



Scholastic Book Fairs®

# Independent Reading Resources





I Read.

- DONALYN MILLER

Dear Colleague,

Reading has the power to change lives. Reading provides a lifelong education and develops personal and social awareness—ensuring a brighter future for our children and our world. As adults who value reading and its long-term benefits to individuals and communities, we must do everything in our power to engage children with reading. Through decades of research and the models of reflective educators, we have identified the factors that foster reading engagement at home and school:

- Access to books
- Choice in reading material
- Reading role models
- Daily reading time

Through our book programs and resources, Scholastic commits to building positive reading communities for children every day. Each summer, Scholastic Book Fairs® holds Reading Summits across the country. Teachers, librarians, administrators, parents, and authors gather to exchange ideas, learn together, celebrate books and reading, and network with like-minded colleagues. Long after Reading Summits end, these events continue to provide support and foster collaboration. Each year, Reading Summits improve as we continue to add new content, feature current voices in children's literature and education, and provide follow-up outreach and resources.

I believe we can change the reading lives of children. When we place books in children's hands—books they can read and express interest in reading—children read more. When we provide families with information about reading at home and resources—children read more. When we increase awareness and implementation of best practices in our schools—children read more. We can engage children with reading and improve their lives, but it takes all of us. I know that you share this mission. You've raised readers. You've taught readers. You've influenced and inspired other educators. Your work is changing reading for kids—for the better.

Welcome to the 2016 Scholastic Book Fairs Reading Summit! We look forward to learning with you.

Warmly,



Donalyn Miller

Manager, Independent Reading Outreach 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](http://scholastic.com/bookfairs/readerleader)
- Watch the Mr. Schu Goes to the Book Fair web series: [scholastic.com/bookfairs/schu-visits](http://scholastic.com/bookfairs/schu-visits)
- Review and share the *School Libraries Work!* research that supports the effectiveness of school libraries: [scholastic.com/SLW2016](http://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](http://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](http://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/teacherpreview](http://scholastic.com/bookfairs/teacherpreview)

## Teachers

- Sign up for the Reader Leader blog: [scholastic.com/bookfairs/readerleader](http://scholastic.com/bookfairs/readerleader)
- Ensure daily independent reading in the classroom and at home. Support resources:
  - Nancie Atwell: The World's Best English Teacher: [booksmakeadifference.com](http://booksmakeadifference.com)
  - Donalyn Miller: [slideshare.net/Donalynm/creating-classrooms-where-readers-flourish](http://slideshare.net/Donalynm/creating-classrooms-where-readers-flourish)
  - Penny Kittle: [pennykittle.net/uploads/images/PDFs/Workshop\\_Handouts/BL-Kittle-handouts-2014.pdf](http://pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf)
- 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](http://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](http://scholastic.com/parents). On this site, your families can sign up for free newsletters and take advantage of hundreds of free resources.
  - Free brochures from Jim Trelease: [trelease-on-reading.com/brochures.html](http://trelease-on-reading.com/brochures.html)

# Scholastic Book Fair

## Supporting Families

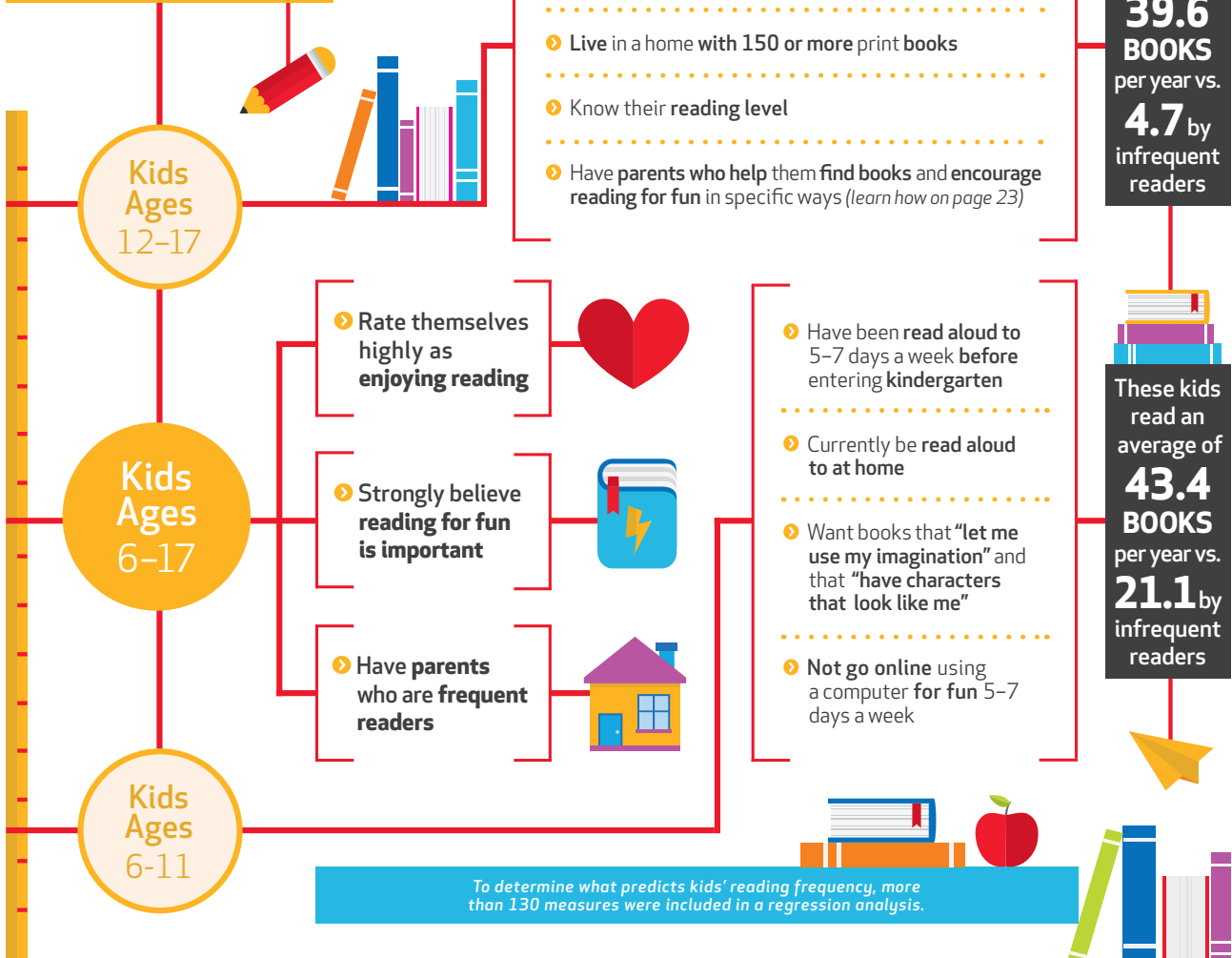
- Ensure all families have access to books.
  - Host public library card drives at school – ensure everyone has a public library card.
  - Send personal invitations to the Book Fair. Reproducible invitations in English and Spanish can be found by logging into the Chairperson's Toolkit and accessing Fair 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: [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/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf](https://www.scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf)
- Teach families to share family read-alouds on a daily basis.
  - Jim Trelease offers many no-cost resources. Check out: [trelease-on-reading.com/read-aloud-brochure.pdf](https://www.trelease-on-reading.com/read-aloud-brochure.pdf)

## Principals

- Ensure daily independent reading time in the classroom and at home (see resources in teacher section).
- Sign up for the Reader Leader blog: [scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)
- Administer the free Family Reading Survey (pages 90-91) to benchmark your current state.
- 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)
- Host a Summer Reading Book Fair.
  - Share the research of Dr. Richard Allington: [rcowen.com/PDFs/Allington.pdf](https://www.rcowen.com/PDFs/Allington.pdf)
- Learn from a peer: Keeping Students Reading Over the Summer: [scholastic.com/bookfairs/readerleader/top-10-ways-principal-can-ensure-students-read-over-summer](https://www.scholastic.com/bookfairs/readerleader/top-10-ways-principal-can-ensure-students-read-over-summer)
- Host a Book Fair preview with staff to increase knowledge of children's literature and build home and classroom libraries.

# What Makes Frequent Readers: The Most Powerful Predictors

For each age group shown, frequent readers are more likely than infrequent readers to:



## The Kids & Family Reading Report™: Fifth Edition

Results from a nationally representative survey of 2,558 parents and children including 506 parents of children ages 0-5; 1,026 parents of children ages 6-17, plus one child age 6-17 from the same household, conducted August 29, 2014 through September 10, 2014, and managed by YouGov. Frequent readers are defined as children who read books for fun 5-7 days per week. Whereas infrequent readers are defined as children who read books for fun less than one day per week. See the full methodology at [scholastic.com/readingreport](http://scholastic.com/readingreport).



# The Power of Independent Reading in School

42%  
Kids Ages  
6-17

say their class or school has a  
**DESIGNATED TIME DURING THE SCHOOL DAY TO READ A BOOK**  
of their choice independently

ONLY 21% do this every or almost every school day

% of kids with opportunities to read **independently**  
as a class or school during the school day

59%  
Kids Ages  
6-11

VS.

25%  
Kids Ages  
12-17

These  
opportunities

**DECREASE WITH AGE**

52%  
Kids Ages  
6-17

who read independently as a class or school  
say it's one of their favorite parts of the day or  
**WISH IT WOULD HAPPEN MORE OFTEN**



**Children who are given time for independent reading at school are more likely than those who are not to:**

- ▶ Be currently reading a book for fun **60% vs. 44%**
- ▶ Feel strong reading skills are among the most important skills they should have **58% vs. 52%**
- ▶ Rate themselves as "really enjoying reading" **43% vs. 38%**
- ▶ Be frequent readers, reading books for fun 5-7 days a week **39% vs. 25%**



## The Kids & Family Reading Report™: Fifth Edition

Results from a nationally representative survey of 2,558 parents and children including 506 parents of children ages 0-5; 1,026 parents of children ages 6-17, plus one child age 6-17 from the same household, conducted August 29, 2014 through September 10, 2014, and managed by YouGov. See the full methodology at [scholastic.com/readingreport](http://scholastic.com/readingreport).

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open a world of possible

[scholastic.com/readingreport](http://scholastic.com/readingreport)

# ReaderLeader Blog



Illustration by Dan Santat

## Mr. Schu Goes to the Book Fair

by John Schumacher

Mr. Schu invites you to virtually visit a Book Fair with him every week. He wants to tell you about must-read books, take you behind the scenes with authors, illustrators, and Scholastic employees, and share practical and innovative ways to build excitement before, during, and after your Scholastic Book Fair.

Watch the [Mr. Schu Goes to the Book Fair web series](http://scholastic.com/bookfairs/schu-visits) at [scholastic.com/bookfairs/schu-visits](http://scholastic.com/bookfairs/schu-visits)

## Want more?

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.

**SUBSCRIBE NOW!**

[scholastic.com/bookfairs/readerleader](http://scholastic.com/bookfairs/readerleader)



## 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 more<sup>1</sup>, 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](http://scholastic.com/bookfairs/readerleader/we-are-all-reader-leaders)

<sup>1</sup>Nathanson, 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](https://scholastic.com/bookfairs/readerleader)

## Getting Colleagues on the Independent Reading Bandwagon

by Dr. Kimberly N. Parker



I've always loved reading. I grew up black and poor on a farm in Kentucky where, raised by my grandparents who struggled financially, there was always money, miraculously, for books. Plus, I read whatever I wanted to: books about the Vietnam War, series, romance — nothing was out of bounds. I have always known what it means to have a positive relationship with reading, and I've always had family members that have carved out time for reading, with mentors that defied all stereotypes (e.g. my grandfather and uncles, who read farm manuals, horse books, and other texts related to their farm work). When I began teaching, then it made perfect sense that my students deserved such a life as well.

Read more at [scholastic.com/bookfairs/readerleader/getting-colleagues-independent-reading-bandwagon](https://scholastic.com/bookfairs/readerleader/getting-colleagues-independent-reading-bandwagon)

## Blog Roll Call

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

**Chad Everett** – Teacher and advocate

**Jessica Lifshitz** – Teacher

**Donalyn Miller** – Author and teacher

**Dr. Kimberly N. Parker** – Teacher

**Pernille Ripp** – Author and teacher

**John Schumacher** – Teacher, librarian, and part-time lecturer at Rutgers University

**Jennifer Serravallo** – Author and teacher

**Colby Sharp** – Teacher

**Kristin Ziemke** – Author and teacher

# Share Your #ReadingSummit Moments!

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

Connect with us on social media and follow our blogs to 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://scholastic.com/bookfairs/readerleader)


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

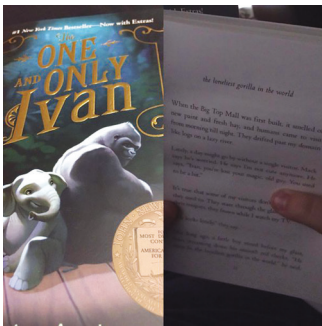
On Our Minds @Scholastic (Scholastic Corporate blog): [oomscholasticblog.com](https://oomscholasticblog.com)


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


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


 @donalynbooks What a great day at **#readingsummit** in Austin. Can't wait to share what I learned with my students!

 We couldn't wait. That's what **#readingsummit** and @MrSchuReads will do to you. **#readtogether #ivan**



 @KateMessner and thank you for inspiring me to write again! **#readingsummit**

 Spending my day at the Scholastic Reading Summit. It's been amazing! What are you up to today? **#readingsummit**

 Scholastic **#readingsummit** is awesome!!!


 You send two teachers, a librarian, and a principal to a Scholastic **#readingsummit** and they return with new ideas and a box full of books.





Illustration by Dan Santat

# Breakfast With Mr. Schu

## Five Tools to Help You Host a Successful Book Fair

### #1 Booktalks

[scholastic.com/bookfairs/booktalks](https://www.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 the school
- Talking about specific titles during the morning announcements
- Becoming a walking advertisement for a handful of must-read books



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.

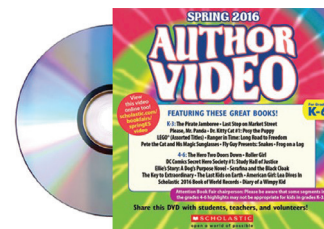
## #2 Author Videos

[scholastic.com/bookfairs/books/book-trailers](http://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



\*Preschool and Buy One, Get One Free Fairs do not receive Author Video.

## #3 In-Person Workshops and Webinars

[scholastic.com/bookfairs/workshop](http://scholastic.com/bookfairs/workshop)

For someone new to running a Scholastic Book Fair, these events offer an opportunity to build confidence in your ability to create a meaningful experience for readers and their supporters in your schools.

I recommend attending a fun and FREE Scholastic Book Fair in-person workshop or webinar to:

- Learn how to get students excited about reading.
- Discover new ways to increase traffic to your Fair.
- Encourage your entire school community to participate.



I think networking with other Scholastic Book Fair enthusiasts in this environment makes for a stronger, longer relationship with Scholastic Book Fairs. It's good to be a member of a winning team.

## #4 Book Fairs App

[scholastic.com/bookfairs/app](http://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
- Prices



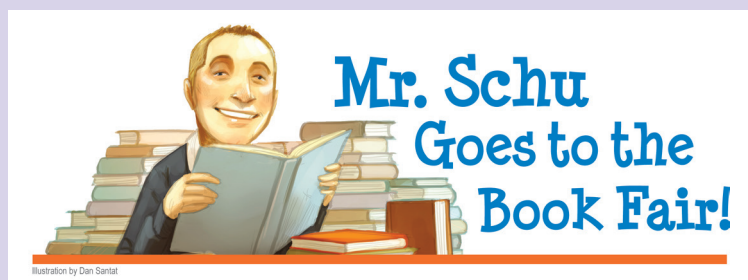
Plus you can purchase books directly from your Online Fair, and all orders ship FREE to your school! You can also filter your search to view all items available for purchase. Find recommendations for similar books, create wish lists, and even make purchases for books available online.

# #5 Scholastic Dollars™ Catalog

[scholastic.com/bookfairrewards](http://scholastic.com/bookfairrewards)

Yippie-i-oh! Did you know you can use your Scholastic Dollars to purchase more educational products than ever before? The catalog features more than 1,500 new items in the print catalog alone, 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
- More than 1,300 shelf-ready books
- Books and materials for Makerspaces
- Hundred of titles featuring STEM topics
- Paperback collections to build classroom libraries
- Audio libraries, curriculum-related materials, and more



## Introducing Mr. Schu Goes to the Book Fair!

[scholastic.com/bookfairs/schu-visits](http://scholastic.com/bookfairs/schu-visits)

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. Tune in!

## Notes:

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# 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

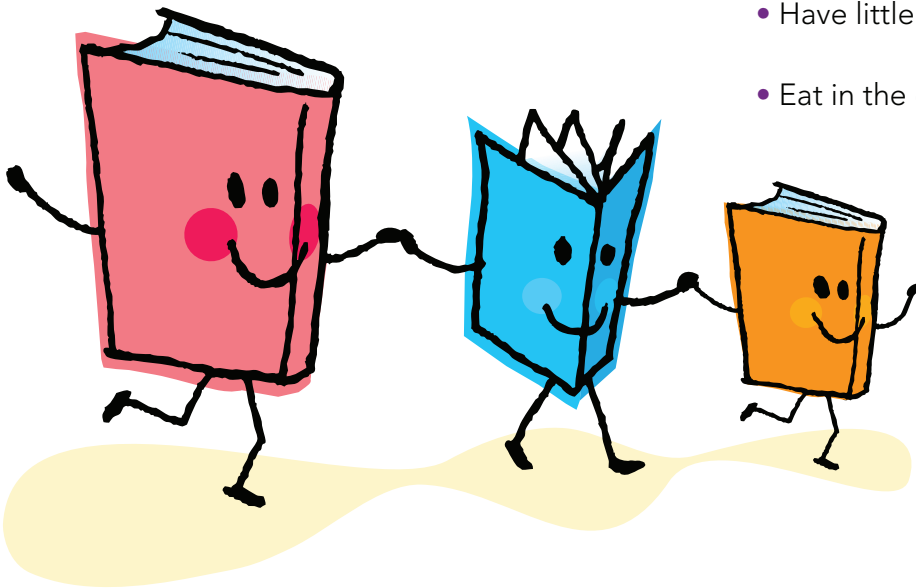
All program resources are available at [scholastic.com/bookfairs/reading-summit](https://www.scholastic.com/bookfairs/reading-summit)

- 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

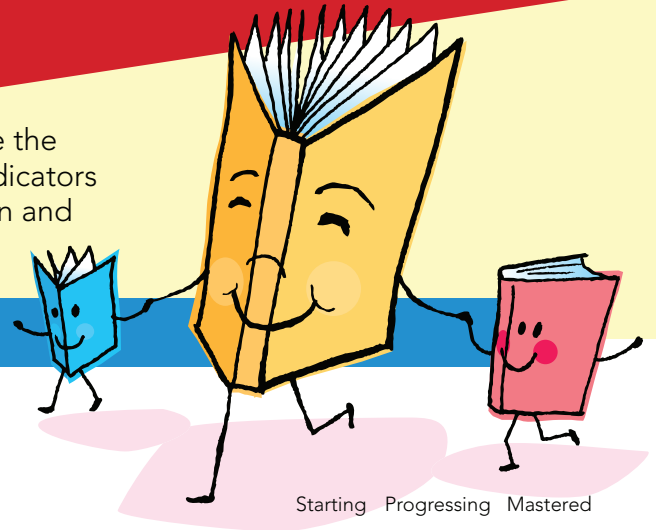
## In kindergarten your child will:

- Make new friends
- Learn about the world she/he 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



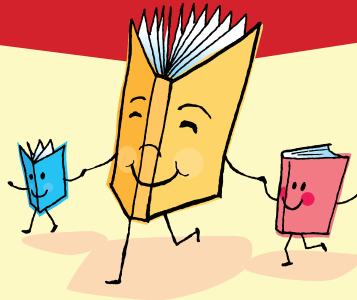
# Is Your Child Prepared for Kindergarten?

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"/>
Gets 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
<b>Vocabulary</b> Know the names of persons, actions, places, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Print Awareness</b> 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"/>
<b>Letter Knowledge</b> 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"/>
<b>Phonemic Awareness</b> Be able to hear and distinguish the smaller sounds in words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Print Motivation</b> Show interest and enjoy books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Narrative Skills</b> 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](http://scholastic.com/parents) for more free tools and advice.



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# 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

“When it comes to being read aloud to at home, eight in ten children (83 percent) say they love(d) it or like(d) it a lot. Yet many children ages 6-11 (40 percent of the sample) did not want their parents to stop reading to them.”

– *Scholastic Kids & Family Reading Report, 2014*

“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 Power Point 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.

Read the whole story first if it is a picture book. 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:

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# 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:

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# 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:

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# Notes:

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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 Power Point Presentation, with 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](http://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](http://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)





<b>Let's Find Out!</b> Where would you locate this information?	I want to identify the animal that is eating my tomato plants...	I need to know more about what to wear when I travel to France this spring...
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 use 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.

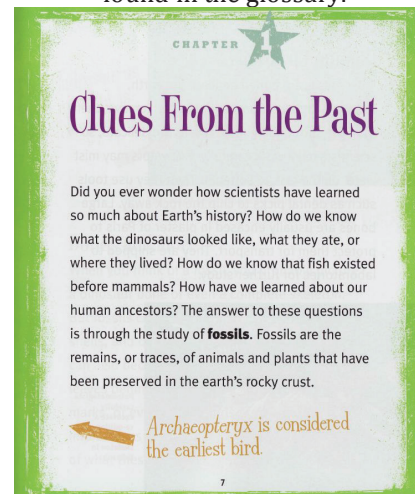
### Table of Contents

Used to locate information and features the main topics found in your book.

Paralympian	8	<b>On the move</b>	<b>Body engines</b>	<b>In control</b>
Star pupil	10	Muscles	30 Blood on the move	52 Nerves
		Muscles in action	32 Connections	54 Neurons at work
<b>Your amazing body</b>		Skeleton	34 Heart	56 That's some nerve!
		Spine	36 Body battles	58 Brain
		Inside bones	38 Lethal bite	60 Hormones
		Joints	40 Breathing	62 Touch
Building blocks	14	Gas exchange	64 Taste and smell	92
Body parts	16	Extreme feats	66 Taste buds	94
Body systems	18	Making noises	68 Sight	96
Tendons, 1546	20		Hearing and balance	98
Taking a look	22	<b>Skin you're in</b>	DNA	100
Body elements	24	Skin	44	Inheritance
Cells	26	Eyelash mites	46	48 Eating to live
		Head louse	47	72 Growing up
		Hair and nails	48	74 Glossary
				76 Index
				77 Credits and acknowledgments
				112

### Bold Print/Italicized print

Tells you this word is important and can usually be found in the glossary.



### Titles/Headings

Helps you identify the topics throughout the book, divides the informational text you are reading into sections.

## Our weathered planet



### Weathering

Wind and rain can wear down and move rock and soil in a process called erosion. Leftover rock may be strangely shaped, like the Queen's Head rock in Taiwan.



### Hoodoos

Melting snow collects in cracks in rock. It freezes and expands on cold nights, then thaws. Over time, the rock may break and reshape. This process created these hoodoos in Utah.



### Fairy chimneys

Over centuries, wind and rain eroded rock into pillars in Cappadocia, Turkey. Long-ago people made them into houses and churches, and decorated them.



### Chocolate hills

Rainwater and underground water slowly dissolve limestone rock. In Bohol, the Philippines, this process created 1,500 cones—the chocolate hills.



### Wave rock

This 46-foot-high (14 m) cliff in Hyden, Australia, was shaped by chemicals dissolved in rainwater, which softened the rock in a unique way.



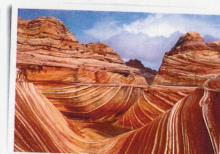
### Stone forest

The Grand Tsingy landscape in Madagascar is the world's largest stone "forest." The rocks were eroded by natural chemicals in the tropical rain. They are up to 300 feet (91 m) tall.



### Balanced rock

Although this rock, in Yorkshire, UK, looks like it is just about to topple over, it has actually been there for tens of thousands of years, eroded by rain and ice.



### Swirling rock

Strong winds can erode rock and move soil. Over thousands of years, wind erosion sculpted these beautiful sandstone swirls in Utah.

64

Some Native Americans believe that hoodoos are

people, turned to stone by the mythical trickster Coyote.

65

## Glossary

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

### adrenaline

A hormone that gets the body ready to react to stress or danger.

### alveolus

One of many tiny air sacs in the lungs where gases are exchanged between air and blood. The plural of *alveolus* is *alveoli*.

### antibiotic

A medical drug that either kills harmful bacteria that have infected the body or keeps them from multiplying.

### antibody

A chemical made by the body's immune system to disable invading germs or mark them for destruction.

### artery

A thick-walled blood vessel that carries fresh blood from the heart to tissues and organs.

### atrium

One of the heart's two upper chambers. The plural of *atrium* is *atria*.

### axon

The long "tail" of a neuron, which

### bone marrow

A soft tissue inside bones. Red marrow forms blood cells, while yellow marrow stores fat.

### capillary

One of the microscopic blood vessels that connect the smallest arteries with the smallest veins.

### carbohydrate

An energy-rich chemical that contains carbon, hydrogen, and oxygen. Starch and sugars, such as glucose, are carbohydrates.

### cardiac muscle

A type of muscle found only in the heart. It contracts and relaxes automatically, and it never tires.

### 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.

### cell

One of the tiny units that make up all living things.

### cerebral cortex

The cerebrum's wrinkled surface.

### cerebrum

### cornea

The clear layer at the front of the eye that allows light in.

### cytoplasm

The jellylike fluid inside a cell.

### dendrite

A tentacle-like projection on the cell body of a neuron. It receives nerve signals from other cells.

### dermis

The thicker layer of skin, beneath the epidermis. The dermis contains blood vessels, receptors, hair follicles, and sweat glands.

### dissect

To cut open a dead animal or plant to study its internal structure.

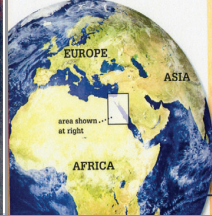
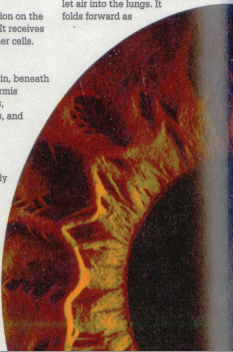
### DNA

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

of skin, above the dermis. The dead, squishy cells at its surface are made of keratin.

### 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



## 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.



## Timeline

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

# Struck seven times!

## 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.

**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 eyebrows, his eyelashes, 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 again! 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 the trout that Sullivan had caught—luckily, the bear left him alone!

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

# 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 electrical signals that tell cardiac muscles to contract. This squeezes the chambers as the four pumps blood. The blood travels away from the heart through arteries and back through veins.

**Receiving blood** Deoxygenated blood from the body enters the right atrium. The left atrium fills with oxygen-rich blood from the lungs.

**Partial flow** Blood flows from the atria into the ventricles. The ventricles are now completely full.

**Right ventricle** Contracts and pumps blood to the lungs.

**Left ventricle** Contracts and pumps blood to the rest of the body.

**Receiving blood** Deoxygenated blood from the body enters the right atrium. The left atrium fills with oxygen-rich blood from the lungs.

**Partial flow** Blood flows from the atria into the ventricles. The ventricles are now completely full.

**Right ventricle** Contracts and pumps blood to the lungs.

**Left ventricle** Contracts and pumps blood to the rest of the body.

**Blood circuits** The pulmonary circuit (green arrows) sends blood to the lungs to pick up oxygen. Then it sends it back to the heart. The systemic circuit (yellow arrows) sends oxygen-rich blood from the heart to the rest of the body, and returns oxygen-poor blood.

**Lymph system** The heart links the pulmonary circuit and the lymphatic system to make a single circulatory system.

**What is my pulse?** Each heart beat sends a wave of high pressure through your arteries. The arteries briefly expand to let the waves pass, then go back to normal. The pulse you can feel on your wrist is the wave passing.

**As a giraffe's heart weighs 44 lb, 600 g, an hummingbird's heart weighs less than 1 lb, 0.45 kg.**

## Diagram

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

## Index

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

<b>A</b>	back 30, 34, 35, 36-37, 41	cell 26	cartilage 39, 40, 41, 98	dendrite 82	blinking 80
abdominal muscle 30, 33	muscle 30	compact 16, 38	ear 34, 98, 99	dermis 44, 90	Braille 91
exercise 33	See also spine	face 34, 35	cell body 26, 82	diaphragm 63, 67	color 102, 103
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altitude 66	bile 75, 76	type 35, 38	See also blood cell	DNA 26, 27, 100-101	iris 12, 17
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amygdala 87	bladder 17, 77	brachii muscle 30	centriole 26		pupil 12, 17, 96
animal	blinking 80	Braille 91	cerebellum 86		retina 17, 96
blood 53	blood	brain 17, 86-87	cerebral cortex 86, 87, 92	<b>E</b>	rods and cones 17, 96
body element 25	blood pressure 25	balance 99	cerebrum 23, 88, 87	E. coli 58	tear 58
brain neuron 87	calcium 88	brain stem 86	chest, bone 34	ear 17	vitamins 73
eyelash unite 46	circulatory system 18, 52-57	development 104, 105	chewing 74	bone 34, 88, 99	eyebrow 48
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hearing 98, 99	composition 53	fat content 73	chromosome 100, 102, 103	cochlea 17, 98, 99	eyelash mite 46
mosquito 60-61	disease 61	fat content 73	cilia 62, 93	ear canal 17, 98, 99	
protozoa 58	gas 62, 64-65	heating 99	cingulate gyrus 87	eardrum 17, 98, 99	<b>F</b>
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ticking 91	sugar 88	sight 96	climber 66	ovary 22	bone 34, 35
ankle 31, 35, 41	vessel 32, 38, 39, 45, 52, 54, 89	taste and smell 92, 93	coccyx 35, 37	hair 48	muscle 30
antibiotic 59	vitamins and minerals 73	touch 91	collarbone 34	muscle 30	touch receptor 81
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anus 75	blood cell, white 16, 26, 39, 53, 58-59	bronchiole 62, 63	computed tomography (CT) 23	fat 73, 75	feces 75
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argon 63	body, element 24-25	burp 75	cornea 17, 96	femoral vein 53	femur 33, 35
arm			corpus callosum 86	fiber 73, 75	fibin 53
bone 34, 35, 41			cough 69	fibrous cartilage 39	fibula 35
muscle 30			cranial nerve 80	fight-or-flight	
nerve 80			Crick, Francis 101		
artery 16, 22, 52-53, 56					
astrocyst 83					
atom 14, 15					
atrium 56, 57					

## 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.factsformow.scholastic.com](http://www.factsformow.scholastic.com)  
 Enter the keyword **Fossils**

## Captions

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




# Struck seven

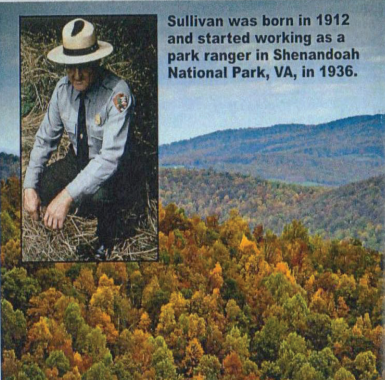
## Was Roy Sullivan the unluckiest man in the world—or the luckiest?

**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, 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.

**INTRODUCTION**

There have been many powerful women throughout history, including empresses and queens, presidents and prime ministers. They have all been great in their own way, and I welcome them into the sisterhood of leading ladies. But were any more powerful than me? I think not. After all, my decades-long reign came during a time of enormous violence and disorder.

For all my many accomplishments, much focus has been given to my beauty. While it's true that I had an attractive oval-shaped face, dark hair, and honey-colored skin, I did not get by on looks alone. My charm, charisma, and wit were just as important to my rise to power, if not more so. I was one of the sharpest rulers of ancient Egypt, with a sense for

knowing what people wanted before they knew it themselves.

Some have called me manipulative. To them, I say, "All is fair in love and war." And I should know, given the number of battles I fought and romances I enjoyed throughout my thirty-nine years.

I even made sure my death occurred on my own terms, rather than letting someone else take my life. And as you're about to read, history has judged me favorably, calling me one of the most dynamic figures—male or female—that the world has ever known.

I am Cleopatra.

## Text Box/Sidebars

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

### Hearing and balance

You can hear because you have ears! And each of your ears contains organs of balance—the semicircular canals and the vestibule. Although separate, the hearing and balance organs are linked. That's why an ear infection often makes you feel dizzy.

**Hats use their amazing hearing help them locate fly/frog mosquitoes**

**Listen up!** The ear's most sensitive part is the small-shaped cochlea. It contains about 15,000 sensitive hair cells. When vibrations produced by sound waves enter the ear, the hair cells send signals to the brain.

**Shaking drum** The eardrum vibrates when struck by sound waves.

**Waves** Sound waves travel up the outer ear canal.

**Vestibular nerve** This sends signals to the brain.

**Semicircular canals** These are in each ear. They contain fluid and tiny hairs. When you move, the fluid moves and bends the hairs. The movement of the hairs causes the cells to send messages to your brain. Your brain tells your body how to stay balanced.

**Balancing** The semicircular canals and the vestibule help you balance. They are filled with fluid and contain tiny hairs. When you move your head, the fluid moves and bends the hairs. The movement of the hairs causes the cells to send messages to your brain. Your brain tells your body how to stay balanced.

**Balance organs** The ear not only uses semicircular canals and vestibule to help you balance. Information from your eyes, your muscles, and motion receptors in your skin also helps you stay balanced.

**Why don't Deaflex glasses get dizzy?** If you're dizzy, the fluid in your balance organs becomes unbalanced. Deaflex glasses can make you feel like you're dizzy. Deaflex glasses avoid this danger by using their Deaflex technology to keep you steady in a dizziness world.

**6 Ear coils** The vibrations produced by the ear coils in the cochlea travel up the ear coil to the brain.

**7 To the brain!** The vibrations from the ear coils travel along the vestibular nerve to the brain, which analyzes the sound.

**8 Into the cochlea** The vibrations enter the shell of the cochlea.

**9 The vibrations** The vibrations enter the shell of the cochlea.

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## Illustrations

Lets you look at information in a visual way, adds to what you are reading.

### Hurricane Sandy

In October 2012, Hurricane Sandy began a path of destruction across the Caribbean and the US. It was to be the largest Atlantic hurricane on record.

**The storm surge** As the hurricane reached the East Coast, it produced a storm surge that flooded much of the coastline.

**eye EYEWITNESS** Hurricane Sandy hits

“The water went from ankle to knee deep in minutes. We knew we had to escape. We drove out into the rain and wind. That was spreading the fires around us.” —Stephen Chin, Breezy Point, NY

**A home destroyed** The storm surge flooded Stephen Chin's house in Breezy Point, NY. It drenched his home and destroyed many of his family's belongings.

**Thousands of homes plunged into darkness**

**8:30 PM** Water poured into an electrical substation, and all of lower Manhattan plunged into darkness.

**1 PM** Winds reached 90 mph (145 kph). The storm surge began.

**7 AM** All flights into and out of New York and New Jersey were canceled.

**7 PM** For only the second time in its 108-year history, the New York City train system was shut down.

**9:30 AM** As a Sandy changed course and headed for the city, the New York Stock Exchange did not open.

**4 PM** All along the East Coast, waves crunched across beaches, destroying houses.

**9 PM** The biggest residential fire in New York in 100 years blazed in Breezy Point.

**20,000 911 calls received per hour.**

**48** Over 8 million homes in the United States lost power to Hurricane Sandy.

**Oct. 28, 2012** **Oct. 29, 2012** **Oct. 30, 2012**

**WALL ST**

## Key Words or Guide Words

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

### Eating to live [Yum!]

**Fried beetles, barbecued caterpillars, or grilled maggots, anyone? Eating insects may not appeal to you, but they do contain many nutrients—the materials your body needs to stay in tip-top shape. But don't worry! There are other ways to get your nutrients.**

**Healthy diet** It's healthy, but about half your food should be vegetables and fruits. You also need plenty of grains and some proteins. Don't forget to include milk or other dairy products, and make sure you get enough water (see page 24).

**Calorie count** The amount of energy provided by food is measured in calories. You can find out how many calories are in a food by looking at the nutrition label.

**Energy use** Calories aren't bad for you—you need them for energy. But if you eat too many or don't burn them off by exercising, your body will store extra calories as fat.

**An average-size woman uses 1,000 calories when standing.**

**An average-size woman uses 600 calories when running.**

**72% FOOD FOR YOU**

**Vitamins and minerals** You need about 30 of these every day—but only in tiny amounts! You body needs them to work properly. They help you grow and develop.

Name	Needed for	From
<b>Vitamin A</b>	Clear, healthy eyes and bones, fighting germs	Carrots
<b>Vitamin B</b>	Making proteins and getting energy	Cheese
<b>Vitamin C</b>	Good bones, hair, and tissue growth, fighting germs	Citrus
<b>Vitamin D</b>	Healthy bones, fighting germs from food	Fatty fish
<b>Vitamin E</b>	Healthy nerves, making red blood cells	Nuts
<b>Iron</b>	Healthy blood	Meat
<b>Calcium</b>	Bones and teeth, healthy nerves, blood clotting	Dairy
<b>Zinc</b>	Healthy nerves, fighting germs	Meat
<b>Magnesium</b>	Healthy nerves, making red blood cells	Green and leafy veggie
<b>Potassium</b>	Heart, muscles, healthy nerves	Banana
<b>Chloride</b>	Heart, muscles, healthy nerves, keeping body fluids in balance	Salt

**What's in food** Enjoying your food is important! But the main purpose of food is to give your body the nutrients it needs. How much of these types of food do you eat each day?

**Proteins** You need protein to build muscle, skin, and bone. It also helps repair injured tissues and can be used to make energy. Meat, beans, fish, and eggs are all protein-rich foods. Surprisingly, chicken is higher in protein than red meat is!

**Carbohydrates** Carbohydrates are your main source of energy. Sugar and starch are both carbohydrates. The energy from sugar is short-lived. Starch is broken down more slowly, keeping you going for a long time. Starch doesn't have any taste, but it is good for you!

**Fats** Fats give you energy. They also help your body take in nutrients and build cells. Liquid fats are called oils. The oils in olives, nuts, seeds, and some fish are good for your brain and heart. But don't eat too much solid fat—like butter!

**Fiber** You need fiber to help move food through your digestive system. Lots of brown foods, such as whole wheat bread, are high in fiber, and so are many colorful fruits.

**Foods to limit** Soda, candy, and other sugary foods are full of sugar. They contain lots of calories but few nutrients. They are also bad for your teeth and can cause tooth decay.

**Sugar rush** Foods full of sugar give you quick energy, but the effects don't last.

**Approximately 70 percent of your brain is fat!**



# Turning Titles and Subheadings Into Questions

Book \_\_\_\_\_

Chapter \_\_\_\_\_ Pages \_\_\_\_\_

Question
Answer
Question
Answer
Question
Answer
Question
Answer

# Notes:

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# Dead Presidents and Whales: Engaging Students With Nonfiction Texts

# WW

While many students enjoy or even prefer nonfiction texts, some express disinterest or avoidance in reading nonfiction. How can we engage students with nonfiction, especially when past reading experiences may be limited to dry textbook reading and research report assignments?

Join Donalyn Miller in this session as she shares instructional moves and resources for engaging students with nonfiction (or any genre they avoid). This session includes a look at newer nonfiction titles, authors, and formats, as well as online tools and resources.

## Current Research

“ Only in the past decade, however, have researchers begun to uncover that it’s not just how much students read that matters, but also *what* they read. In particular, students need to read and comprehend informational texts as often – and as fluently – as they do narrative texts ... One reason reading nonfiction may be so important is that it helps students develop that background knowledge, which itself accounts for as much as 33 percent of the variance in student achievement (Marzano, 2000.) Background knowledge becomes more crucial in the later elementary grades, as students begin to read more content-specific textbooks (Young, Moss & Cornwell,

2007) that often include headings, graphs, charts, and other text elements not often found in narrative fiction they encountered in the lower grades (Sanacore & Palumbo, 2009).

– Goodwin, B. and Miller, K. (2013).  
*Common Core: Now What?*  
*Educational Leadership*,  
70(4), 80-82.

Donalyn's Slideshare  
[slideshare.net/donalynm](http://slideshare.net/donalynm)



Seymour Simon  
[seymoursimon.com](http://seymoursimon.com)



Snowflake Bentley  
[snowflakebentley.com](http://snowflakebentley.com)



Kate Messner  
[pinterest.com/katemessner](http://pinterest.com/katemessner)



Melissa Stewart  
[melissa-stewart.com](http://melissa-stewart.com)



Scientists in the Field series  
[sciencemeetsadventure.com](http://sciencemeetsadventure.com)



## Notes & Questions

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Who Was? What Was? Series  
whowasbookseries.com



Eight Types of Infographics and When to Use Them  
bitrebels.com/design/8-types-of-infographics-use-when/



Tween Tribune  
tweentribune.com



School Libraries & Student Achievement  
Irs.org/documents/school/school\_library\_impact.jpg



Wonderopolis  
wonderopolis.org



Daily Infographic  
dailyinfographic.com



## Notes & Questions

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Information Is Beautiful  
[informationisbeautiful.net](http://informationisbeautiful.net)



NCTE Orbis Pictus Award  
[ncte.org/awards/orbispictus](http://ncte.org/awards/orbispictus)



The Robert F. Sibert Informational Book Medal  
[ala.org/alsc/awardsgrants/bookmedia/sibert/medal](http://ala.org/alsc/awardsgrants/bookmedia/sibert/medal)



Notable Social Studies Trade Books for Young People  
[socialstudies.org/notable](http://socialstudies.org/notable)



The YALSA Award for Excellence in Nonfiction  
[ala.org/yalsa/nonfiction-award](http://ala.org/yalsa/nonfiction-award)



Outstanding Science Trade Books for Students K–12  
[nsta.org/publications/ostb/ostb2013.aspx](http://nsta.org/publications/ostb/ostb2013.aspx)



## Notes & Questions

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# School Librarians: Champions of Change



**I**n 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 should roll up their sleeves and get ready to 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.

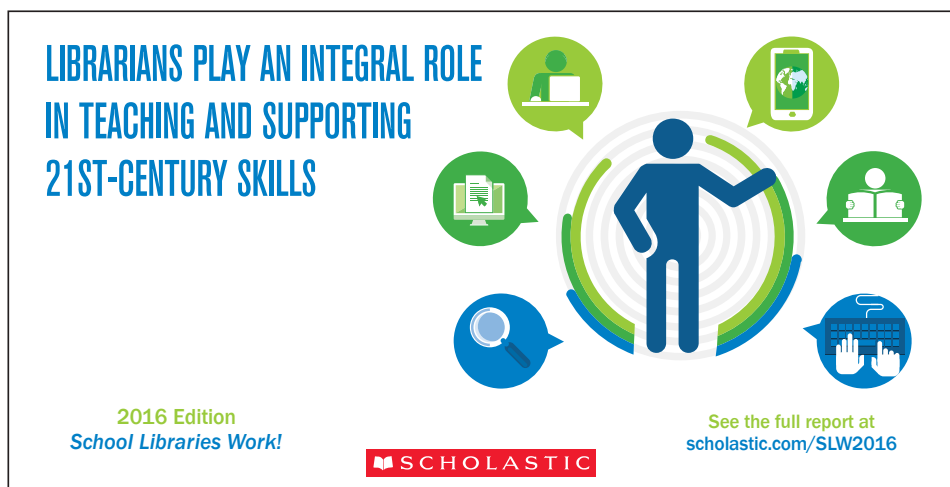
## Here are highlights from the report:

### 1. When school librarian staffing is reduced, achievement in ELA (English Language Arts)

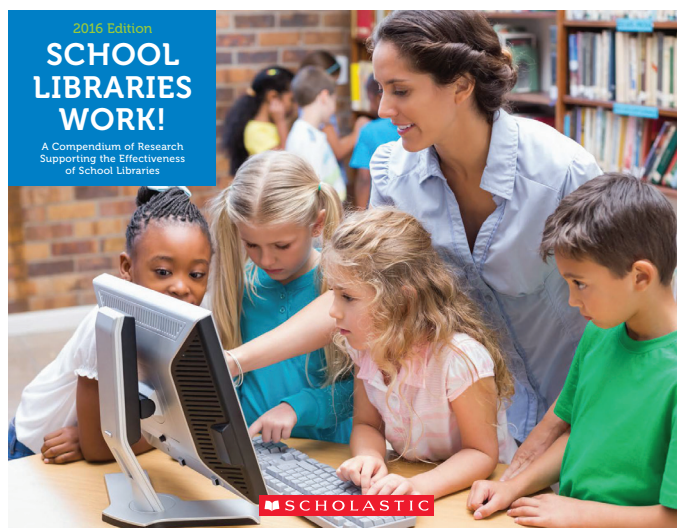
**suffers.** A *School Library Journal* analysis found states that gained school librarian positions between 2005 and 2009 experienced larger increases and no decreases in National Assessment of Education Progress (NAEP) reading scores for fourth grade, while states that lost school librarians experienced 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](http://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/ChampionsofChange16](http://tinyurl.com/ChampionsofChange16)



# Notes:

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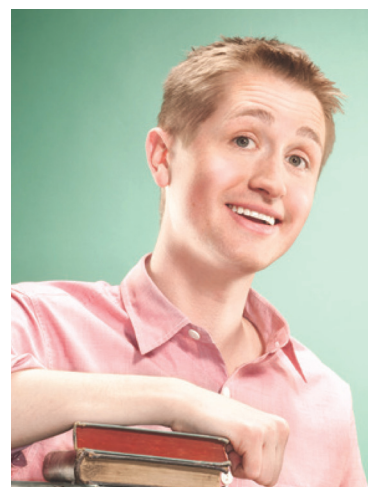


# Ambassador Schu's Review of Books for You and Your Readers, Too!

Calling all elementary school teachers, librarians, and administrators! Join in 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.

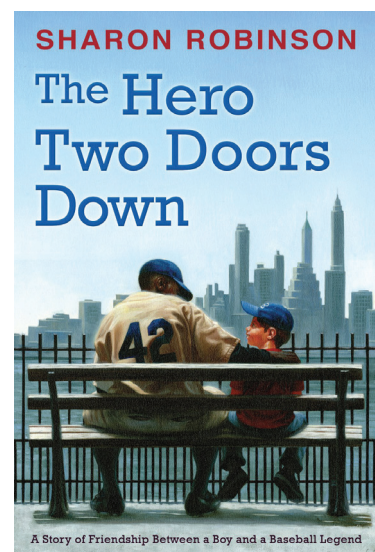
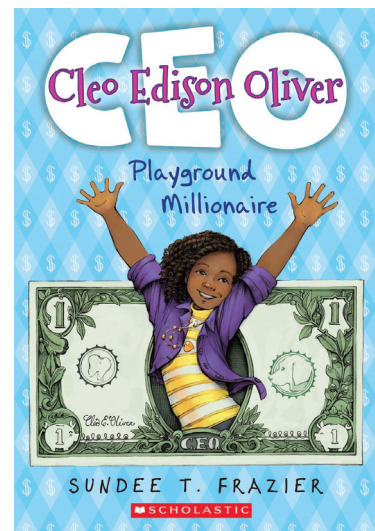
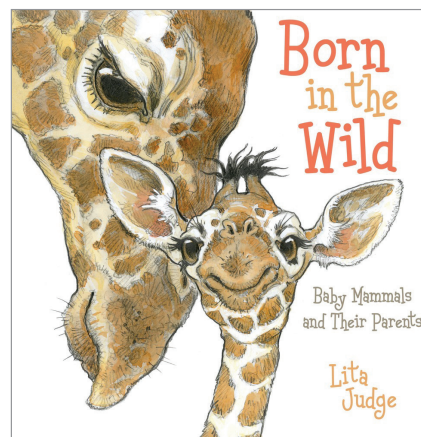
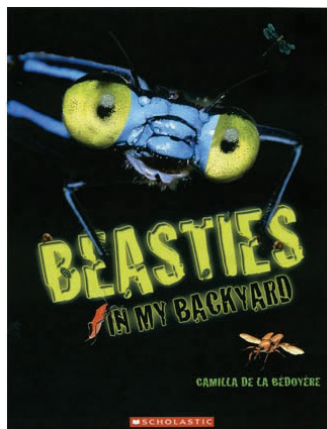
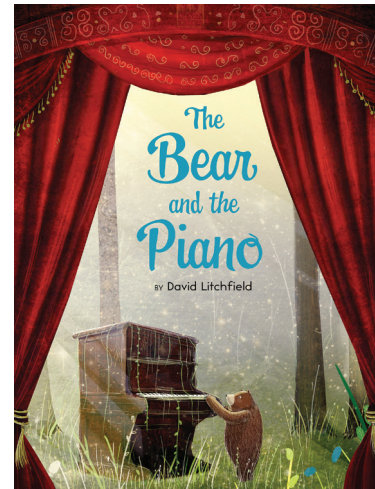
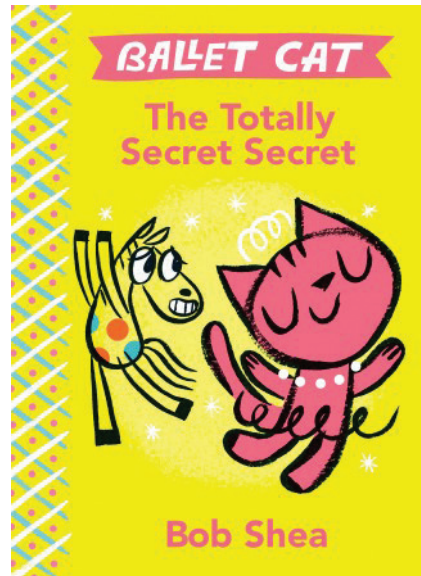
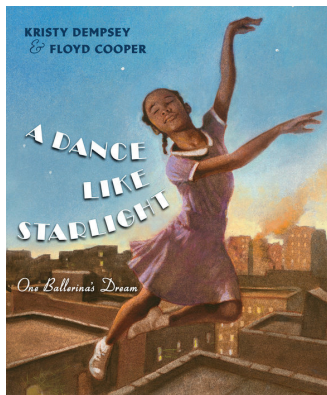
## Mr. Schu's Recommendations

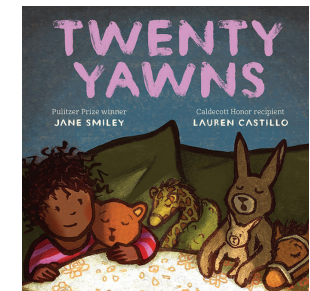
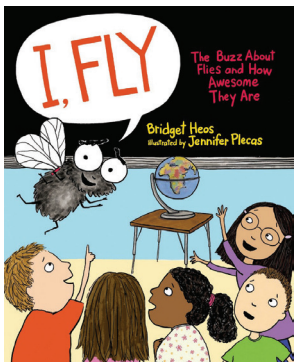
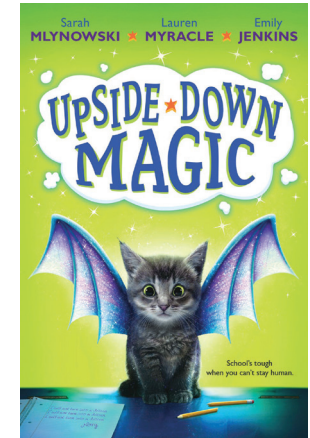
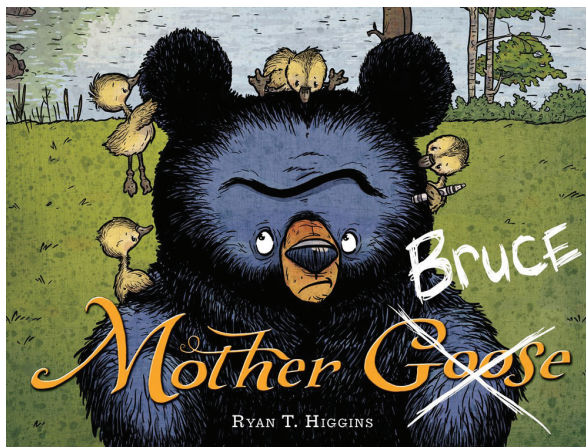
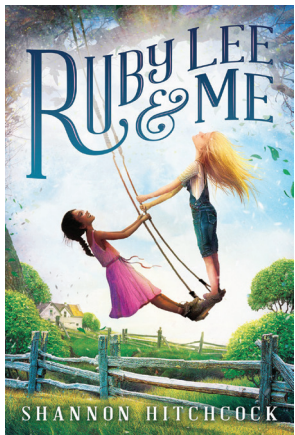
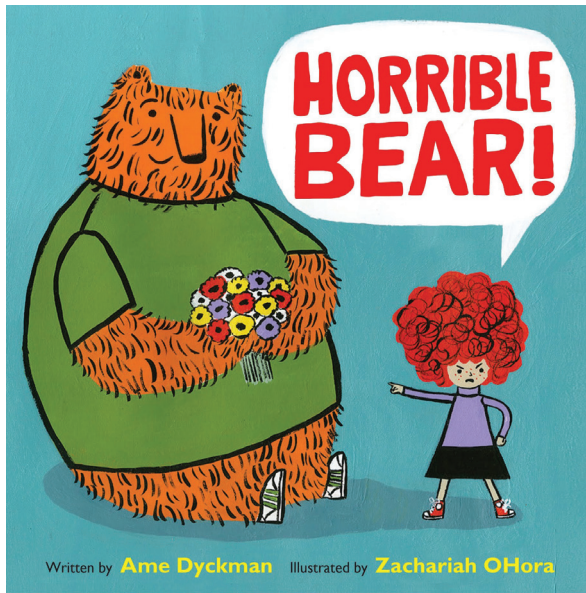
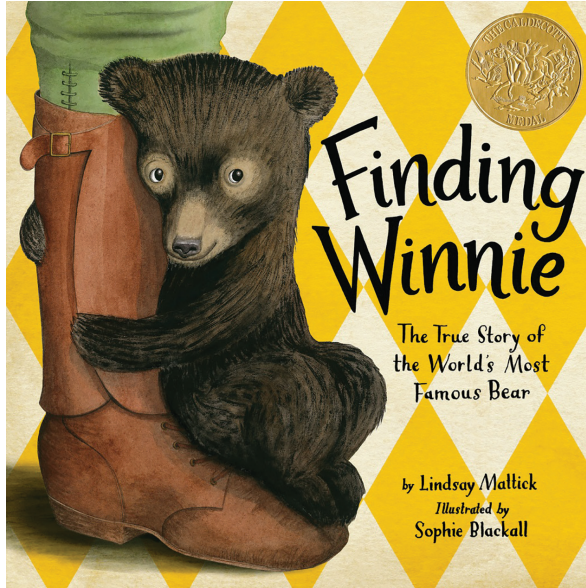
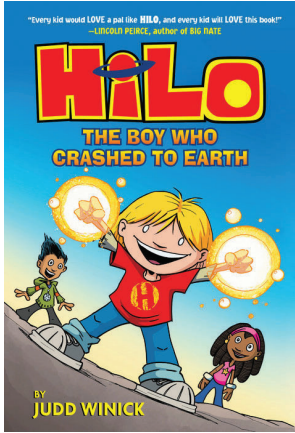
Twenty Yawns *by Jane Smiley; illustrated by Lauren Castillo*  
Horrible Bear! *by Ame Dyckman; illustrated by Zachariah OHora*  
Ballet Cat: The Totally Secret Secret *by Bob Shea*  
Ballet Cat: Dance! Dance! Underpants! *by Bob Shea*  
Daniel Finds a Poem *by Micha Archer*  
Bear and a Piano *by David Litchfield*  
Beasties in My Backyard *by Camilla de la Bedoyere*  
Cleo Edison Oliver: Playground Millionaire *by Sundee Frazier*  
Dance Like Starlight *by Kristy Dempsey; illustrated by Floyd Cooper*  
Finding Winnie *by Lindsay Mattick; illustrated by Sophie Blackall*  
Little Elliot, Big Family *by Mike Curato*  
Hilo: The Boy Who Crashed to Earth *by Judd Winick*  
The Hero Two Doors Down *by Sharon Robinson*  
I, Fly! The Buzz About Flies and How Awesome They Are *by Bridget Heos*  
Mother Bruce *by Ryan T. Higgins*  
The Princess in Black *by Shannon Hale and Dean Hale*  
Ranger in Time: Long Road to Freedom *by Kate Messner*  
Ruby Lee and Me *by Shannon Hitchcock*  
Shelter Pet Squad: Paloma *by Cynthia Lord*  
What If You Had Animal Ears!? *by Sandra Markle*  
What This Story Needs is a Pig in a Wig *by Emma J. Virjan*  
Who Was George Washington Carver? *by Jim Gigliotti*  
Wolfie the Bunny *by Ame Dyckman; illustrated by Zachariah OHora*  
Crenshaw *by Katherine Applegate*  
Upside Down Magic *by Sarah Mlynowski, Lauren Myracle, and Emily Jenkins*  
Born in the Wild *by Lita Judge*  
Louise Loves Art *by Kelly Light*  
Please, Mr. Panda *by Steve Antony*  
Trombone Shorty *by Troy Andrews; illustrated by Bryan Collier*  
Waiting *by Kevin Henkes*  
Raymie Nightingale *by Kate DiCamillo*

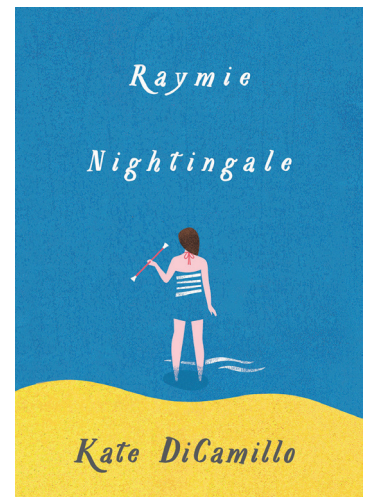
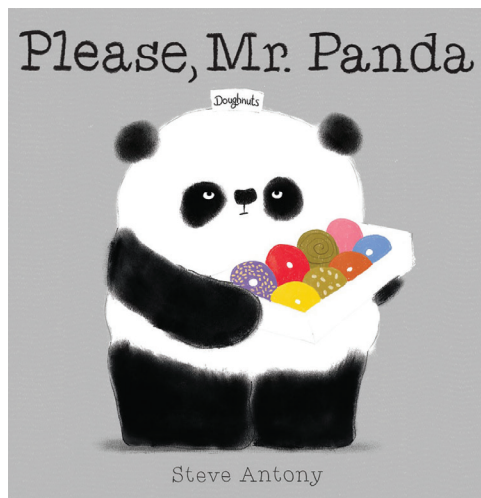
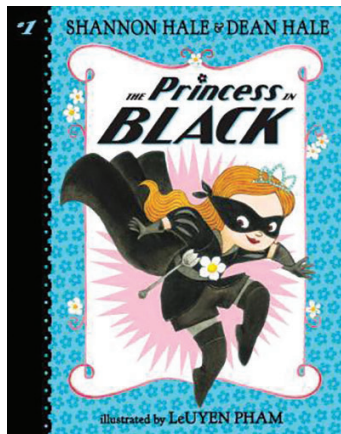
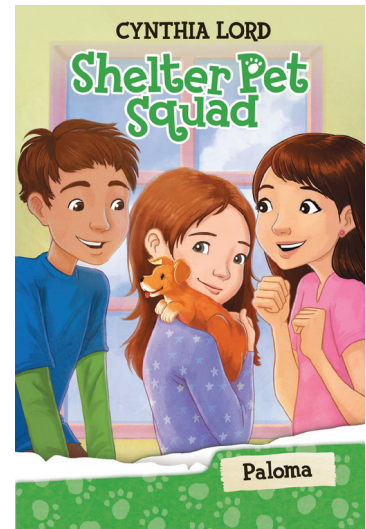
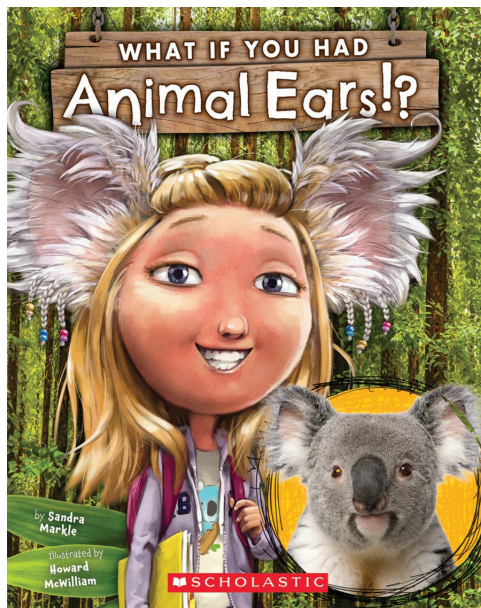
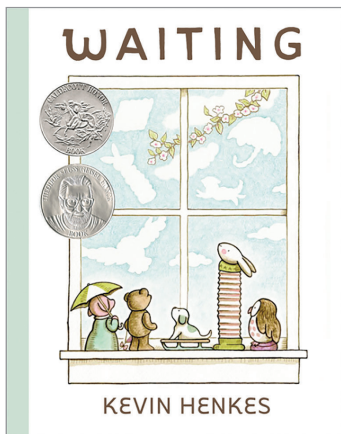
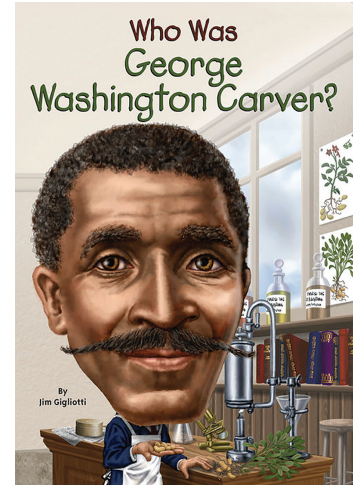
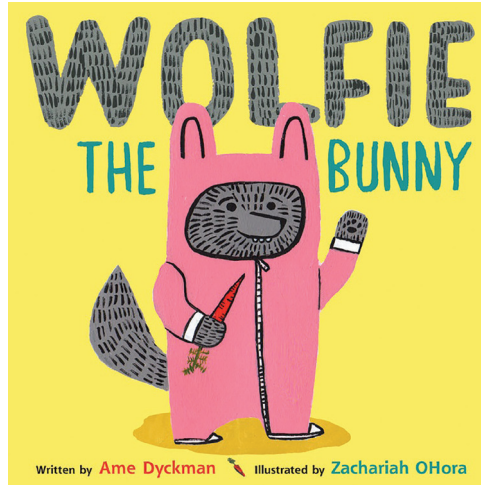


## Download Materials

Mr. Schu compiled a collection of book trailers, activities, and interviews that you can access at [tinyurl.com/AmbassadorSchu](http://tinyurl.com/AmbassadorSchu).









## Booktalking: Transforming Dormant to Passionate Readers

**N**othing 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. Imagine that for their elementary and middle school years! With this workshop's booktalk tips, lesson plans, and engaging activities, you'll learn how to create an incredible book-talking culture in your school.

### Current Research

“ During booktalks, students are engaged and want to know more about the books. Most important, 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 the Perfect Booktalk
- 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/Download  
Materials](https://www.scholastic.com/teachers/DownloadMaterials)

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 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...

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### Booktalk!

#### Starter Card

This book made me laugh like crazy because...

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---

### Booktalk!

#### Starter Card

You have to read this book because it...

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---

### Booktalk!

#### Starter Card

This book made me cry because...

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---

### 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.

# 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!

## Booktalk 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](http://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,” then create bingo cards online using these phrases. Try [print-bingo.com](http://print-bingo.com).

**How to play:** Together, watch the booktalk videos featured online at [scholastic.com/bookfairs/booktalk](http://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, a box, or a zig-zag wins.

**Questions:** Which video was your favorite and why? Does the subject of the book matter if the booktalk is interesting?

**Bonus:** Have your class 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).



# Seven Habits of Highly Impactful Librarians



**I**saiah Berlin once said, “To understand is to perceive patterns.” During my 15-year tenure at both *Library Journal* and *School Library Journal*, I had the good fortune of meeting some of the most dynamic and successful librarians in every possible domain, ranging from academe to the corporate world, from municipal government to K-12. It was during this time that the most compelling of patterns came to me, in sharp relief: The most creative and effective librarians share the same qualities. Upon examination of their respective “road maps” to success, perhaps not so astonishingly, I concluded that they each deployed literally all of the same core principles.

The masterful use of these core principles rolled up to a singular and extraordinarily salient outcome: IMPACT. These leaders produced impact that was prevalently obvious via results that they could clearly and compellingly articulate to their respective constituents and decision-makers. They built the basic foundation of their success by having great fidelity to adoption and implementation of each and every one of the Seven Habits.

Thus we’ve now adapted the “Seven Habits” in the context of school librarianship and the K-12 environments. The “Seven Habits of Highly Impactful Librarians” represent effective and proven strategies, rooted in research and evidence-based practice, designed to help you revise and improve how you impact the learner, to ensure you and your school library are woven into the reading, learning, and instructional fabric of the school.

## Impact Habit #1 - Build Strong and Trusting Relationships

**Highly impactful librarians** know that relationships are critical in order to obtain belief and buy-in from their school administrators.

### Why?

- Understanding what keeps your district administrators up at night allows you to strategically plan ways to support their key objectives and goals, making your role not only relevant, but critical to the success of the school and the district.
- Learning the district's specific strategic goals and how your work fits into those goals better positions you to integrate your own objectives, such as building a culture of avid-readers, into the larger district plan.

Recent research has shown a **strong relationship between test scores** and the degree to which the **principal values and supports the library media program.** (Lance, 2007).

### How?

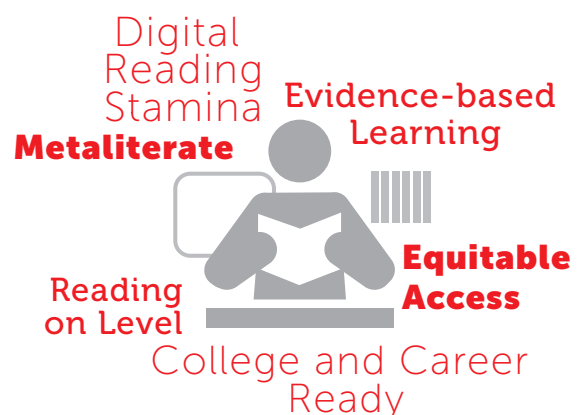
- Repeatedly present district administrators with the variety of ways you and your library can:
  - ✓ Integrate college and career readiness skills
  - ✓ Integrate information technology skills into curriculum
  - ✓ Plan and deliver professional development, especially technology-based
- Collaborate in planning and developing curriculum and assessment

## Impact Habit #2 – Speak the Language of School Leadership

**Highly impactful librarians** know that they must be great at communicating and proselytizing the vision they have for the library in the context of the district's learning objectives and strategic plan.

### Why?

- District leaders need to understand how your goals for the library compellingly support the larger goals of the district, that without the school library function, their district-wide goals for literacy and learning are not possible. Being cogent and specific, weaving in the language most readily present in your district's strategic plans represents the best way of going about this.



## How?

- Knowing that the majority of school leadership administrators are focused on five key areas is a good place to start. These include:
  - ✓ **Equitable access** for all students
  - ✓ Measurable and discernable improvement among the district’s struggling readers and learners
  - ✓ Creating a culture of reading and literacy
  - ✓ Ensuring all students are **reading on level** by fourth grade
  - ✓ Ensuring students are **college and career-ready**
- Having an awareness of what is happening at the district level, and being actively involved in the formation and communication of the district’s strategic plan and mission
  - ✓ Regularly visit the school’s website
  - ✓ Attend Board of Education meetings
  - ✓ Collaborate with principals on specific goals

## Impact Habit #3 – Be the Curator of All Digital Content

**Highly impactful librarians** know that they are distinctly qualified to evaluate, curate, and distribute digital content that best supports instruction. Highly impactful librarians must remain at the nexus of digital content/ programs and technology.

**Google** can bring you back  
**100,000 answers.**

**A librarian** can bring you back  
**the right one.** —Neil Gaiman

## Why?

- As a librarian, you are the most qualified content “curator,” using your skills of discernment to best determine what type of content is most appropriate for your students and teachers.
- The stakes are higher than ever as access to and transmission of digital content becomes more fluid via the Internet and mobile, where the sources/purveyors of that content are increasingly murky. Media literacy—the ability to evaluate and synthesize content—has never been more critical than it is right now.
- Due to the emergence of standards that support the Common Core and/or College and Career Readiness skills, teachers are seeking more diverse types of texts—called text sets—that librarians are uniquely qualified to create and deliver.

## How?

- ✓ Establish an awareness of and protocol for determining accuracy and validity of online content.
- ✓ Compose, create, and distribute high-quality digital content clusters called text sets.
- ✓ Strengthen digital reading stamina by driving students to more Volume Reading versus only Close Reading in order to build knowledge via text sets.

## Impact Habit #4 – Be the Champion and CEO of Independent Reading

**Highly impactful librarians** understand deeply the power of choice in driving reading motivation and ultimately improvement and growth.

### Why?

- Independent reading is very different than instructional reading, in terms of seeking to cater to a reader's passions and interests, and is more effective in building fluency and vocabulary.
- Research shows that avid readers demonstrate both superior literacy development and wide-ranging knowledge across subjects (Allington, 2012; Hiebert & Reutzel, 2010; Sullivan & Brown, 2013).
- Research shows that children between the ages of 10 and 16 who read for pleasure make more progress not only in vocabulary and spelling but also in math versus those who rarely read (Sullivan & Brown, 2013).

For the majority of young people, **enthusiastic and habitual reading** is the single most predictive personal habit for the ability to **achieve desirable life outcomes**. (Bayless, 2010)

### How?

- ✓ Establish a schoolwide or district-wide plan to create and grow an avid reading culture in your district, utilizing the aforementioned research to support it.
- ✓ Launch a summer reading initiative that emphasizes choice, as well as motivation to drive increased enthusiasm and excitement around reading.
- ✓ Create schoolwide and district-wide literacy events that also engender family participation, as you seek to reinforce to parents the importance of reading and books in the home.

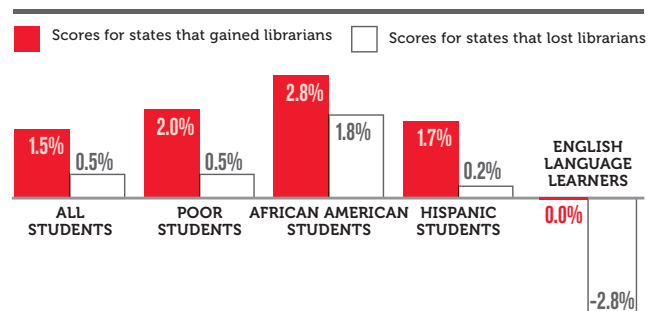
## Impact Habit #5 – Adopt Evidence-based Practice in Everything You Do

**Highly impactful librarians** know that data and analysis are indispensable tools that substantiate their plan and help obtain buy-in from school- or district-level leadership.

### Why?

- Implementing evidence-based practices will allow you to evaluate and demonstrate student progress in reading and learning.
- Helps you make a case for allocating funds and resources for materials or programs needed by the school library.

Schools in states that gained librarians between 2005 and 2009 had significantly higher increases in fourth-grade NAEP reading scores than schools in states that lost librarians.





## How?

- ✓ Leverage prevailing research (*School Librarians Work!*, 2016) that correlates strong and effective school library programs to an improvement in reading scores among students.
- ✓ Analyze your program and determine what it needs, as well as the desired objective (e.g., creating a more avid reading culture or more specific goals pertaining to reading/vocabulary).
- ✓ Determine the evidence that will resonate with your desired audience, and connect to your objective.
- ✓ Collect, analyze, and synthesize data to act as evidence.
- ✓ Package and deliver the data as the core of your message.

Source: *Say It with Data: A Concise Guide to Making Your Case and Getting Results*; by Priscille Dando, ALA Editions  
Graph pulled from 2016 edition of *School Libraries Work!*. Download the full report at [scholastic.com/SLW2106](http://scholastic.com/SLW2106)

## Impact Habit #6 – Be a “Teacher” Librarian With a Constructivist Approach Based on Inquiry

**Highly impactful librarians** tie reading to research to strengthen achievement.

### Why?

- Because research is the opposite of reading a textbook. A textbook gives you answers for you to absorb and memorize. Research is the search for answers, and inquiry allows students to test and re-test their hypotheses.
- Because infusing inquiry into your daily practice and instruction helps hone students’ abilities to respond to questions with evidence.



### How?

- ✓ By modeling and teaching good research skills, which support the inquiry process
- ✓ Use reading, read-alouds, and primary sources as a “springboard to research.”
- ✓ Curiosity, wonder, questioning, and the goal to “dig deeper” all play a vital role in fostering inquiry.

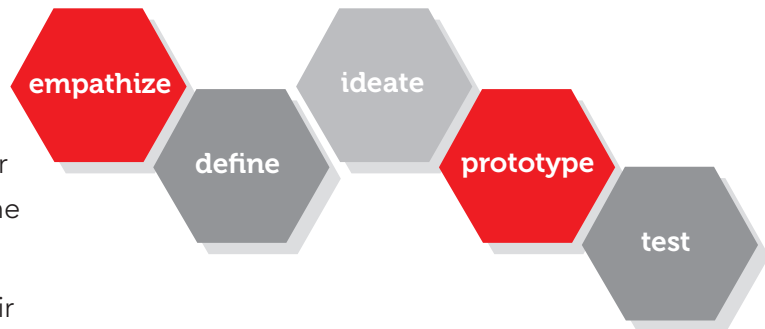
Source: *Paige Jaeger and Marc Aronson*

## Impact Habit #7 – Be the Orchestrator of Your School’s or District’s Makerspace Initiative

**Highly impactful librarians** know that the growing trend of makerspaces perfectly blends a constructivist approach to inquiry, problem-based learning, and literacy—all core competencies for the dynamic school librarian.

### Why?

- Because you have an unprecedented opportunity to tie together literacy, inquiry, and STEM and are the best equipped to make it happen
- Increasingly, schools are housing their makerspaces in the school library.
- Data shows that makerspaces are having a positive impact on student engagement via hands-on learning.



### How?

- ✓ To get started, find a program from which you can glean ideas for your makerspace.
- ✓ Go to: [thedisruptiondepartment.org](http://thedisruptiondepartment.org) to learn more about how one district is evolving its makerspace initiative through the design thinking process.
- ✓ The Design Thinking approach helps educators—as well as students—assess their “maker activity,” from how to ideate potential solutions to a problem, to prototyping, to testing.

Source: Andrew Goodin, *Department of Disruption*

# Building the Capacity of Families to Engage in Children's Literacy

According to Dr. Karen Mapp, "Parent participation is the leading predictor that supports students' academic success, regardless of family race, socioeconomic status, ethnicity, or cultural background." Research has consistently demonstrated that when families are engaged, children benefit. In spite of the research, schools continue to struggle with building and sustaining effective family-school partnerships because the stakeholders have not had the opportunity to develop the capacity to partner effectively. Dr. Mapp worked with the US Department of Education to develop the Dual Capacity Framework for Family-School Partnerships to help schools and districts create initiatives that build both the capacity of its educators and its families through partnership, with the mutual goal of student achievement and school improvement. The Framework includes a set of five process conditions, which must be present to achieve a successful family engagement initiative.

Scholastic Literacy Events (SLE) are one tool to engage families with students in grades PreK-5 and empower them to support their children's academic achievement. The ready-to-use kits align with the Dual Capacity-Building Framework for Family-School Partnerships and feature engaging activities and strategies focused on developing reading and writing skills while fostering a culture of literacy at home.

The SLE is more than just about family participation; it's the collaboration between schools and families to execute programs that successfully promote learning. By empowering families with quick and easy learning strategies, we can help all children become passionate readers who achieve real, lifelong results!

## Research Linking Family Engagement to Learning:

- Parent participation in school-based workshops is linked to greater gains in school by their children (Shaver and Walls 1998).
- Increased family involvement in activities at school has a positive impact on literacy achievement (Dearing, Kreider, Simpkins, and Weiss 2006).
- The enhanced vocabulary that your children acquire through read-alouds aids their ability to comprehend texts as independent readers (Biemiller and Boote 2006).
- Interactive read-alouds with meaningful conversations about text result in student gains in vocabulary (Beck and McKeown 2001), comprehension strategies (Pinnell and Fountas 2011), and concept development (Wasik and Bond 2001).

## The Dual Capacity-Building Framework for Family–School Partnerships



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Reprinted from Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. Austin, TX: SEDL.

# Process Conditions

Research on promising practice in family engagement, as well as on adult learning and development, identifies a set of process conditions that are important to the success of capacity-building interventions. The term process here refers to the series of actions, operations, and procedures that are part of any activity or initiative. Process conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement. Initiatives must be:

## LINKED TO LEARNING

Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students. Far too often, events held at schools for parents have little to do with the school or district's academic and developmental goals for students. These events are missed opportunities to enhance the capacity of families and staff to collaborate with one another to support student learning. Families and school staff are more interested in and motivated to participate in events and programs that are focused on enhancing their ability to work as partners to support children's cognitive, emotional, physical, and social development as well as the overall improvement of the school.

## RELATIONAL

A major focus of the initiative is on building respectful and trusting relationships between home and school. No meaningful family engagement can be established until relationships of trust and respect are established between home and school. A focus on relationship building is especially important in circumstances where there has been a history of mistrust between families and school or district staff, or where negative past experiences or feelings of intimidation hamper the building of partnerships between staff and parents. In these cases, mailings, automated phone calls, and even incentives like meals and prizes for attendance do little to ensure regular participation of families, and school staff are often less than enthusiastic about participating in these events. The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff. Participants in initiatives are more willing to learn from others whom they respect and trust.

## DEVELOPMENTAL

The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program. Providing support to communities is important, but initiatives that build capacity set out to provide opportunities for participants (both families and school staff) to think differently about themselves and their roles as stakeholders in their schools and communities. In addition to providing services to stakeholders, the developmental component of these initiatives focuses on empowering and enabling participants to be confident, active, knowledgeable, and informed stakeholders in the transformation of their schools and neighborhoods.

## COLLECTIVE/COLLABORATIVE

Learning is conducted in group rather than individual settings and is focused on building learning communities and networks. Initiatives that bring families and staff together for shared learning create collective learning environments that foster peer learning and communications networks among families and staff. The collective, collaborative nature of these initiatives builds social networks, connections, and, ultimately, the social capital of families and staff in the program.

## INTERACTIVE

Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice. Existing family engagement strategies often involve providing lists of items and activities for teachers to use to reach out to families and for families to do with their children. This information dissemination strategy is an important but insufficient condition of learning and knowledge acquisition. During learning sessions, staff and families can receive information on skills and tools, but must also have the opportunity to practice what they have learned and receive feedback and coaching from each other, peers, and facilitators.

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# Organizational Conditions

As organizations, LEAs and schools struggle to create family-school partnership opportunities that are coherent and aligned with educational improvement goals, sustained over time, and spread across the district. Research on the conditions necessary for educational entities to successfully implement and sustain family engagement identifies the following organizational conditions that support fidelity and sustainability. Initiatives must be:

## SYSTEMIC

Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround. Family-school partnerships are seen as essential supports to school and district improvement and are elevated to a high priority across state, district, and school improvement plans.

## INTEGRATED

Capacity-building efforts are embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration. A district or school's efforts to build the capacity of families and staff to

form effective partnerships are integrated into all aspects of its improvement strategy, such as the recruitment and training of effective teachers and school leaders, professional development, and mechanisms of evaluation and assessment.

## SUSTAINED

Programs operate with adequate resources and infrastructure support. Multiple funding streams are resourced to fund initiatives, and senior-level district leadership is empowered to coordinate family-school partnership strategies and initiatives as a component of the overall improvement strategy. School leaders are committed to and have a systemic vision of family engagement and family-school partnerships.

# Recruiting Families to Attend Literacy Events

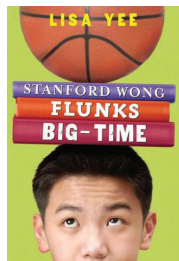
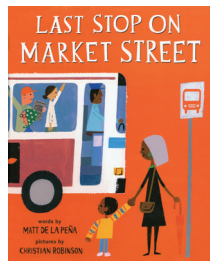
When planning to engage with families, it is important to remember a “one-size-fits-all” approach will not work. The priority should be a “good fit” to the needs and assets of students and families in your community. In other words, there is no “best” strategy to use with every family in every situation. And, as your families change and evolve, so will the strategies you utilize to engage families in events. Use the list below as a starting point and update and enhance these engagement strategies throughout the school year.

- Whenever possible, provide childcare, food, translation, and transportation for events.
- Broaden family invitations – invite dads, grandparents, uncles, etc. — whomever has a significant role in the child’s life!
- Flyers are only one method of communication and typically not very effective due to their impersonal nature. Use a variety of methods (oral, written, and virtual) to connect with families. The more personal the invitation, the more likely families will want to attend! Personal invitations convey the message “I’m special” and you really want me to attend. A flyer doesn’t convey the same message. Try a personal phone call, face-to-face, or home visit, etc. You could say, “Mrs. Jones, I’ve seen you at several of our workshops and I really think you would be an excellent addition at our next literacy event. You are a natural leader with so much to offer. Our next workshop is Tuesday at 6 p.m. Can I count on you attending?”
- Ensure all staff at the school are aware of the upcoming event to help recruit families and promote the event.
- Publicize events on social media. Many families use social media on a regular basis (Facebook, Twitter, YouTube, Instagram), so you should be familiar and comfortable communicating to families this way.
- Utilize incentives – T-shirts/hats to build community at events.
- Think like a marketing executive and change up your presentation titles to entice families to come. Instead of a workshop on Family Routines, try “Beating Breakfast and Bedtime Battles.”
- Give parents a reason to attend. Always connect the content back to their child. The more specific you can be with how this effects their family and their child, the more likely families will see the importance and want to attend. Make connections for families between what they do and promoting positive child outcomes.
- Offer meetings at various days and times – including weekends.
- Assign a family representative to each classroom to help recruit families and market the event.
- Develop a phone chain to recruit and market the event. Have families sign up at the beginning of the year and empower classroom family representatives to manage.
- Develop classroom/grade-level incentives for participation in events.
- Have students write/draw invitations to the event.
- Hold meetings in the community. The public library or local bookstore are perfect locations for conducting a literacy event.
- Utilize engaged families to recruit a new family to an event.
- Choose a consistent color for sending home flyers/information regarding upcoming family events.

# 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 says, "We believe in the respect for the diverse groups in our multicultural society." As part of this respect, 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 it's why, at Scholastic, our #WeHaveDiverseBooks campaign is among our most vibrant initiatives.



**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 multilingual 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!

[oomscholasticblog.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](https://cbcdiversity.com/resources/teachersandlibrarians)



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

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

### 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/](http://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%20of%20diversity\\_with%20graphics\\_FINAL.pdf](http://ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance%20of%20diversity_with%20graphics_FINAL.pdf)

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

### Scholastic Kids and Families Reading Report

[scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf](http://scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf)

- Pages 56-59 – What kids want in books
- Page 91 – Types of books parents need help finding
- Page 98 – Things children look for when picking books for fun

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

[huffingtonpost.com/roxana-barillas/5-reasons-why-everybody-b\\_b\\_5529656.html](http://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](https://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](https://npr.org/2012/01/28/145052896/the-snowy-day-breaking-color-barriers-quietly)

# Scholastic & ASCD

## A Partnership to Support Independent Reading

Both ASCD and Scholastic believe passionately in the transformative power of reading. The ability for our students to select just-right books in areas that interest them, expand their thinking, and discuss them with their peers, are just the beginning of their lifelong learning journey.

Frequently, *Educational Leadership*, ASCD's flagship magazine, has dedicated entire issues to investigating the critical role of independent reading in student growth and development. The following article by Donalyn Miller, 2012 TCTELA Elementary English Language Arts Teacher of the Year and Scholastic Book Fair Manager of Independent Reading Outreach, discusses the role reading plays in the intellectual and emotional development of all students and ways to navigate the sometimes challenging waters of motivating and inspiring young readers.

[ascd.org/publications/educational-leadership/mar10/vol67/num06/Becoming-a-Classroom-of-Readers.aspx](http://ascd.org/publications/educational-leadership/mar10/vol67/num06/Becoming-a-Classroom-of-Readers.aspx)

### Relevant Research:

- Approximately 80 percent of the achievement gap can be attributed to the lack of summer reading (Hayes & Grether, 1983).
- Home libraries exert a positive effect on students as they grow as readers. Having as few as 20 books in the home has a significant influence on propelling a child to a higher level of education, and the more books they add, the greater the benefit (Evans et. al., 2010).
- Knowing that students who read daily in self-selected texts perform better, an expectation should be set within school for all teachers to designate 20-30 minutes of independent reading daily for their students. In order for students to truly read during this time, teachers must implement strong rituals, routines, and consistent daily practice.
- During independent reading in the literacy block, the teacher's role is to confer, observe, assess, and collect data. Students reading independently during this instructional period are reading from self-selected texts for up to 30 minutes every day.

Scholastic and ASCD developed a new Independent Reading course that dives deeper into the many compelling facts described in the research above. This targeted course was created with highly-respected educator Sandi Novak, who walks you through the use of surveys and classroom visits to determine the status of independent reading throughout a school community. Then, you will synthesize these data to develop a plan to address ongoing student needs. This course is the outcome of a two-year nationwide study on independent reading.

Continue your independent reading journey by picking up ASCD's professional learning materials, attend an in-person professional learning event, and sign up for your Independent Reading course today.

[ascd.org/books-publications.aspx](http://ascd.org/books-publications.aspx)

[ascd.org/professional-development.aspx](http://ascd.org/professional-development.aspx)

[ascd.org/professional-development/pd-online.aspx](http://ascd.org/professional-development/pd-online.aspx)



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# 2016 Reading Summit Workshop Presenters Gallery

## FEATURED SPEAKERS

### Kwame Alexander @kwamealexander

Kwame Alexander is a poet, educator, and author of 18 books, and recipient of the 2015 Newbery Medal for his novel, *The Crossover*. The founder of two literacy organizations: *Book-in-a-Day* and *LEAP for Ghana*, he regularly travels the world conducting writing/publishing workshops at schools and conferences. Kwame has owned several publishing companies, written for stage and television (TLC's "Hip Hop Harry"), recorded a CD, produced jazz and book festivals, hosted a radio show, worked for the U.S. Government, and taught high school. In 2015, Kwame joined the Bank Street College of Education as their first writer-in-residence.

**Keynote Speaker**



### Pam Allyn @pamallyn

Pam Allyn is a world-renowned expert, author, and motivational speaker on the subject of kids and reading, and how having access to literacy will change lives. She is the founder of LitWorld, a groundbreaking global literacy movement that serves children across the United States and in 20 countries. She and her team invented World Read Aloud Day, a day of action for literacy. She is also the award-winning author of several books, including *Your Child's Writing Life* and *What to Read When*.

**Keynote Speaker**



### Nancie Atwell @NancieAtwell

A middle school English teacher since 1973, Nancie Atwell is the inaugural recipient of the Global Teacher Prize. She donated the \$1 million award to the Center for Teaching and Learning, the K-8 non-profit demonstration school she founded in Edgecomb, Maine. She is the first classroom teacher to receive the major U.S. research awards in the language arts, the M.L.A. Mina P. Shaughnessy Prize, and the N.C.T.E. David H. Russell Award. She was honored as the N.C.T.E. Outstanding Middle School English Teacher and River of Words Poetry Teacher of the Year. Nancie is the author of the classic text *In the Middle* which Thomas Newkirk of the University of New Hampshire describes as "the greatest book on literacy teaching ever written in this country."

**Keynote Speaker**



### Matt de la Peña @mattdelapena

Matt de la Peña is *The New York Times* best-selling author of six critically acclaimed young adult novels: *Ball Don't Lie*, *Mexican WhiteBoy*, *We Were Here*, *I Will Save You*, *The Living*, and *The Hunted*. He's also the author of the award-winning picture books: *A Nation's Hope: The Story of Boxing Legend Joe Louis* and the 2016 Newbery Award winner, *Last Stop on Market Street* (illustrated by Christian Robinson). He teaches creative writing and visits high schools and colleges throughout the country.

**Keynote Speaker**



### Kate Messner @KateMessner

Kate Messner is an award-winning author whose books have been *New York Times* Notable, Junior Library Guild, IndieBound, and Bank Street College of Education Best Books selections. Her most recent series, *Ranger in Time*, is about a time-traveling search-and-rescue dog who has been transported to the Oregon Trail, Ancient Rome, and the Underground Railroad. Kate is the author of several other series, as well as stand-alone novels across multiple genres and award-winning nonfiction picture books, including *How to Read a Story*. Kate taught middle school for 15 years and earned National Board Certification in 2006.

**Keynote Speaker**



### Donalyn Miller @donalynbooks

Donalyn Miller is an award-winning Texas teacher and author of several books on engaging children with reading, including *The Book Whisperer* and *Reading in the Wild*. Donalyn is the co-founder of the community blog *Nerdy Book Club* and co-hosts the monthly Twitter chat #titletalk. She has been published in *Education Week Teacher*, *The Reading Teacher*, *Educational Leadership*, and *The Washington Post*. Donalyn currently serves as manager of independent reading and outreach for Scholastic Book Fairs®.

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

**Workshop: Dead Presidents and Whales: Engaging Students With Nonfiction Texts (St. Charles, San Jose, Leesburg, Charlotte, Covington)**



## Featured Speakers cont.



### Dr. Ernest Morrell @ernestmorrell

Dr. Ernest Morrell is the Macy Professor of English Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Ernest has authored more than 70 articles and book chapters, as well as seven books including *Every Child a Super Reader* (in press with Scholastic), *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.

**Keynote Speaker**



### Sara Pennypacker @sarapennypacker

Sara Pennypacker is the author of 14 children's books, including *The New York Times* best-selling, award-winning Clementine series: *Clementine*; *The Talented Clementine*; *Clementine's Letter* (for which she won the Christopher Award); *Clementine, Friend of the Week*; *Clementine and the Family Meeting*; *Clementine and the Spring Trip*; and *Completely Clementine*. She is the author of the Stuart Books (*Stuart's Cape* and *Stuart Goes to School*) and the novel *Summer of the Gypsy Moths*. She wrote the picture books *Meet the Dullards*, the Golden Kite Award-winning *Pierre in Love*, and *Sparrow Girl*. She founded the ShareOurBooks.org program, which lends books provided by authors for community reads.

**Keynote Speaker**



### Andrea Davis Pinkney @AndreaDavisPink

Andrea Davis Pinkney is *The New York Times* best-selling and award-winning author of more than 30 picture books, novels, and works of historical fiction and nonfiction books for children and young adults. Andrea's new book, *Rhythm Ride: A Road Trip Through the Motown Sound*, is a comprehensive look at African-American music and its impact on social justice. Additional nonfiction works include *Martin & Mahalia: His Words, Her Song*, an NAACP Image Award nominee, 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 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. A film based on the novel is currently in development.

**Workshop: Decoding Diversity: Fostering Inclusiveness and Joy Through Independent Reading**



### Jewell Parker Rhodes @jewell\_p\_rhodes

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*. Her forthcoming novel for young readers is *Towers Falling*, a story about 9/11 set 15 years later. 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.

**Keynote Speaker**



### John Schumacher @MrSchuReads

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 has served on the 2014 Newbery Committee, ALSC's Children and Technology Committee, AASL's Best Websites For Teachers and Learning, two readers choice award committees, and the School Library Month Planning Committee. *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.

**Workshop: Breakfast With Mr. Schu (All Locations)**

**Workshop: School Librarians: Champions of Change (All Locations)**

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



# 2016 Reading Summit Workshop Presenters Gallery

## PRESENTERS

### Cynthia Alaniz

Cynthia Alaniz has taught in the elementary classroom for more than 20 years using Reader's Workshop and Writer's Workshop and is currently a school librarian in Coppell, Texas. Cynthia has a strong and undying passion for reading and books and calls herself a children's literature enthusiast. She is the author of the blog *Librarian in Cute Shoes*. She is active in the American Library Association, the Texas Library Association, Association of Library Service to Children (ALSC), and the Children's Literature Assembly (NCTE).

**Workshop:** *Picture Book Perfection: Creating Meaningful Reading Experiences for Young Readers*



### Marc Aronson

Marc Aronson has been an author and editor of award-winning books for children and teenagers for more than 25 years. He was the first winner of the Robert F. Sibert medal from the American Library Association for excellence in informational books for readers through eighth grade. Marc is currently an assistant teaching professor in the Master of Information program at Rutgers University and is working on a YA history of New York City as a place of transformation and change through the stories of four streets and a square.

**Workshop:** *The Seven Habits of Highly Impactful Librarians*



### Steve Black

Joining Scholastic in 1991, Steve Black currently directs the Teacher Preview Program while writing and recording booktalk scripts and podcasts for customers and employees. He regularly delivers webinar training sessions, as well as conducts live booktalk and product presentations for teachers, students, parents, and coworkers. Steve has participated in the Scholastic Book Fairs® Book Selection Committee for more than 10 years and is an expert on children's literature.

**Workshop:** *Booktalking: Transforming Dormant to Passionate Readers*



### Stephanie Brant

Stephanie Brant currently serves as the principal of Gaithersburg Elementary School in Gaithersburg, Maryland. She works to inspire readers, problem-solvers, and critical thinkers who are competitive learners in the 21st century. Prior to becoming an administrator, Stephanie taught first and second grade, and also taught Reading Recovery, an intense intervention program that served struggling readers. As a teacher, Stephanie focused on literacy and building lifelong learners.

**Workshop:** *The Power of Independent Reading: A Case Study of Gaithersburg, MD Elementary School (Leesburg)*

**Workshop:** *Raising the Student Achievement Bar With Independent Reading (Charlotte)*



### Jenni Brasington

Jenni Brasington is the director of consultative services at Scholastic and a founding partner of the Center for Active Family Engagement (Café). As director of family and community engagement for Acelero Learning, a large Head Start grantee, she developed innovative family engagement tools and provided training, technical assistance, and coaching with internal family engagement teams and a network of external partners. She is the author of *The Family Friendly Walk-Through* and the co-author of *The Family Engagement Assessment*.

**Workshop:** *Building the Capacity of Families to Engage in Children's Literacy*



### Dr. Pat Cavanaugh

Dr. Pat Cavanaugh has served as an administrator for the past nine years with seven as an elementary principal in Troy, Michigan. He places a strong emphasis on building a positive reading culture in his preschool through fifth grade school. He leads two before-school reading programs three days a week, in addition to teaching once a week in the classroom. During the summer, Pat leads a bookmobile that delivers free books to his students. Pat's Ph.D. dissertation focused on the transition to kindergarten and the views of kindergarten teachers' perceptions of readiness.

**Workshop:** *The Transition to Kindergarten: Implementing a System that Links Students, Families, and Staff*





## Kris-Ann Florence

Kris-Ann Florence loves teaching readers and writers and has a passion for using children's literature in all contents of her classroom. She is currently teaching second grade at Zaharis Elementary School. Kris-Ann has conducted reading and writing presentations at conferences around the country and has taught professional development seminars about teaching and learning with inquiry.

**Workshop:** *Inspire, Instill, Ignite: Sparking a Love for Reading in Your Classroom!*



## Dr. L. Robert Furman

Dr. L. Robert Furman ED.D. is the principal at South Park Elementary Center in South Park, Pennsylvania. He is the author of *Instructional Technology Tools and Reading, Technology, and Digital Literacy*. His research in the field of literacy was recently awarded Best Research and Publication by PASCD. Rob is a blogger for the *Huffington Post*, *Ed Tech Review*, and a producer for The Seditonists Education Video Series. Rob was honored as a national "20 to Watch" in educational technology by the National School Board Association.

**Workshop:** *Reading, Technology, and Digital Literacy: How to Help the Striving Reader*



## Caroline Gaynor

Caroline Gaynor has more than 20 years of teaching experience at the primary, intermediate, and university levels. She has served as a Teacher On Special Assignment for the Clark County School District in Las Vegas, Nevada, and as the literacy coach at the Manhattan New School in New York City. She has presented at reading and writing conferences throughout the country and has consulted in all areas of literacy, both nationally and internationally. Presently, she is a second grade teacher at Zaharis Elementary School in Arizona.

**Workshop:** *Inspire, Instill, Ignite: Sparking a Love for Reading in Your Classroom!*



## Dr. Steven Geis

Dr. Steven Geis taught American history before he became principal of Farmington Middle School West in 1999. In 2005 he became principal of North Trail Elementary School and has taught graduate classes for St. Mary's University. Currently he is serving on the board of directors of the Minnesota Elementary School Principals' Association (MESPA) and as the president-elect of the National Association of Elementary School Principals (NAESP). One of his educational goals is to have all students reading at their grade level.

**Workshop:** *Raising the Student Achievement Bar With Independent Reading*



## Diane Gough

Diane Gough is the principal of Hewitt Elementary School in Midway ISD. Diane taught at the elementary level for 16 years and has served as an instructional technologist, assistant principal, director of special education, and principal. Diane has been instrumental in bringing many new programs to the district, including Rachel's Challenge anti-bullying program and an independent reading plan for her campus. She was chosen to participate in the Harvard Leadership Program through Raise Your Hand Texas and was recently named the National Distinguished Principal of Texas for 2015.

**Workshop:** *Raising the Achievement Bar With Independent Reading*



## Heather Habrecht

Literacy instruction takes center stage at Heather's school in suburban Dublin, Ohio. "We focus on a well-rounded literacy workshop model that includes four phases of instruction: a modeling/demonstration phase, a shared phase, an assisted instructional phase, and an independent phase. These instructional phases are evident throughout the reading and writing workshop," shares Heather, a principal for nine years and an educator for 15. Literacy instruction times may include a focused mini-lesson, guided and independent practice, independent reading, small-group instruction, a read-aloud, word study, and a share-and-reflect time. "Our goal is to maximize the time students are engaged in targeted meaningful work," Heather says.

**Workshop:** *iDEAL: Inspiring, Developing, Empowering, Assessing, and Leading an Independent Reading Culture*

## Susan Haney

Susan Haney loves being the principal at Parma Elementary School in Parma, Michigan, where she has been since 2005. Prior to working with the Western School District, Susan was a middle and high school English and psychology teacher at Vandercook Lake Schools. She also spent a few years as a guidance counselor, building administrator, and curriculum director.

*Workshop: Falling in Love With Reading: A Journey Through the Lens of a Third Grade Classroom*



## Robin Hoffman

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*



## Sylvia Ibarra

Sylvia Ibarra is a lifelong educator with 26 years of experience in public education. She has worked as a teacher, counselor, and bilingual director in previous jobs. Currently, Sylvia serves as principal at Jackson Elementary School in McAllen, Texas, a Title I school serving 800 students. As a school principal, she wholeheartedly believes that literacy is the single most important skill that students need to acquire to learn across all subjects. Therefore, she strives to instill a love for reading in her students and encourages them to read on a daily basis.

*Workshop: Raising the Achievement Bar With Independent Reading*



## Paige Jaeger

Paige Jaeger is an author, editor, speaker, and former school administrator. She spent 12 years as a teacher-librarian at both the elementary and secondary levels. Paige earnestly believes educators need to challenge students to think.

*Workshop: The Seven Habits of Highly Impactful Librarians*



## Marci Lang

Marci Lang is a sixth grade teacher at Zaharis Elementary School in Mesa, Arizona. As an educator for more than 18 years, Marci has a passion for teaching and a special love for children's literature. A former faculty associate at Arizona State University, Marci has led teacher workshops and professional development sessions across the country on reading aloud, readers' and writers' workshops, and learning through inquiry. She uses books in her classroom to build relationships with her students, engage and motivate them, and cultivate their love of reading.

*Workshop: Inspire, Instill, Ignite: Sparking a Love for Reading in Your Classroom!*



## Anne Lee

Anne Lee joined Scholastic Book Fairs® in 2000. As the senior leader of independent reading advocacy, she currently is responsible for developing outreach programs for school principals, teachers, and families and also serves as a company spokesperson for Read and Rise, a research-based early literacy program designed to make reading a habit at home. She serves as a foundation board member of the National Association of Elementary School Principals (NAESP) and works to promote and advance elementary and middle-level education through advocacy for school administrators. She is honored to serve as a LitWorld Advisory Council member and to lobby for the global rights of all children to be literate and develop a love of reading.

*Workshop: Independent Reading: Where We've Been. Where We're Going.*





## Amy Mascott

Amy Mascott is the creator of [teachmama.com](http://teachmama.com) where, since 2008, she has shared tools and resources parents can use to become the best teachers they can be for their children. A reading specialist, writer, and literacy consultant, Amy's work has been featured on dozens of online and print publications, including Scholastic Parents, PBS Parents, [readwritethink.org](http://readwritethink.org), PBS Digital Studios, and more. A former high school English teacher, Amy often shares her expertise at local and national conferences and events.

*Workshop: Rock Star Readers at School and Home*



## Barbara Masley

Barbara Masley has served as an elementary teacher, curriculum specialist, instructional coach, and elementary principal. She also designed professional development for high school instructional coaches focusing on reading, writing, listening, and speaking skills, and served as an instructional reading coach for elementary schools. She currently works as an educational consultant for Scholastic Book Fairs® where she has developed and facilitated interactive workshops supporting family involvement in literacy development and independent reading.

*Workshop: iTEXT: Using Text Features to Navigate Informational Text (Charlotte, San Antonio, Covington)*

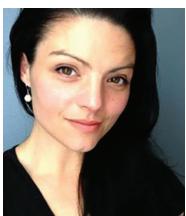
*Workshop: Raising Readers: The Positive Power of Family Involvement (Charlotte)*



## Diane McDaniel

Diane McDaniel is the librarian at River Valley Intermediate School in Midway ISD where she has implemented a successful booktalking program for students. Diane has taught in special education classes, reading resource classes, and the general education classroom in first through eighth grades. She has served as coordinator for a language arts program, developed and presented seminars on the benefits of literature-based instruction, was instrumental in developing and implementing a program for gifted students, and taught reading methods courses at St. Mary College in Kansas.

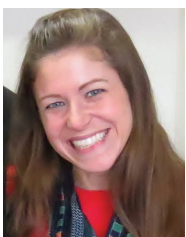
*Workshop: Raising the Achievement Bar with Independent Reading*



## Allison McDonald

Allison McDonald is a preschool teacher and the mom behind the popular early education website No Time For Flash Cards. Allison worked as a reading tutor and volunteered as a buddy reader for underprivileged children. When she paused her teaching career to start her family, she started her website and filled it with hands-on activities to help parents and teachers. Allison began writing the *Raise a Reader* blog on Scholastic Parents with Amy Mascott in 2012. Now that she is back in a classroom, she is eager to help even more children fall in love with books.

*Workshop: Rock Star Readers at School and Home*



## Anne Atwell Merkel

Anne Atwell Merkel has taught seventh and eighth grade writing, reading, and history at the Center for Teaching and Learning since 2013. She taught sixth grade English in Washington, D.C. and spent three years teaching grades sixth through eighth language arts at Friends Community School in College Park, Maryland. Anne conducts presentations about her work at National Council of Teachers of English conventions. She also coordinates the Center for Teaching and Learning's intern program for visiting teachers who wish to adopt the school's award-winning methods for teaching, writing, and reading.

*Keynote Speaker*



## Todd Nesloney

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 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 the author of the children's book *Spruce & Lucy* and the co-author of the award-winning book, *Flipping 2.0*. He also co-hosts the popular education podcast series "EduAllStars."

*Workshop: Falling in Love with Reading Campus-Wide*

## Sandi Novak

Sandi Novak has been a teacher, principal, curriculum director, and an assistant superintendent. She currently works as a consultant for Scholastic Book Fairs®, as well as individual school districts, and is the author of *Student-Led Discussions*. She has two books scheduled for release in summer 2016: *Let Us Talk: Giving Students a Voice Through Student-Led Discussions* and *Literacy Classroom Visits: A Leader's Guide to Effective Reading Instruction*. In April 2016 she released a digital course in partnership with Scholastic and ASCD on developing a whole-school culture for independent reading.

**Workshop: *iDEAL: Inspiring, Developing, Empowering, Assessing, and Leading an Independent Reading Culture (AM)*; Workshop: *Let's Talk! Students Talking About Books (PM)***



## Mike Oliver

Mike Oliver is the progressive principal of Zaharis Elementary 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: *Inspire, Instill, Ignite: Sparking a Love for Reading in Your Classroom!***



## Dr. Kimberly Parker

Dr. Kimberly N. Parker currently teaches English at the Cambridge, Rindge and Latin School in Cambridge, Massachusetts. She believes in the promise of underserved young people and is currently piloting a program 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) and was named one of five Literacy Champions from the Massachusetts Literacy Council. She is the former Secondary Representative At Large for the National Council of Teachers of English (NCTE) and a current Trustee for the NCTE Research Foundation. She is the current president of NEATE.

**Workshop: *Beyond a Magical Year: Designing Cohesive Independent Reading Experiences for Students***



## Dr. Michael Shaffer

Dr. Michael Shaffer is a veteran principal and district educational leader who is currently focusing on the development and training of principals and superintendents through the Ed Leadership Department at Ball State University as an assistant professor. His major professional passion is getting books in the hands of students and teaching them to love reading. Michael has successfully led schools and districts in significant school improvement processes.

**Workshop: *BC4BOYZ: Getting Boys to Read***



## Colby Sharp

Colby Sharp is a third grade teacher in Parma, Michigan. He's 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.

**Workshop: *Falling in Love With Reading: A Journey Through the Lens of a Third Grade Classroom***



## Katherine Sokolowski

Katherine Sokolowski has taught for 20 years—from kindergarten through sixth grade—and currently teaches fifth grade 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](http://readwriteandreflect.blogspot.com).

**Workshop: *Audience Matters: Engaging Student Readers Through Community***





## Evan St. Lifer

Evan St. Lifer is vice president of digital initiatives and new business development for Scholastic. In addition to his work for Scholastic Library Publishing, Evan has also headed up product development for the Scholastic Classroom Group, yielding award-winning products including BookFlix, Cozy Corner, and Scholastic's After School Learning program. Prior to coming to Scholastic, he was editor-in-chief of *School Library Journal* (SLJ). Evan is committed to helping identify, build, and most importantly, scale the most dynamic and effective models of school library practice that have the greatest impact on student learning. He continues to be a fervent believer and advocate for ensuring that "school libraries, run by dynamic teacher/librarians, are woven into the learning fabric of every school." It was this desire to help create a pervasive culture of excellence and improved learning outcomes that drove him to create and launch the School Library Journal Leadership Summit and Curriculum Connections while at SLJ.

**Workshop:** *The Seven Habits of Highly Impactful Librarians (All Locations)*



## Lauren Tarshis

Lauren Tarshis has spent the past 25 years creating content designed to engage and inspire kids, with a special focus on struggling and reluctant readers. She is the author of Scholastic's I Survived historical fiction series. Lauren is vice president group editor of *Scholastic Classroom* magazines, and the long-time editor of the award-winning *Storyworks* magazine, which has more than one million readers in grades four through five. The newly developed *Storyworks Jr*, for third grade will launch in September 2016.

**Workshop:** *The Nonfiction Reading Kit: Strategies for Engaging Readers With Short Nonfiction*



## Marsha Thauwald

Marsha Thauwald has been in education for 38 years. She has been an elementary teacher, elementary principal, assistant superintendent, and university professor. She is currently working as an education consultant and the district mentor coordinator for Midway ISD. Marsha has written many educational professional learning sessions that she has presented in conferences at the state and national levels. She recently published her first middle grade fiction novel in June 2015 — *Big Southern Hair & Highlights*. She is a member of the Association of Supervision and Curriculum Development (ASCD) and the Texas Elementary Principals and Supervisors Association (TEPSA).

**Workshop:** *Raising the Student Achievement Bar With Independent Reading*



## Joyce Valenza

After completing 25 years of joyful practice as a teacher librarian in K-12 education, Joyce Valenza joined the faculty of Rutgers University where she is an assistant teaching professor in the Master of Information program. Joyce has worked in special, public, and school libraries. She writes the *Neverending Search* Blog for *School Library Journal* and contributes to several other library and edtech publications. Joyce is active in AASL, ALA, and ISTE and considers herself one of the godmothers of the #tchat network.

**Workshop:** *The Seven Habits of Highly Impactful Librarians*



## Sherri Wilson

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, where she oversaw the implementation of the National PTA Standards for Family School Partnerships and led the Urban Family Engagement Initiative. 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.

**Workshop:** *Building the Capacity of Families to Engage in Children's Literacy*

# Notes:

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# Open a World of Possible

## Research Compendium Executive Summary

Reading provides a cognitive workout that is without equal. “Reading volume” (time logged inside text plus number of words read) exercises and expands the mind. And reading fiction expands the heart as well. Not only does reading make us smarter, it also makes us more empathetic.

### Highlights

#### Reading Makes Us Smart

- The more that students read, the better their comprehension, vocabulary, and fluency – and the more likely they are to build a robust knowledge of the world. In general, the more students read, the better they read.
- Strong readers tend to be strong writers – they know how to spell, punctuate, and structure a sentence, paragraph, and essay. Every time students read a text, they get a lesson on effective writing.

#### READERS: Early; Adolescent; Boy Readers; ELL/Diverse Learners; and Reluctant Readers.

- Engagement with print from birth on helps guarantee academic success. Children exposed to lots of print during their early childhood will have an easier time learning to read than those who are not. This includes exposure to print in the environment, read-aloud routines, and discussion about books and print throughout the day.

- Students who learn to read in their first language achieve higher levels of reading to English in comparison to students who learn to read exclusively in their target or second language. Extensive reading in both languages builds robust vocabulary and the background knowledge needed for deep comprehension.
- Students, even those who find reading challenging, thrive in classrooms that are filled with books at different levels with extended opportunities throughout the day to read and discuss books with their teacher and peers. A rich classroom reading culture supports all students.

#### READING: Volume, Stamina, and Independent Reading; Comprehension; Background Knowledge; Vocabulary; and Fluency.

- The more we read, the more we know. Volume of reading is critical in the development of reading proficiency, and avid reading is a widely recognized precursor to better skills acquisition, superior grades, and a desirable life.

#### A GROWTH MINDSET: Reading Engagement and Confidence; Reading Choice, Time, and Pleasure.

- Children who read for pleasure are likely to do significantly better at school than their peers who rarely read.



- Avid readers quickly develop reading confidence or a growth mindset for reading; they think of themselves as competent, capable readers who can read their way out of any reading challenge.
- Self-selected reading is twice as powerful as teacher-selected reading in developing motivation to read and high quality comprehension.

### TEXT: Access to Books; Summer Slide; Classroom Libraries; Home Libraries; Genre, Format and Structure; Text Complexity; Nonfiction; and Fiction.

- Placing books in the hands of children fundamentally influences their chances for both personal and academic success. The most successful way to improve the reading achievement of children in low-income communities is to increase their access to print.
- Being read to, reading for yourself, and discussing what you've read create an upward, positive spiral that leads to greater academic achievement years down the line.
- When classrooms in high poverty, challenged neighborhoods are flooded with books, striving readers and readers new to English make significant gains in reading proficiency.

### TEACHING: Interactive Read-Aloud; Guided Reading; Book Clubs; and Reading and Writing Connections.

- Readers benefit from smart, sensitive instruction that shows them what proficient reading looks like, sounds like, and feels like.

- The interactive read-aloud and facilitated student book clubs support both reading and writing development and foster a love of reading.
- Guided reading supports all readers and provides an accelerated path to independent reading.
- Writing about text engages deep, reflective thinking, helps students draw on their own knowledge and experiences, and challenges them to consolidate, organize, and integrate their ideas.

### FAMILY LITERACY: Oral Language; Dual-Languages; Home Reading Culture; Read-aloud Plus Talk.

- Parents' interactive strategies influence their children's language and cognitive development – children who enjoy frequent read-alouds and lots of talk with family members throughout the day develop robust vocabularies and "book awareness." What's more, we can attribute children's academic successes at ages nine and 10 to the amount of talk they hear from birth to age three.

To access the complete research on these topics, visit [scholastic.com/worldofpossible/sites/default/files/Research\\_Compndium\\_0.pdf](https://www.scholastic.com/worldofpossible/sites/default/files/Research_Compndium_0.pdf)

Bridges, L. (2014). *The Joy and Power of Reading: A Summary of Research and Expert Opinion*. New York: Scholastic.

# 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 <b>to</b> 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 <b>with</b> 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 can the school do to support your efforts to read at home each day with your child?

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 share 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		

# The Key to Extraordinary and Sunny Side Up

Check out the information and resources for titles that are included in the Toolkit.

## The Key to Extraordinary

by *Natalie Lloyd*

### Follow Natalie on Twitter:

[twitter.com/\\_natalielloyd](https://twitter.com/_natalielloyd)

### Author's Official Website:

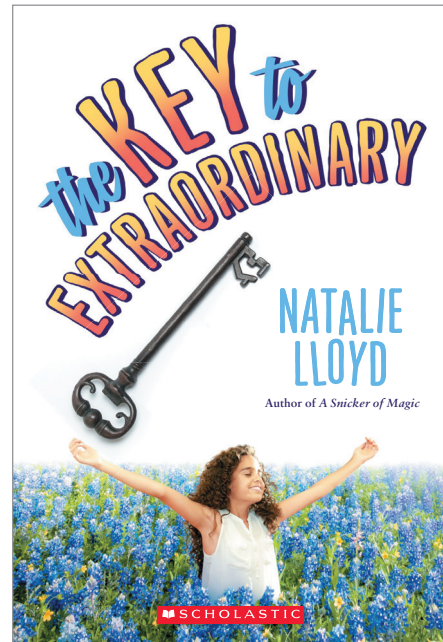
[natalielloyd.com/author-visits](http://natalielloyd.com/author-visits)

### The Key to Extraordinary: Online Preview Video:

[scholastic.com/onlinepreview/#4495255592001/4608020132001](https://scholastic.com/onlinepreview/#4495255592001/4608020132001)

### The Key to Extraordinary: Trailer on YouTube:

[youtube.com/watch?v=IEu5evER12I](https://youtube.com/watch?v=IEu5evER12I)



### The Key to Extraordinary: Booktalk:

[scholastic.com/bookfairs/sites/default/files/pdfs/171520\\_the\\_key\\_to\\_extraordinary\\_bktrlk.pdf.pdf](https://scholastic.com/bookfairs/sites/default/files/pdfs/171520_the_key_to_extraordinary_bktrlk.pdf.pdf)

### A Snicker of Magic: Writing and vocabulary activities:

[scholastic.com/parents/resources/free-printable/reading-printables/snicker-magic-splendiferous-book-activities-and-words](https://scholastic.com/parents/resources/free-printable/reading-printables/snicker-magic-splendiferous-book-activities-and-words)

### A Snicker of Magic: Audiobook Excerpt:

[soundcloud.com/scholastic-audiobooks/a-snicker-of-magic-by-natalie-lloyd-audiobook-excerpt](https://soundcloud.com/scholastic-audiobooks/a-snicker-of-magic-by-natalie-lloyd-audiobook-excerpt)

### A Snicker of Magic: Short Story:

[static.blog.scholastic.com/ink\\_plot\\_26/wp-content/uploads/2015/10/Midnight-Gulch-Halloween\\_PDF.pdf](https://static.blog.scholastic.com/ink_plot_26/wp-content/uploads/2015/10/Midnight-Gulch-Halloween_PDF.pdf)

### Invite Natalie to Skype™ with your school:

[teacher.scholastic.com/products/tradebooks/visitkit\\_form.asp](https://teacher.scholastic.com/products/tradebooks/visitkit_form.asp)

## Sunny Side Up

by Jennifer L. Holm and Matthew Holm

### Follow Jenni Holm on Twitter:

[twitter.com/jenniholm](https://twitter.com/jenniholm)

### Teach with Graphix site:

[scholastic.com/teachers/collection/graphix-teacher-site](https://scholastic.com/teachers/collection/graphix-teacher-site)

### Sunny Side Up Site (writing tips, trailer, excerpt):

[sunnysideup.scholastic.com](https://sunnysideup.scholastic.com)

### Sunny Side Up Trailer on YouTube:

[youtube.com/watch?v=vOC\\_Vjc2wRg](https://youtube.com/watch?v=vOC_Vjc2wRg)

### Booktalk:

[scholastic.com/bookfairs/sites/default/files/pdfs/161522\\_sunny\\_side\\_up.pdf](https://scholastic.com/bookfairs/sites/default/files/pdfs/161522_sunny_side_up.pdf)

### Trailer:

[scholastic.com/bookfairs/books/book-trailers/sunny-side](https://scholastic.com/bookfairs/books/book-trailers/sunny-side)

### Graphix Tumblr in general:

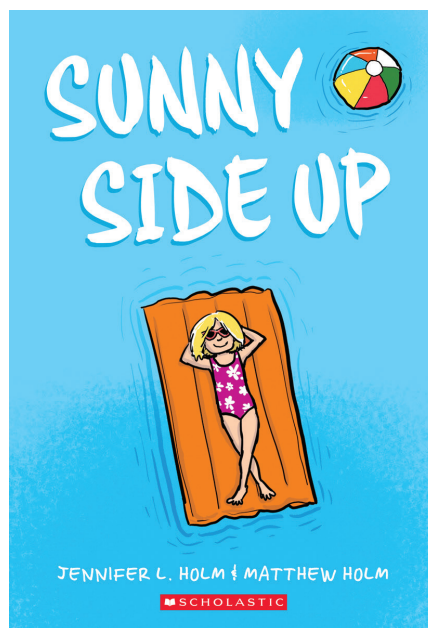
[graphixbooks.tumblr.com/](https://graphixbooks.tumblr.com/)

### Graphix Tumblr Sunny Side Up specific links:

[graphixbooks.tumblr.com/tagged/sunny-side-up](https://graphixbooks.tumblr.com/tagged/sunny-side-up)

### Mother Daughter Book Club Questions & Recipe:

[scholastic.com/MotherDaughterBookClub/pdf/Scholastic-MDBC-SunnySideUp.pdf](https://scholastic.com/MotherDaughterBookClub/pdf/Scholastic-MDBC-SunnySideUp.pdf)



# Make the Most of Your Book Fair With These 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. Booktalks promote reading, writing, listening, and speaking skills.

[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. Through All for Books, your school collects loose change and dollar bills to buy books for kids needing assistance, to help teachers build classroom libraries, or to aid an outside group in need of books.

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



Give teachers a sneak peek of your Book Fair where they can create and share wish lists with families to buy books for their classroom libraries. This fills their classroom libraries with fiction and nonfiction titles, connecting students to books they want to read and encouraging independent reading.

[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. It's a no-cost tool to support reading practice and build stamina.

[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)



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

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

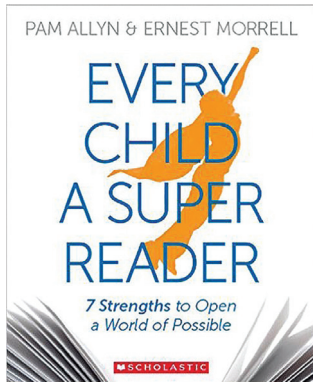


Examine best practices for increasing student independent reading from today's literacy leaders. Sign up at [scholastic.com/bookfairs/readerleader](https://www.scholastic.com/bookfairs/readerleader)

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

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# SCHOLASTIC PROFESSIONAL RESOURCES



## ***Every Child a Super Reader: 7 Strengths to Open a World of Possible***

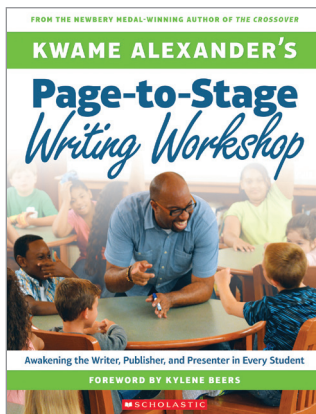
By Pam Allyn & Ernest Morrell

***Every Child a Super Reader*** shows educators how to help students develop seven key strengths that transform them into “Super Readers”—avid, passionate, critical readers. This book, with its accompanying website, is an ideal resource to meet children where they are both in skill level and learning environment. The research-informed instructional strategies work equally well in a summer or afterschool program, in the classroom, and at home.

ISBN-13: 978-0-545-94871-5

Retail \$31.99 Now \$25.49 (20% savings for educators)

[shop.scholastic.com/shop/en/teacherstore/Every-Child-a-Super-Reader](https://shop.scholastic.com/shop/en/teacherstore/Every-Child-a-Super-Reader)



## ***Kwame Alexander's Page-to-Stage Writing Workshop: Awakening the Writer, Publisher, and Presenter in Every Student***

By Kwame Alexander

Kwame Alexander helps educators harness students' creativity to inspire them to become confident writers and public speakers. Using print and online tools, students learn how to create a published book, present their writing in public, and—throughout the process—discover how to experiment with language and use it as the gateway to skillful reading, writing, listening, and speaking.

ISBN-13: 978-1-338-026818-8

Retail \$119.99 Now \$89.99 (25% savings for educators)

[shop.scholastic.com/shop/en/tso/Kwame-Alexanders-Page-to-Stage-Writing-Workshop](https://shop.scholastic.com/shop/en/tso/Kwame-Alexanders-Page-to-Stage-Writing-Workshop)

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**.

