performance. In St. Louis, Michael created the Office of Innovation while developing and implementing a turnaround model for 11 schools, which led to the district's first provisional accreditation in more than a decade. And while serving

New Orleans' Recovery School District, he put systems in place to allow regular improvements to curriculum and the inclusion of learning supports to remove barriers to learning. As chief academic officer and senior vice president of professional learning for Scholastic Education, Michael oversees the creation of customized professional learning models for school leadership, as well as contributes to the development of curriculum.

Workshop: Harness the Power of Comprehensive Literacy in your District (Chicago AM & PM) (Seattle AM & PM)



SUE HANEY absolutely loves being the principal at Parma Elementary School. She has been at Parma since 2005. Prior to working with the Western School District, Sue was a middle school and high school English and psychology teacher at Vandercook Lake Schools. Sue spent a few years as a guidance counselor, building administrator and curriculum director. She enjoyed coaching volleyball and softball at Vandercook Lake.

Sue graduated from Michigan Center Schools and from there went to JCC and Michigan State University for her undergraduate work. She completed her graduate work at Eastern Michigan

University. **Workshop: It Takes a Village: Working Together to Create a School Filled With Readers (Chicago AM & PM) (Seattle AM)**



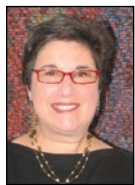
JILLIAN HEISE, NBCT, is the national literacy consultant for BALB Literacy Consulting, Building a Love of Books & Bringing a Literacy Balance. She taught seventh- and eighth-grade language arts in the Milwaukee area for 11 years before leaving the classroom to broaden her impact through working with teachers. Jillian is passionate about providing student choice in reading, consulting with educators in selecting the right books for their curriculum needs, and providing professional development to support district literacy initiatives. She started #classroombookaday, inspired by Donalyn Miller’s #bookaday, reading aloud a picture book every day of the school year with her middle school students. Jillian wholeheartedly believes picture books have value for students and classrooms of any age. She also brings her literacy expertise and passion for books to her role as chair of WSRA’s Children’s Literature Committee. You can find Jillian at her *Lit Perks* blog and on Twitter @CustomeduLit.

Workshop: Picture Books for All Ages (Chicago PM)



ZIPPORAH HIGHTOWER is a powerhouse of the Chicago school system. With 20 years of experience as an educator, including five as a principal, Zipporah is the executive director of principal quality at Chicago Public Schools, with the mission to identify, develop, support, and retain strong school leaders who are dedicated to student success. Prior to this role, she was executive director for program management with New Leaders Organization. Students in New Leader schools are closing the achievement gap through consistently higher performance than their peers and higher graduation rates. In her previous role as principal of Chicago’s Bethune School of Excellence, Zipporah developed a culture in which fifth graders doubled their math scores, keeping pace with the number of third graders whose reading scores met or exceeded standards in state testing.

Workshop: Independent Reading: Where We’ve Been. Where We’re Going. (Chicago PM – Panelist)



ROBIN HOFFMAN founded the Children’s Book Connection in 1981 with a curated collection of books for preschool to eighth-grade students. She joined Scholastic Book Fairs in 1992 and leads the booktalk and podcast programs, helping educators and families share books with children of all ages.

Workshop: Booktalking: Transforming Dormant to Passionate Readers (Chicago PM)



ELIZABETH HOSTIN has spent 33 years in education teaching junior high school, high school, and elementary school. She began her administrative career as an assistant principal at a Title 1 elementary school where she held the position for three years. She opened two new elementary campuses over a 10-year span and has spent the last five years as a middle school principal. Hostin served as an adjunct professor at Dallas Baptist University for 10 years and served on the Scholastic Book Fairs® Principal Advisory Board. She retired from Texas public education in 2016 and is currently working as an educational consultant in Maryville, Tennessee, where she

lives.

Hostin considers her greatest accomplishments to be her 36-year marriage to her husband Lonnie, their two sons, and a beautiful daughter-in-love who has given them their first grandchild, Nora.

She wants to help children learn to enjoy life — her everyday motto — and believes everyone can make a difference in the future, one student at a time.

Workshop: Independent Reading: Where We’ve Been. Where We’re Going. (Raleigh PM – Panelist)

Workshop: Raising the Student Achievement Bar with Independent Reading (Houston AM & PM)

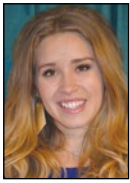


SUSAN B. KATZ is an award-winning, bilingual author, National Board Certified Teacher, freelance editor, and keynote speaker/professional development presenter. Her first book, *ABC, Baby Me!* (Random House) debuted to rave reviews, and her second book, *My Mama Earth* (Barefoot Books), won the Moonbeam Gold Award. Her third book was *ABC School’s For Me* (Scholastic, 2015) and most recently, Susan translated the book *All Year Round* (Scholastic, 2016) into Spanish. It was then published by Scholastic Clubs and Scholastic Book Fairs® as *Un Año Redondo* in September 2016 and named a “Best New Book of 2016”

by The Children’s Book Review. Susan is also the executive director of Connecting Authors, a national non-profit bringing children’s book authors into schools as role models of literacy and the arts. She served as the strategic partner manager for authors at Facebook. Her website is susankatzbooks.com.

Workshop: Raising Readers: The Positive Power of Family Involvement (Seattle AM)

Workshop: Booktalking: Transforming Dormant to Passionate Readers (Seattle PM)



MEGAN KYPKE is a fourth-grade teacher at Zaharis Elementary School in Mesa, Arizona. Megan is still in the beginning years of her teaching career and has had the opportunity to learn from master teachers and excel in her profession. She works well with students of all abilities. She has a passion for children’s literature and developing life long, independent readers.

Workshop: Dribble, Shoot, Score: Winning the Game of Supporting Independent Reading (DC AM & PM)

Reading



JENNIFER LAGARDE is the lead school library media coordinator/digital reaching and learning specialist for New Hanover County Schools in Wilmington, North Carolina. With more than 18 years of experience in public education, Jennifer has been a classroom teacher, school library media coordinator, district level leader, and educational consultant for the North Carolina Department of Public Instruction. Jennifer is a past winner of the “I Love My Librarian Award,” a collaborative program of Carnegie Corporation of New York, The New York Public Library, *The New York Times*, and the American Library Association. She was also named a *Library Journal* “Mover and Shaker” for her efforts as a school library advocate.

Jennifer earned her bachelor’s degree in Secondary Education with a concentration in English/Language Arts from the University of North Carolina at Wilmington. She earned her Master’s in Library Science from Appalachian State University. She also holds National Board Certification in the area of School Library Media. Jennifer has published numerous articles on best educational practices for journals like *Teacher Librarian* and *Knowledge Quest*. She is also the author of the award-winning blog *The Adventures of Library Girl*, where she proves that while superhero powers are not required to be a teacher librarian, having a cape sure helps.

Workshop: Read. Tweet. Repeat. Using Social Media to Build Communities of Readers (Raleigh AM & PM)



TERI LESENE is respected by teachers and librarians across the country for the passion she brings to connecting tweens and teens with excellent age- and reading level–appropriate literature and for her professional books *Making the Match*, *Naked Reading*, and *Reading Ladders*. She takes her passion directly to teachers with in-person workshops and at her website, professornana.livejournal.com, where she keeps the field up to date on the best and most helpful literature for teaching adolescents. In recognition of her significant contributions to the field, Teri received the 2007 ALAN Award. A former middle school teacher, she is a professor in the Department of Library Science at Sam Houston State University where she teaches classes in literature for children and young adults.

Workshop: Independent Reading: Where We’ve Been. Where We’re Going. (Houston PM – Panelist)



DR. TONYA LESLIE is an author and educator who works to identify and promote research and best practices to improve the educational outcomes for all children with a focus on vulnerable populations. In her research at New York University, Dr. Leslie focused on academic resilience and developing strong school climates to facilitate academic achievement. Dr. Leslie is also a children’s book author and has 20 years of experience in educational publishing.

Workshop: Mirrors, Windows and Sliding Doors: A Framework For Building Diverse Libraries (Raleigh AM & PM) (Houston AM)



JESS LIFSHITZ teaches reading and writing to fifth-grade students in Northbrook, Illinois. She has been teaching for 14 years. Every day she has the pleasure of teaching kids how to use reading and writing to create positive change in the world. She writes about her teaching and learning on her blog, *Crawling Out of the Classroom*.

Workshop: Empowering Students as Readers (Chicago AM)

Workshop: Independent Reading: Where We’ve Been. Where We’re Going. (Chicago PM – Panelist)



LARIZA LINER is an instructional leader that strives to continually promote a positive and engaging learning environment through strong communication skills, positive attitude, and a vision of "Success is our ONLY option." As an educator for 14 years and a campus principal for five, she continues to work, evolve, change, and develop so that we can provide the highest academic environment for our Future Leaders of America!" Lariza firmly believes in creating a reading culture to instill the love of reading in her teachers and students. By doing this, she believes "we are giving them a gift that will last them a lifetime."

Workshop: Raising the Student Achievement Bar with Independent Reading (Houston AM & PM)



TODD NESLONEY is the principal/lead learner of Webb Elementary School in Navasota, Texas. He is the 2015 Bammy Award Recipient for Elementary Principal, the 2014 Bammy Award Winner for Classroom Teacher of the Year, the TCEA Teacher of the Year for 2014, a White House Champion of Change, a National School Board Association "20 to Watch," and Center for Digital Education "Top 40 Innovators in Education." Todd is also the author of the children's book *Spruce & Lucy*, as well as co-author of the award-winning books *Flipping 2.0* and most recently *Kids Deserve It!* Todd serves on both the Scholastic Principal Advisory Board and the Remind Advisory Board. He is also the co-host of the popular education podcast series *Kids Deserve It*.

Workshop: Building a Love of Reading Campus-Wide (Houston AM & PM) (Seattle AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Seattle PM – Panelist)



SANDI NOVAK is an educational consultant from Lakeville, Minnesota. She has been a teacher, principal, curriculum director, and assistant superintendent in Minnesota public schools.

Sandi received a Bachelor of Science degree from St. Cloud State University in St. Cloud, Minnesota, a Master of Arts degree in education from the University of Minnesota, and an Education Specialist degree (Ed.S.) in Educational Leadership from the University of St. Thomas in St. Paul, Minnesota. She is the author of *Student-Led Discussions; Literacy Unleashed: Fostering Excellent Reading Instruction Through Classroom Visits; and Deep Discourse: A Framework For Cultivating Student-Led Discussions*, as well as articles, blogs, and online resources.

Sandi has served on the board of directors for the Minnesota Association for Supervisors and Curriculum Developers (ASCD) and on the marketing committee of Learning Forward. She provides professional learning and consultation that helps teachers, principals, and other education leaders enhance independent reading in their schools' cultures.

Workshop: Literacy Unleashed (Seattle PM)



MIKE OLIVER is the progressive principal of Zaharis School in Mesa, Arizona. He is passionate about theory and practice, teaching and learning, and has taken a stand with innovation in his public school. Strongly grounded in learning theory, Mike believes, as Dewey did, that "learning is life" and encourages authentic learning and teaching, taking an inquiry stance and workshop pedagogy.

Workshop: Dribble, Shoot, Score: Winning the Game of Supporting Independent Reading (DC AM & PM)



DR. LAQUITA OUTLAW has been an educator for over 15 years and is currently the principal of Bay Shore Middle School located in Suffolk County. Prior to that, Dr. Outlaw was an English Language Arts teacher in Bay Shore and for the NYC Department of Education.

Literacy is a vital component to the success and development of every child. To share this message widely, Dr. Outlaw is an adjunct professor at St. Joseph's College, working with graduate students on reading. Her expertise in literacy and administration are shared with colleagues through her involvement with several professional organizations. Dr. Outlaw is the co-president of the Suffolk County Middle Level Principals' Association and has been recognized by local politicians, the National Council of 100 Black Women, the Town of Islip, St. John's University, and the National Association for the Advancement of Colored People (NAACP).

Dr. Outlaw shares practical ideas on getting administrators involved in promoting literacy at the building level on Scholastic's Idea Share (scholastic.com/bookfairs/idea-share/laquita-outlaw). You can follow her on Twitter @drloutlaw.

Workshop: Independent Reading: Where We've Been. Where We're Going. (DC PM – Panelist)



DR. KIMBERLY N. PARKER currently teaches English at the Cambridge Rindge and Latin School in Cambridge, Massachusetts. She holds a Ph.D. in curriculum and instruction from the University of Illinois-Urbana Champaign, and her research looks at the literacy practices of young black men. She has an unwavering belief in the power and promise of underserved young people and is currently piloting a program intended to increase the number of students of color in honors English classes. Kim has received several honors, including the Marion Gleason Most Promising New Teacher Award from the New England Association of Teachers of English (NEATE). She has been named a Literacy Champion from the Massachusetts Literacy Council and has received a Book Love Foundation Grant. She is the former secondary representative at-large for the National Council of Teachers of English (NCTE) and former president of NEATE. She is currently a trustee of the NCTE Research Foundation.

Workshop: I'll Read More If I Can Choose (Raleigh AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Raleigh PM – Panelist)



NICOLE PAYLOR has been an educator for 18 years and has served as principal of Fountain Rock Elementary School since July 2016. Nicole is currently working to transform the learning at Fountain Rock, infusing the arts into the instructional delivery process and by placing a heavy emphasis on literacy. An avid reader, Nicole built a lending library in her office which allows students to “check out” books during the school day. In addition, she has implemented booktalks both in the classroom and at faculty meetings, formed the first student online book club, purchased over 500 books for the school so far this school year, and hosted a Back-to-School Night Scholastic Book Fair. Recognizing that reading on, or above, grade level is critical to student success, Fountain Rock students participate in a dedicated sixty-minute reading block in addition to the regularly scheduled ELA instructional block.

Workshop: Independent Reading: Where We've Been. Where We're Going. (DC PM – Panelist)



STACEY RIEDMILLER is a fourth-grade language arts teacher near Cincinnati, Ohio. She gets paid to read books and share them with elementary students. She encourages students to share their reading lives by using #kidsarereading. You can find her on Twitter @literacybigkids where she is usually live-tweeting as she reads.

Workshop: Passion-Driven Reading Communities: They Should Be the Norm (Chicago PM)

(Raleigh AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Raleigh PM – Panelist)



JOHN SCHUMACHER (AKA Mr. Schu) is a blogger, a part-time lecturer at Rutgers University, and the Ambassador of School Libraries for Scholastic Book Fairs. He served on the 2014 Newbery committee, which named the title *Flora and Ulysses: The Illuminated Adventures* “the most distinguished contribution to children’s literature.” He has also served on ALSC’s Children and Technology committee, AASL’s Best Websites for Teachers and Learning, two readers’ choice award committees, the School Library Month Planning Committee, and the National Ambassador for Young People’s Literature selection committee.

Every day is a giant book party for this teacher-librarian! In fact, *Library Journal* named him “The Xtreme Librarian” for the high level of exertion — along with some gears and stunts — he uses to get kids reading, and *Instructor Magazine* named him a Cool Teacher for redefining what it means to be a teacher-librarian.

John blogs daily at MrSchuReads.com. He also hosts the Scholastic Book Fairs web series *Mr. Schu Goes to the Book Fair** and co-edits the *Reader Leader** blog.

Workshop: Breakfast With Mr. Schu (All Locations)

Workshop: School Librarians: Champions of Change (All Locations – AM)

Workshop: Ambassador Schu’s Review of Books for You and Your Readers, Too! (All Locations – PM)

* For more information, visit our digital Guidebook: bookfairsfiles.scholastic.com/flippingbooks/2017-Summit-Guidebook/2017-Summit-Guidebook.html



COLBY SHARP is a third-grade teacher in Parma, Michigan. He's also a husband, a father, and a middle school football coach. Colby is the co-founder of the blog, *Nerdy Book Club*. He co-hosts the monthly Twitter chats #titletalk with Donalyn Miller and the #SharpSchu Twitter book club with John Schumacher. He is also the co-creator of Nerd Camp. Colby is the editor of *The Creativity Project* (Little Brown 2018).

Workshop: It Takes a Village: Working Together to Create a School Filled With Readers (Chicago AM & PM) (Seattle AM)



KATHERINE SOKOLOWSKI has taught kindergarten through middle school for the past 21 years, and currently teaches seventh-grade language arts in Monticello, Illinois. Her thoughts about the power of relationships to engage readers and writers have appeared on NPR and Choice Literacy. She co-facilitates the *Nerdy Book Club* blog and also blogs at readwriteandreflect.blogspot.com.

Workshop: Audience Matters: Engaging Student Readers Through Community (Chicago AM)

Workshop: Independent Reading: Where We've Been. Where We're Going. (Chicago PM – Panelist)



MARVIN TERBAN is a long-time teacher and best-selling, award-winning children's book author. Called "a master of children's wordplay" by ALA Booklist and "Mr. English for Kids" by the Children's Book-of-the-Month Club, he has written 38 books about the English language. He is also Scholastic's "Professor Grammar." Three of his Scholastic books on grammar, idioms, and spelling have sold more than 1 million copies each and are used in schools all over the world. In 2005, the Society of Children's Book Writers and Illustrators voted Marvin their Member of the Year for his contributions to children's literacy. For years he has been a popular speaker at educational conferences in the United States, South America, Europe, China, Japan, and Israel. He is known for his lively, informative, and fun presentations. Throughout his long career as an author, he has kept his day job even longer as a teacher in New York.

Workshop: A Wonderful Way to Spend a Life: One Teacher's Favorite Teacher (Chicago AM) (DC PM)



MARC TYLER NOBLEMAN is the author of more than 70 books for readers of all ages, including *Bill the Boy Wonder: The Secret Co-Creator of Batman*, which changed history and inspired both the Hulu documentary *Batman and Bill* and a TED talk. He is also the author of *Boys of Steel: The Creators of Superman*, which made the front page of *USA Today*. His latest titles are *Brave Like My Brother* and *The Chupacabra Ate the Candelabra*. Upcoming titles include *Thirty Minutes Over Oregon* and *Fairy Spell*. Marc has been invited to speak at schools and conferences from Thailand to Tanzania and blogs about adventures in publishing at his blog *Noblemania*. You can also find him on Twitter @MarcTNobleman.

Workshop: Only the Obsessed Need Apply (DC PM)



SHERRI WILSON is the director of consultative services at Scholastic and is a founding partner of the Center for Active Family Engagement (Café). Formerly, she served as the senior manager of family engagement at the National PTA. She oversaw the implementation of the National PTA Standards for Family School Partnerships and led the Urban Family Engagement Initiative. She was also the staff lead on the Family Reading Experience, Powered by Kindle. She provided training, information, and support to National PTA staff, as well as state and local members related to family engagement and the implementation of the National PTA Standards for Family School Partnerships. Sherri was the co-founder of the Alabama Parent Education Center and served as Alabama PIRC Director for more than 14 years. She has served on a wide variety of national, state, and local boards and committees, including the National Association of Family School and Community Engagement.

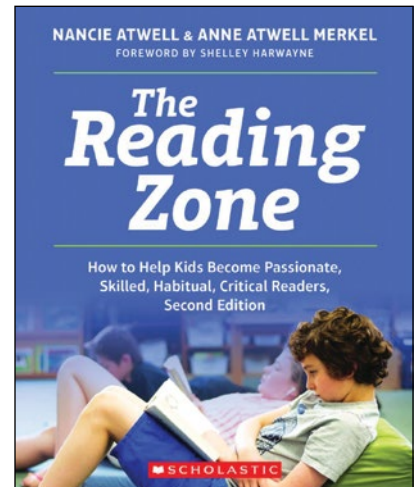
Workshop: Building the Capacity of Families to Engage in Children's Literacy (Chicago AM & PM)

2017 Reading Summit Featured Titles

The Reading Zone, Second Edition (2016)

by Nancie Atwell and
Anne Atwell Merkel

2015 Global Teacher prize-winner Nancie Atwell and educator Anne McLeod Merkel share strategies for helping students become skilled, passionate, habitual, and critical readers. This new, updated edition includes Atwell's latest thinking about the real meaning of close reading, collaborative, literary discussions, teacher-student reading conferences, the content-rich nature of fiction, and features links to expert-tip videos.



"Nancie Atwell sits on the shoulder of every teacher of reading. Every book, blog, or tweet about reading in our classrooms has its roots in Nancie's work. With eloquence, Nancie and Anne continue to show the commitment, the joy, and the intellectual energy students bring to, and take from, reading when offered choice."

– Linda Rief, middle school English teacher and author of *Read, Write, Teach*

"In a time when standardized testing and scripted programs dominate reading instruction, Nancie Atwell reminds reading teachers of our true purpose—engaging children with reading as a path to lifelong learning, enjoyment, and inspiration. The Reading Zone helps teachers develop, manage, and maintain a culture supporting both students' reading habits and reading joy."

– Donalyn Miller, author of *The Book Whisperer*

Riding Chance

by Christine Kendall

- Explore Christine Kendall's website: christinerkendall.com
- Follow Christine Kendall on Twitter: twitter.com/chrkendall
- Download the *Riding Chance* Discussion Guide: scholastic.com/teachers/lesson-plans/teaching-content/riding-chance-discussion-guide
- Author and editor Andrea Davis Pinkney talks about *Riding Chance*: scholastic.com/bookfairs/idea-share/john-schumacher/mr-schu/AndreaDavisPinkney
- Listen to a podcast episode about *Riding Chance*: scholastic.com/bookfairs/books/podcasts/riding-chance
- Five questions with Christine Kendall: hbook.com/2016/08/authors-illustrators/interviews/publishers-previews-debut-authors-five-questions-for-christine-kendall

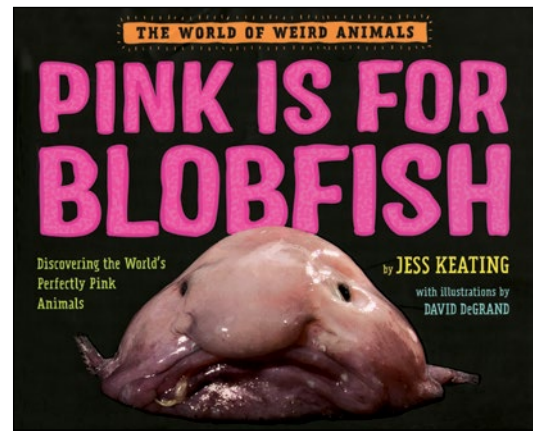


Pink is for Blobfish

by Jess Keating;

illustrated by David DeGrand

- Follow Jess Keating on Twitter:
twitter.com/Jess_Keating
- Follow David Derand on Twitter:
twitter.com/daviddegrand
- Explore author Jess Keating's website: jesskeating.com
- Watch the book trailer for *Pink is for Blobfish*:
scholastic.com/bookfairs/books/book-trailers/pink-for-blobfish
- Share the *Pink is for Blobfish* booktalk:
scholastic.com/bookfairs/sites/default/files/pdfs/190246_pink_blobfish_bkttk.pdf.pdf
- Subscribe to "Animals for Smart People," Jess Keating's educational YouTube channel:
youtube.com/channel/UC31PBmBfs_2ndHPLd9fkjZw/videos
- Read Jess Keating's "Letter to Her School Library":
mrschureads.blogspot.com/2015/01/a-guest-post-by-jess-keating.html
- Listen to a podcast episode about *Pink is For Blobfish*:
scholastic.com/bookfairs/books/podcasts/pink-blobfish



Dog Man

by Dav Pilkey

- Meet Dav Pilkey: pilkey.com
- Explore Planet Pilkey: scholastic.com/planetpilkey
- Follow Petey the Cat on Instagram:
[instagram.com/petey_haw_haw/?hl=en](https://www.instagram.com/petey_haw_haw/?hl=en)
- Watch the book trailer for *Dog Man*:
[youtube.com/watch?v=eFLKJdB0ptY](https://www.youtube.com/watch?v=eFLKJdB0ptY)
- Download the *Dog Man* Teaching Guide:
scholastic.com/teachers/lesson-plans/teaching-content/dog-man-teaching-guide
- Share the *Dog Man* booktalk:
scholastic.com/bookfairs/sites/default/files/pdfs/364346_dog_man.pdf
- Q & A with Dav Pilkey: scholastic.com/teachers/articles/teaching-content/qa-dav-pilkey
- Listen to a podcast episode about *Dog Man*:
scholastic.com/bookfairs/books/podcasts/dog-man



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Create an Independent Reading Culture With These No-Cost Resources



Booktalks are short, engaging, and enthusiastic presentations that inspire others to read a book and provide an effective tool for teacher-modeled reading or student presentations.

[scholastic.com/bookfairs/booktalks](https://www.scholastic.com/bookfairs/booktalks)



All for Books is a simple way to raise funds during, and even in advance of, your Book Fair to purchase much-needed books for your school community.

[scholastic.com/bookfairs/allforbooks](https://www.scholastic.com/bookfairs/allforbooks)



Give teachers and volunteers a sneak peek of your Book Fair where they can create and share wish lists with families to buy books for their classroom libraries.

[scholastic.com/bookfairs/wishlist](https://www.scholastic.com/bookfairs/wishlist)



BOOK FAIRS APP

Download the Book Fairs app onto your smart device. Scan any book and access valuable information such as book summaries, reading levels, videos, podcasts, and awards received.

[scholastic.com/bookfairs/app](https://www.scholastic.com/bookfairs/app)



Set and reach reading-minute goals for your students and your school with this easy-to-use website, where you can track each student's individual minutes, minutes by grade, and minutes by school.

[scholastic.com/minutes](https://www.scholastic.com/minutes)



Try these effective ways to get students – and their extended families – involved in the Book Fair.

[scholastic.com/bookfairs/crew](https://www.scholastic.com/bookfairs/crew) (Student Crew and Junior Crew)

[scholastic.com/bookfairs/familyevents](https://www.scholastic.com/bookfairs/familyevents) (Grand Events)



Engage and inspire families to promote daily reading at home. These family programs are also available in Spanish and are in a simple, easy-to-facilitate format.

[scholastic.com/bookfairs/kindergarten-readiness](https://www.scholastic.com/bookfairs/kindergarten-readiness)

[scholastic.com/bookfairs/raising-readers](https://www.scholastic.com/bookfairs/raising-readers)



[scholastic.com/bookfairs/itext](https://www.scholastic.com/bookfairs/itext)



FAMILY READING CHALLENGE

The 20 for 20 Family Reading Challenge motivates families to read just 20 minutes a day for 20 days. Short videos will inspire and inform families about the benefits received from reading together. Choose one or more videos that will inspire your families to make this commitment.

[scholastic.com/bookfairs/articles/20for20](https://www.scholastic.com/bookfairs/articles/20for20)



Examine best practices for increasing student independent reading from today's literacy leaders.

[scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)



Motivate students to read all summer with this free website for kids, teachers, and parents, featuring an online challenge that invites students from all over the globe to set a new world record for summer reading.

[scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)

Note: All of these resources shown are available at no cost through your Scholastic Book Fairs® representative.

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The Book Whisperer: Back to the Books



In this web-based show, literacy leader Donalyn Miller shares practical strategies and instructional moves for engaging children with independent reading and incorporating trade books into literacy instruction. Miller will also highlight a rotating list of high-interest topics like graphic novels and picture books for older readers.

**Catch the latest episodes of
"The Book Whisperer: Back to the Books"
with Donalyn Miller on the Scholastic Teachers site.
tinyurl.com/backtothebooks**



Mr. Schu Goes to the Book Fair!

Mr. Schu Goes to the Book Fair is a web-based series that features must-read books, takes viewers behind-the-scenes with authors, illustrators, and Scholastic employees, and highlights ways to build excitement before, during, and after a Scholastic Book Fair.

**Please visit
scholastic.com/bookfairs/idea-share/john-schumacher
Happy watching and reading!**

Scholastic's **mission** is built on helping children **learn** to read and **love to read**.
We believe that **independent reading** is a critical part of children's **learning** and **growth**.

With **support** from teachers, parents and schools, **children choose** from Scholastic the **books** they want to read and **discover** the **pleasure** and **power** of **reading**.

Finding the **right book** at the **right time** can **light** an **emotional spark** within children that **motivates** them to **read more**, understand more and **read joyfully**.

When that happens,
the **world opens**.
Everything becomes
possible.

