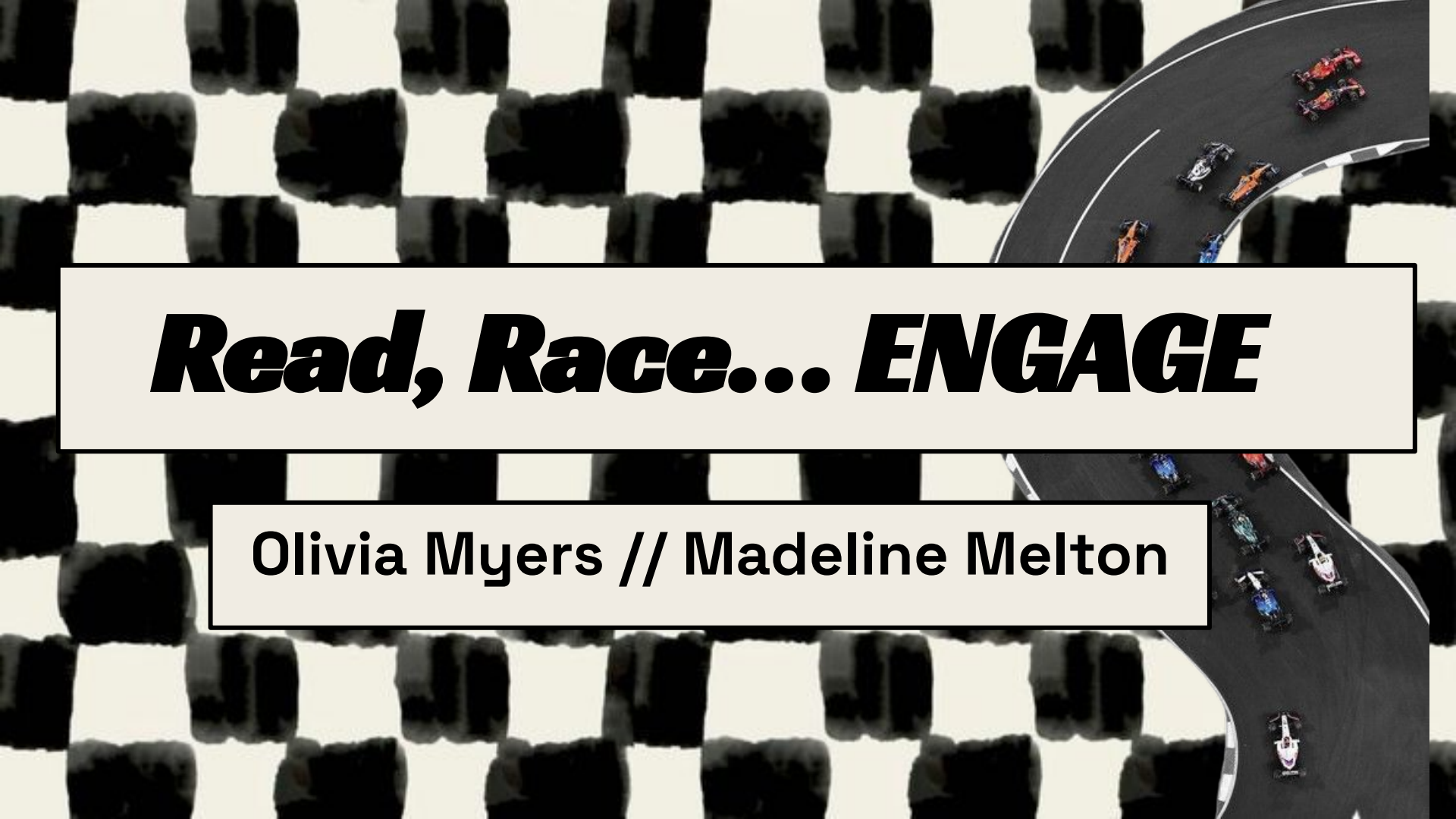




Read, Race... ENGAGE

Olivia Myers // Madeline Melton

Northwest ISD
Professional Learning Expectations
A Culture of Learning

P

PARTICIPATE POSITIVELY



L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



I

IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



**To Receive Credit for this
session,
make sure you complete the
survey at the end**





0



OPENING

1



IN THE CLASSROOM

2



WITHIN THE SCHOOL

3



TAKING IT LOCAL

4



FINAL LAP

Meet Your Drivers!

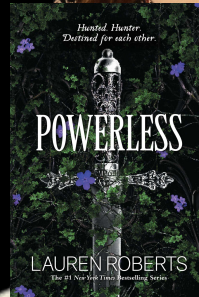
Olivia Myers

I have been working in education since 2015. I have experience presenting at both district and state levels as well as curriculum writing. I am passionate about reading, teaching, research, helping people find a book they love and Diet Coke. My current favorite books are *Vicious* by V.E. Schwab, *The Scammer* by Tiffany D. Jackson and *The Wicked King* by Holly Black.

- ★ Fourth Grade ELA in NISD
- ★ 6th Grade ELA in NISD
- ★ 7th Grade ELA in NISD
- ★ 8th Grade ELA in NISD
- ★ First-Fourth Grade English at Mokdong Magnet in Seoul, Korea
- ★ English II in NISD



T T U



Madeline Melton

This will be my third year in education, and I currently teach 6th and 7th grade ELA at Medli.

One of my favorite parts of teaching is helping readers find books they'll connect with. I believe there's a story out there for everyone! My current favorite young adult reads are *The Naturals* by Jennifer Lynn Barnes and *Powerless* by Lauren Roberts.

Sticker Chart Time!

Add a sticker to your chart if you have outread Ms. Myers this summer:

Currently at
17 books

Add a sticker to your chart if you have outread Ms. Melton this summer:

Currently at
6 books

Add a sticker to your chart if you read a book for school over the summer - *this can be a PD book, a summer reading book, class novel, etc.*

Add a sticker to your chart if you read a book this summer that was recommended to you by someone else- *a friend, family member, librarian, bookseller, influencer, etc.*

Add a sticker to your chart if you listened to an audiobook this summer or read a graphic novel - *this only counts as one sticker!*

Add a sticker to your chart if you have read at least two different genres this summer *(yes, fantasy and romantasy count as two different genres 😊)*

LAP 1: In the Classroom

Lap 1 Strategies

This lap we will focus on **teacher led initiatives** that you can do within your classroom to empower a culture of readers.

Teacher led/created initiatives:

- ★ Creating a safe reading environment
- ★ The “sacrifice” of daily reading
- ★ Classroom competitions

We have a school library... why should I care about having one in my classroom?

According to data from the National Endowment for the Arts, **“In 2022, only 48.5% of U.S. adults said they read a book that wasn’t required for work or school.”** (*Impact, 2026*). Additionally, with the prevalence of programs such as AI and “...[tech] silos” (*Gallagher 2024*) students are rarely interacting with texts beyond what is required of them. ELAR classrooms and school libraries may be the only place students interact with books in a daily capacity. That is why we believe creating a safe space for students to come into contact with texts is crucial and should feel “organic” to them but was *intentionally designed by you.*

What makes a reading environment “safe”?

1. Easy access to books
2. Variety of books
3. Positive stigma about books

Classroom Library Setup

While there are many ways to setup a library, you want to focus on creating one that helps build your **safe** reading environment.

Questions to consider when designing your library:

1. Is my bookshelf location setup somewhere that students interact with every day?
2. Is it set up in a way that students can search by interest?
3. Do I know what's on my shelf?

Ms. Melton's Classroom Library

1. Books are in easy-to-navigate genre bins so students can quickly find books that interest them.
2. I rotate popular and relevant titles instead of displaying every book at once to keep the library fresh.
3. Students know they are free to browse and borrow any book, including display books.
4. Create opportunities for students to recommend books by displaying book reviews or student-made book spines.



Ms. Myers' Classroom Libraries

Middle School



1. Books are kept in a high frequency area - next to the journals / school supplies /charging work station.
2. Series are kept together for easy access. I give students the task of refreshing displays and rotating books.
3. Books have a genre sticker for easy search and find for students.
4. Audiobook activities are a part of the library.

Ms. Myers' Classroom Libraries

High School

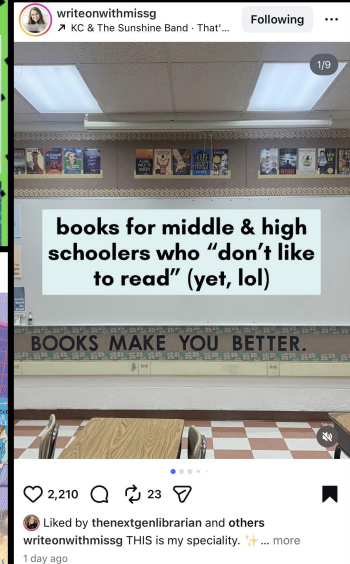
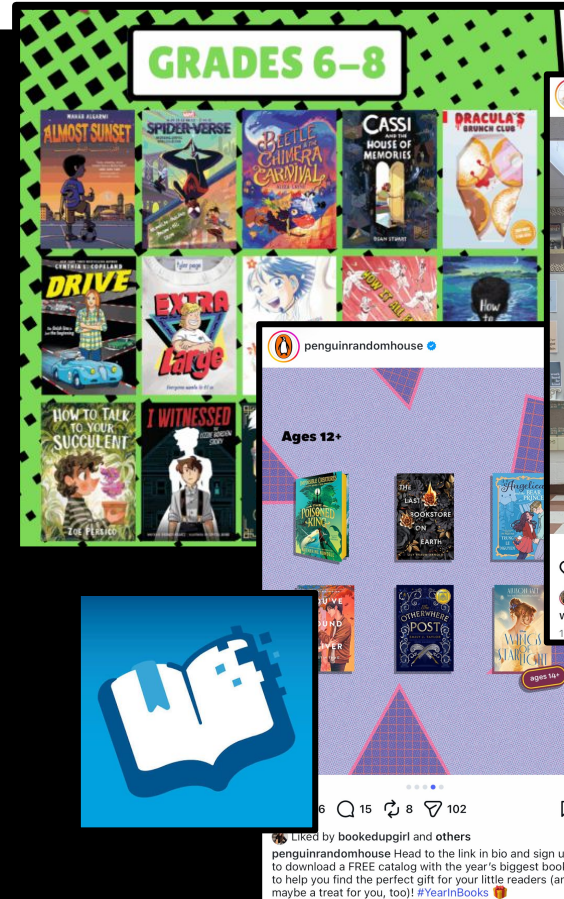


1. Turn in tray is on top of the library - this way students interacted with the library as frequently as possible.
2. Book spines are labeled by color to indicate genre - and for easy organization.
3. Audiobook activities are a part of the library.
4. Library is next to an outlet with a place for students to sit (on rug) if they need to charge their computers.
5. Seasonal displays on top of library shelves that students can interact with.

Where can I find books?

Finding books - and knowing what is allowed - can be quite a journey in 2026. We use these resources to help our libraries stay current and school friendly.

1. Ask your librarian!!
2. Sites such as Booksource, TLA Lone Star list (6-8), TLA TAYSHAS list (9-12), TLA Maverick list (6-12), and use your instagram account!
3. NEF!!! Half Price Books! Thriftbooks! (best places to find great books for low cost!)



The “Sacrifice” of Daily Reading

Studies show that reading volume is directly linked to reading achievement. In addition, students need to engage with others about what they're reading. This helps them to process their thoughts as well as maintain an interest long term.

Ms. Myers' Perfect Scenario Schedule

The truth is, you will only hit this 80% of the time. That's ok- the point is the routine is still there!

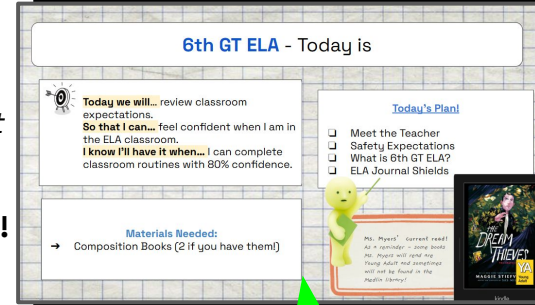
2 minutes - The Myers Meeting - *They're legendary.*

7 minutes - Reading! - *Get a kitchen timer, stick it to your board, and hit start. Trust me on this -it will change your life. (NOT hyperbole)* This is where you can differentiate. During seasons of book clubs or if you know you'll have a long passage to read, I give students a CHOICE to read ahead or catch up. This is how you can make it happen for you!

3 minutes - Grammar - *In Ms. Myers Land, we call this Grammar Minutes and it's fast and furious. Two times a week this switches to a journal about their books using their new grammar skills.*

10 minutes - Mini Lesson! - *Research shows students have to choose to check back in with you after 15 minutes of listening... so I always work to keep it very succinct.*

20 minutes - Work Time/ Wrap Up - *Finish up your workshop routine. Remember - if you don't finish everything, there's always tomorrow!*



The Ms. Myers meeting slides. They start at bell. If you're not ready, you have to sit in your chair until I'm done and give up your reading time to get set up. The key to success here is routine.

Ms. Melton's Perfect Scenario Schedule

10-15 minutes– Warm Up & Independent Reading

I like to set a timer and have them do warm-up task when they walk in, which is usually grammar practice. When they finish, they know to get their books out and read for the remainder of the time until we go over the warm-up. This allows for differentiation and gives me the opportunity to work with groups/conference if needed. Some days (typically Friday) may be more focused on only reading (DEAR), a short book talk, or a read aloud!

10-15 minutes – Mini Lesson

I try to keep direct instruction and modeling focused and concise here!

20 minutes – Work Time & Closure

Let's Try Some Independent Reading!

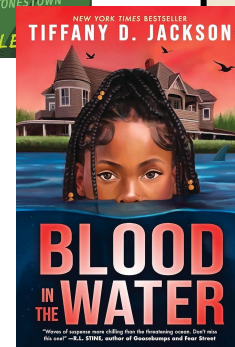
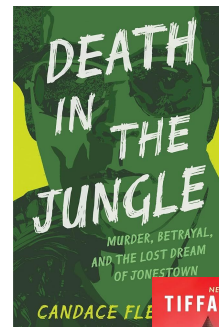
1. Read an excerpt from one of the two books (one from the TAYSHAS list and one from Lone Star List) .



2. Be prepared to write to **at least one** of the following prompts:
 - This reminds me of....
 - I really liked when...
 - If I had to make a guess...



Remember - your pencil moves the whole time! You can do it!



LAP 2: Within the School

Lap 2 Strategies

Teacher/Student/ Staff partnerships help to create a school wide community of readers.

How this is curated:

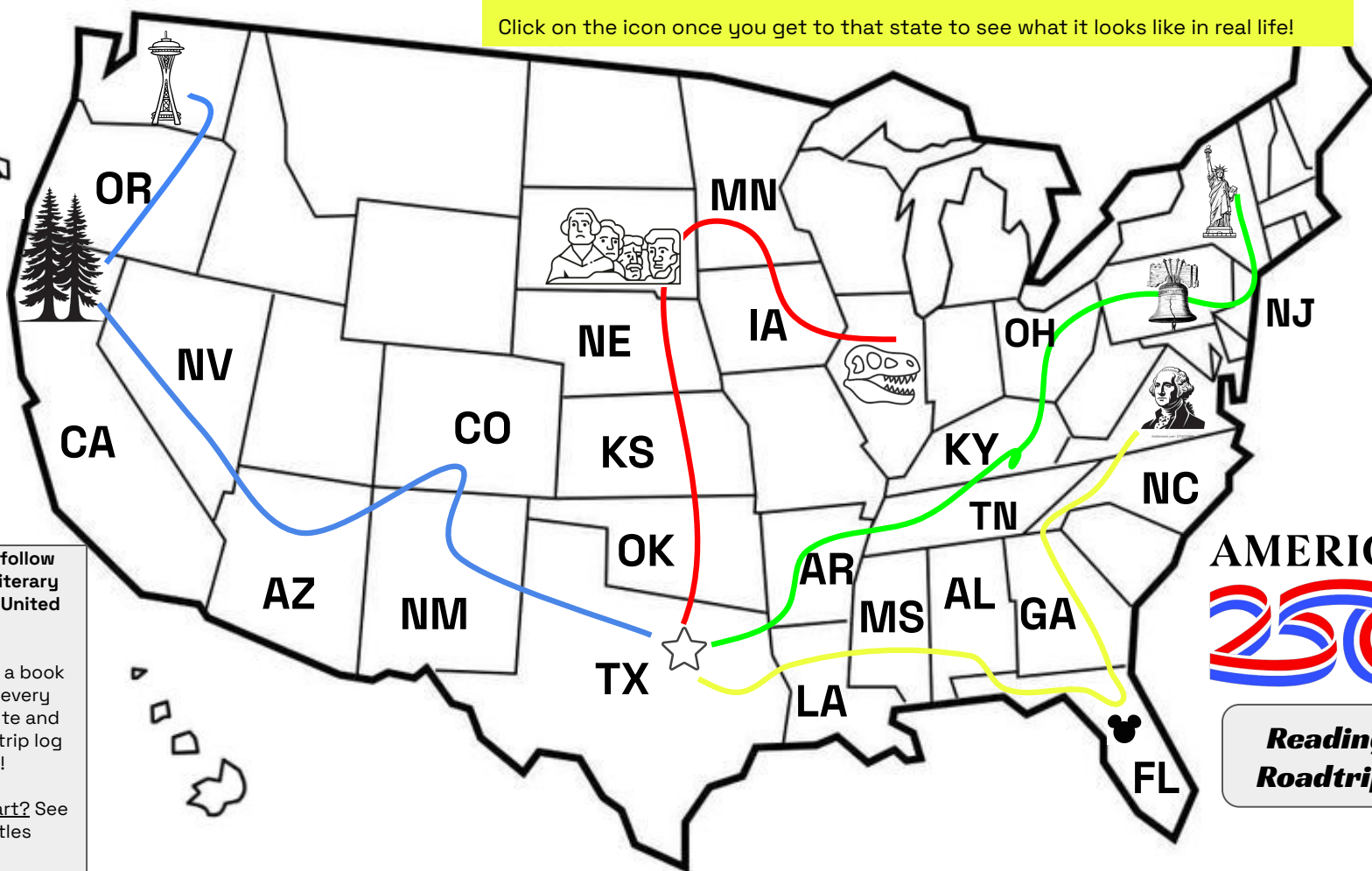
- ★ Library/Teacher alliance
- ★ “Living” teacher recommendations
- ★ The power of the *Student Suggestion*

Your librarian is your new work bestie.

Your librarian is an expert in all things books, research, book lists, book news, etc. They have the ability to search if a book is appropriate, help you vet your library, and partner with you on exciting projects and competitions.

Reach out to them! Set up monthly visits! Even if it's just a group walk down to check out books. Students need to be in spaces with books as often as possible.
(There's research for this!)

Click on the icon once you get to that state to see what it looks like in real life!



Choose a color and follow the route to take a literary road trip across the United States!

You will need to read a book that takes place in every state along your route and complete your road trip log along the way!

Not sure where to start? See the suggested titles attached!

Safe travels!



Reading Roadtrip!

Blue Route: Muir Woods and the Space Needle	Red Route: Mount Rushmore and the Chicago Field Museum	Yellow Route: Disney World and Mount Vernon	Green Route: The Liberty Bell and the Statue of Liberty
★ Texas (<i>Paola Santiago and the River of Tears</i> by Tehlor Kay Mejia) ★ New Mexico (<i>Tumble</i> by Celia Perez) ★ Colorado (<i>Alone</i> by Megan E. Freeman) ★ Arizona (<i>Across the Desert</i> by Dusti Bowling) ★ Nevada (<i>Area 51 Files</i> by Julie Buxbaum) ★ California (<i>Front Desk</i> by Kelly Yang) / [<i>Book Scavenger</i> by Jennifer Chambliss Bertman] / [GN: <i>Mexikid</i> by Pedro Martin] ★ Oregon (<i>Rick Kotani's 400 Million Dollar Summer</i> by Waka T. Brown) ★ Washington (<i>The Remarkable Journey of Coyote Sunrise</i> by Dan Gemeinhart)	★ Texas (<i>Secret Language of Birds</i> by Lynne Kelly) ★ Oklahoma (<i>Will's Race for Home</i> by Jewell Parker Rhodes) / [<i>Everything Sad is Untrue</i> by Daniel Nayeri] / [GN: <i>Salt Magic</i> by Hope Larsen] ★ Kansas (<i>The Free State of Jax</i> by Jennifer A. Nielsen) / [<i>Moon over Manifest</i> by Clare Vanderpool] ★ Nebraska [<i>All Rise for the Honorable Perry T. Cook</i> by Leslie Cook] ★ South Dakota [<i>Prairie Lotus</i> by Linda Sue Park] / [<i>In the Footsteps of Crazy Horse</i> by Joseph M. Marshall III] ★ Iowa (<i>Kira-Kira</i> by Cynthia Kadohata) ★ Minnesota (<i>Ahmed Aziz's Epic Year</i> by Nina Hamza) ★ Illinois (<i>Scratch Scratch</i> by Lindsay Currie)	★ Texas [<i>They Call Me Guero: A Border Kid's Poems</i> by David Bowles] ★ Louisiana (<i>The Marvellers</i> by Dhonielle Clayton) ★ Mississippi [<i>Clean Getaway</i> by Nic Stone] ★ Alabama [<i>Inside Out & Back Again</i> by Thanhha Lai] / [<i>Tristan Strong Punches a Hole in the Sky</i> by Kwame Mbalia] ★ Florida (<i>Kingdom Keepers: Disney After Dark</i> by Ridley Pearson) / [<i>The Epic Fail of Arturo Zamora</i> by Pablo Cartaya] ★ Georgia (<i>Amari and the Night Brothers</i> by B.B. Alston) ★ North Carolina (<i>Willa of the Wood</i> by Robert Beatty) ★ Virginia (<i>The Secret Battle of Evan Pao</i> by Wendy Wan Long Shang) / [GN: <i>Winging It</i> by Megan Wagner Lloyd]	★ Texas (<i>Bridge to Bat City : a mostly true tall tale</i> by Ernest Cline) ★ Arkansas [<i>The Lions of Little Rock</i> by Kristin Levine] / [GN: <i>They Call Us Enemy</i> by George Takei] ★ Tennessee (<i>A Snicker of Magic</i> by Natalie Lloyd) / [<i>The Places We Sleep</i> by Caroline Brooks Dubois] ★ Kentucky [<i>Becoming Muhammad Ali</i> by Kwame Alexander] ★ Ohio (<i>Blended</i> by Sharon M. Draper) ★ Pennsylvania [<i>Wolf Hollow</i> by Lauren Wolk] / [<i>Fever 1793</i> by Laurie Halse Anderson] ★ New Jersey (<i>The Serpent's Secret</i> by Sayantani DasGupta) ★ New York (<i>The Vanderbeekers of 141st Street</i> by Karina Yan Glaser)

GN= Graphic Novel

Display Your Recommendations!

Humans are visual, and that includes how we choose books.

Teacher recommendations should be everywhere in your classroom and should be **tactile whenever possible**. To create a safe reading culture, we would suggest that you are only displaying books that students can access.

(Ms. Myers always puts a YA sticker on any YA book she displays including on slides, as well as has a YA shelf that needs its own library card - which is just an index card that has a signature from a guardian.)

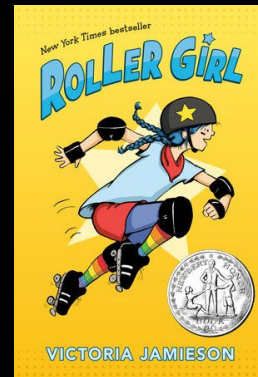
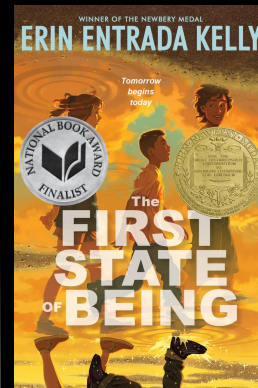
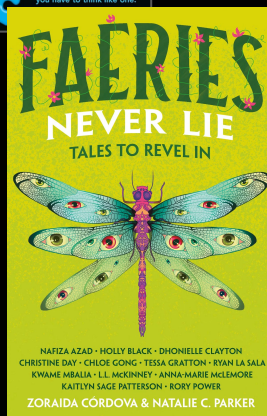
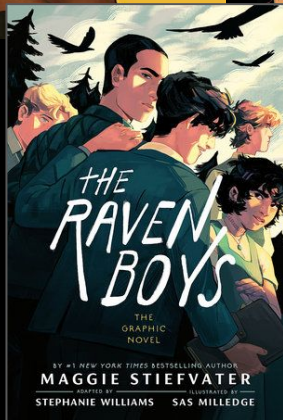
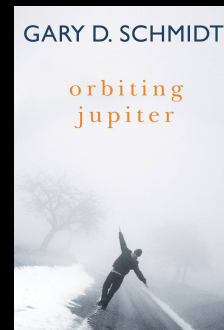
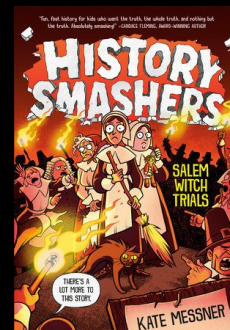
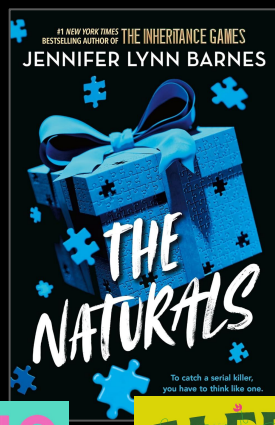
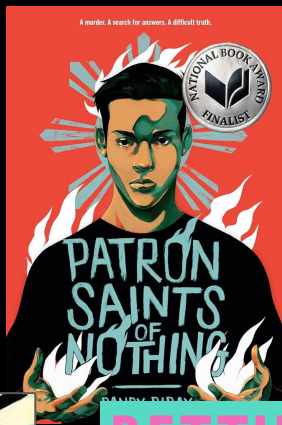
“Living” Teacher Recommendations

A way we continue to encourage readers is by *consistently* talking about books we love, books we’ve heard are good, and suggesting new titles.

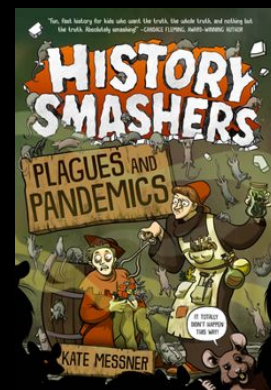
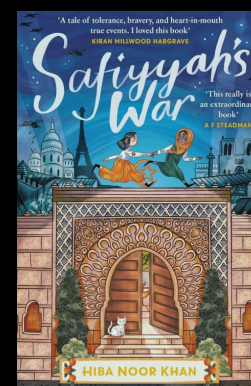
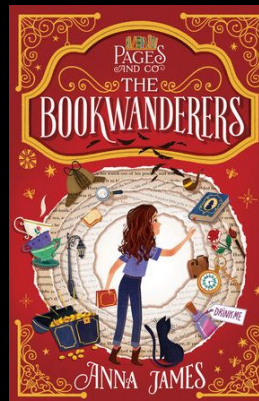
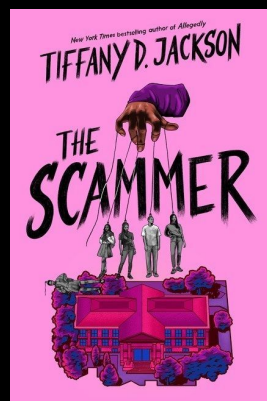
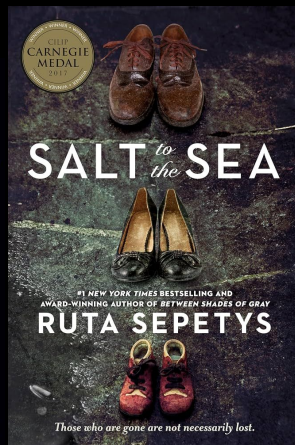
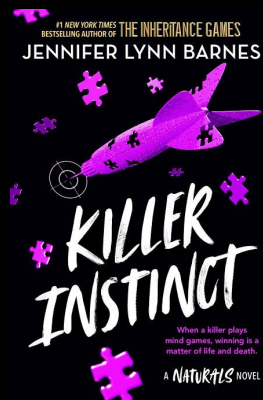
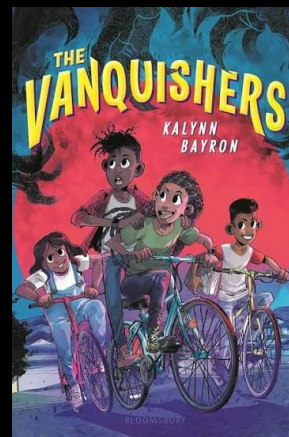
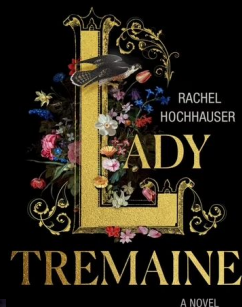
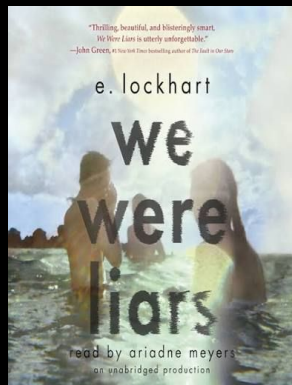
This can contain your favorites from when you were a kid, but it can’t just all be Old Yeller and Hatchet. It should live and breathe with new titles.

(Audiobooks count!)

Ms. Myers' "Kid" Books for Teachers



Ms. Melton's "Kid" Books for Teachers



The Power of Student Suggestion

A way to increase reading engagement in your classroom is to consult your resident experts - **your students**. By deferring to them for book suggestions as well as allowing them to “educate the room” on books they have enjoyed, you are validating their readerly lives on a larger scale. This can be as casual as asking for a book suggestion, having them create a display, commenting on books you see them holding, to even allowing them to book talk a title for the class.

However, this really only works if it is done **consistently** and with **fidelity**. Being passionate about books gives your students permission to do so as well.



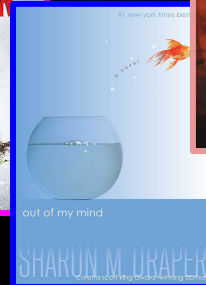
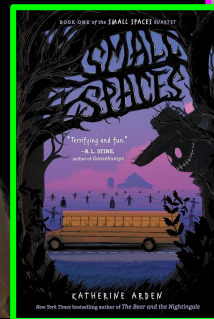
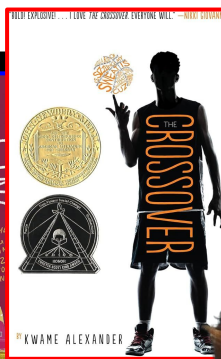
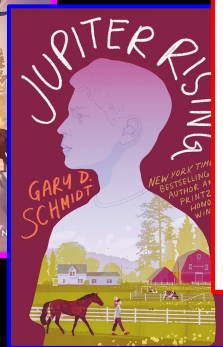
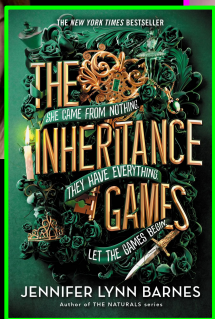
1. One person will draw out a popsicle stick at a time. Whatever color you get, is the question you answer!
2. Go around and share as many answers as you can to create a vast book list for yourself!

A book you've seen your students read you want to check out for yourself.

A YA/ MG book you've been meaning to read but have been putting it off.

A YA/ MG book that made you feel feelings.

A required reading book you think is actually worth reading.



LAP 3:
Taking it Local

Lap 3 Strategies

Taking a passion and purpose for reading into “real life.”

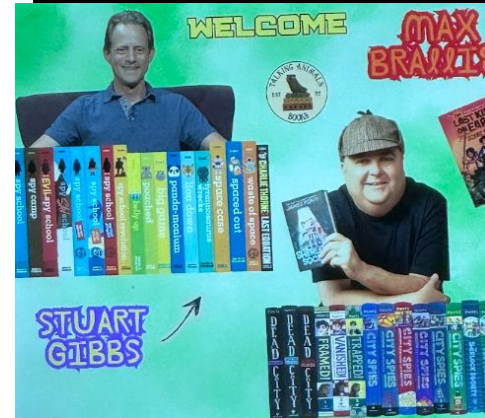
- ★ North Texas Teen Book Festival
- ★ Know your local bookstores/libraries

Making Reading “Real”

For many students, the idea of reading doesn't exist outside of the classroom. We have found that by supporting families in connecting to “real life literacy” opportunities, we have students more engaged, confident and excited about reading.

Ways this can be done for free is by...

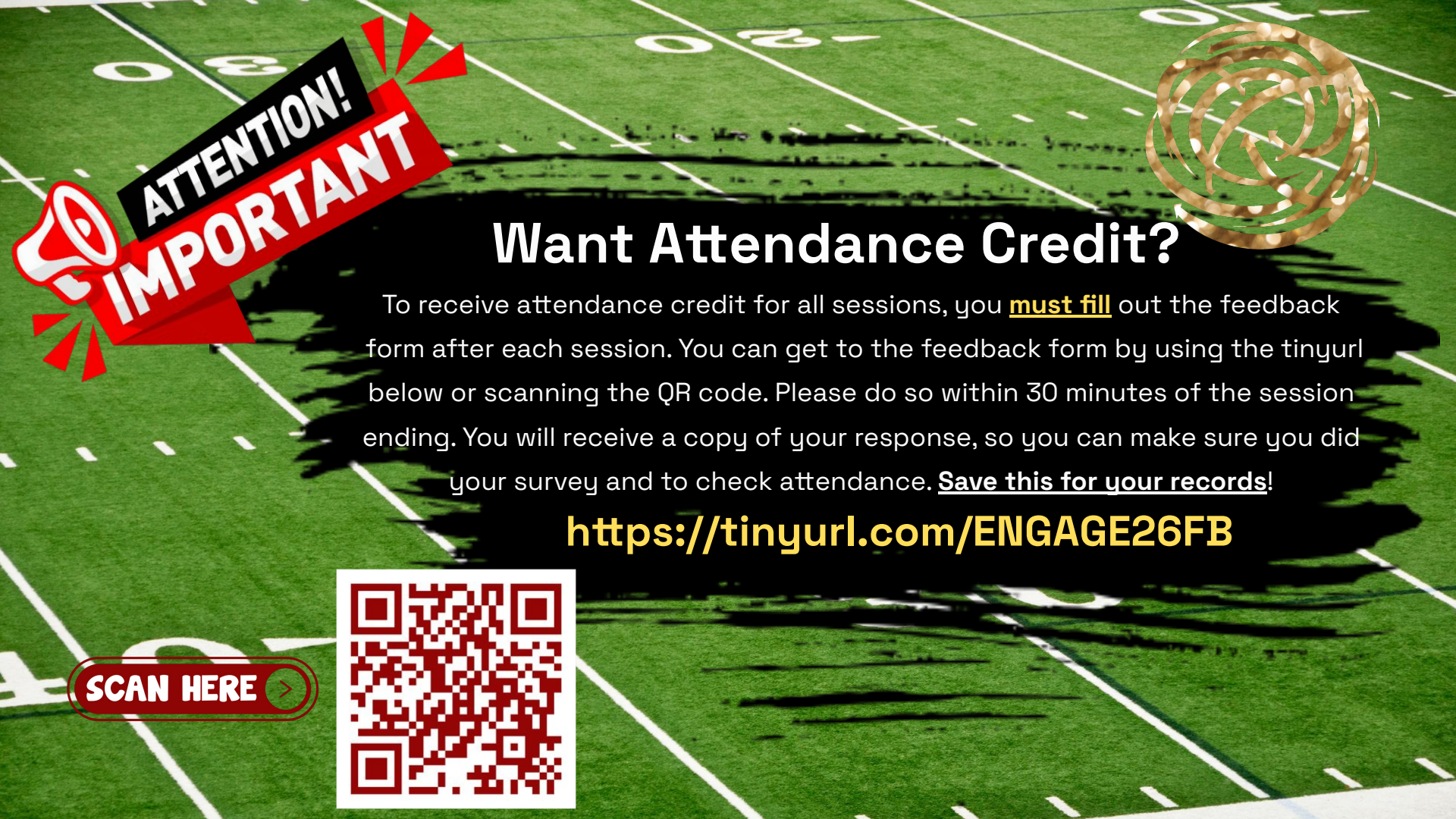
- Knowing your local library and how they can get library cards
- Knowing your local bookstores
- North Texas Teen Book Festival (our favorite day of the year!)



LAP 4:

Final Lap

(Prize Drawing! Questions!)



Want Attendance Credit?

To receive attendance credit for all sessions, you must fill out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. Save this for your records!

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >

