

A Menu of Options for Promoting Professional Growth

The 14 *Reading/Writing Connections* sessions offer tremendous flexibility and are designed to meet the varied needs of schools and districts. While using all the sessions within a school year offers a comprehensive approach to professional development, they may better match a school’s needs when grouped around specific topics on the teaching of reading and writing. A school can successfully implement only a few focused sessions a year for PLC study, providing busy teachers with intensive PD at a manageable pace. Or, a school might choose to take on all 14 sessions by having teachers form smaller groups and select specific areas of study from the menu below. Utilizing the different session clusters provides a meaningful way to meet the goal of differentiating professional development and address all teachers’ needs.

If you want to focus PD on...	...select these sessions
Creating a coherent, schoolwide culture and vision for reading and writing	<i>Session 3: Examining Our Beliefs about Reading/Writing Connections</i> <i>Session 4: Setting Up the Classroom for Independent Readers and Writers</i> <i>Session 5: Reading and Writing Lots of Texts</i> <i>Session 14: Re-examining Our Beliefs and Celebration of Learning</i>
Exploring how to make word work and spelling meaningful	<i>Session 6: Reading to Writing: Creating Relevant Texts</i> <i>Session 8: Word Work: Teaching and Assessing Skills in Context</i> <i>Session 9: Writers Become Readers through Daily Writing</i>
Reading/Writing connections through genre studies	<i>Session 10: Reading and Writing Book Reviews</i> <i>Session 11: Reading and Writing Poetry</i> <i>Session 12: Reading and Writing Nonfiction</i> <i>Session 13: Using Writing to Reach and Teach Struggling Learners (Research Writing)</i>
Making the connection between reading and writing	<i>Session 5: Reading and Writing Lots of Texts</i> <i>Session 6: Reading to Writing: Creating Relevant Texts</i> <i>Session 7: Shared Writing to Reading</i> <i>Session 13: Using Writing to Reach and Teach Struggling Learners</i>
Lesson planning for student success (lesson plan examples)	<i>Session 5: 5-Day Lesson Plan K–2</i> <i>Session 6: 5-Day Lesson Plan K–5</i> <i>Session 7: 3-Day Lesson Plan 3–6</i> <i>Session 12: 20-Day Lesson Plan (intermediate to middle school)</i>
Focusing on primary to raise expectations for all students	<i>Session 5: Reading and Writing Lots of Texts</i> <i>Session 6: Reading to Writing: Creating Relevant Texts</i> <i>Session 9: Writers Become Readers through Daily Writing</i>
Working with reluctant and struggling learners	<i>Session 9: Writers Become Readers through Daily Writing</i> <i>Session 13: Using Writing to Reach and Teach Struggling Learners</i> <i>Session 14: Re-examining Our Beliefs and Celebration of Learning</i>
Conferring to strengthen reading and writing	<i>Session 5: Reading and Writing Lots of Texts</i> <i>Session 9: Writers Become Readers through Daily Writing</i> <i>Session 10: Reading and Writing Book Reviews</i> <i>Session 11: Reading and Writing Poetry</i> <i>Session 12: Reading and Writing Nonfiction Reports</i> <i>Session 13: Using Writing to Reach and Teach Struggling Learners</i>
Refining shared writing to increase student learning and achievement	<i>Session 5: Reading and Writing Lots of Texts</i> <i>Session 6: Reading to Writing: Creating Relevant Texts</i> <i>Session 7: Shared Writing to Reading</i> <i>Session 8: Word Work: Teaching and Assessing Skills in Context</i>

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The 14 *Reading to Understand* sessions offer tremendous flexibility and are designed to meet the varied needs of schools and districts. While using all the sessions within a school year offers a comprehensive approach to professional development, they may better match a school's needs when grouped around specific topics on the teaching of reading and writing. A school can successfully implement only a few focused sessions a year for PLC study, providing busy teachers with intensive PD at a manageable pace. Or, a school might choose to take on all 14 sessions by having teachers form smaller groups and select specific areas of study from the menu below. Utilizing the different session clusters provides a meaningful way to meet the goal of differentiating professional development and address all teachers' needs.

If you want to focus PD on...	...select these sessions
Developing coherent, schoolwide culture for professional learning and shared understandings about teaching reading	<i>Session 1: Welcome to Regie Routman in Residence</i> <i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 3: Examining Our Beliefs About Reading to Understand</i> <i>Session 4: Knowing Yourself as a Reader</i>
Using Nonfiction texts	<i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 8: Thinking Aloud with a Nonfiction Text</i> <i>Session 9: Shared Read-Aloud with a Nonfiction Text</i> <i>Session 10: Grouping for Guided Reading in the Intermediate Grades</i>
Planning instruction using the Optimal Learning Model (Gradual Release Model) to help teachers become expert at moving from demonstration to guided practice to student independence	<i>Session 1: Welcome to Regie Routman in Residence</i> <i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 6: Checking Students' Understanding Through an Informal Reading Conference</i> <i>Session 10: Grouping for Guided Reading in the Intermediate Grades</i>
Enhancing the teaching of comprehension	<i>Session 8: Thinking Aloud with a Nonfiction Text</i> <i>Session 9: Shared Read-Aloud with a Nonfiction Text</i> <i>Session 12: Developing Independence Through Oral Retelling and Summarizing</i> <i>Session 13: Facilitating Student-Directed Literature Conversations</i>
Using formative assessment to guide teaching	<i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 4: Knowing Yourself as a Reader</i> <i>Session 5: Helping Students Choose a Just-Right Book</i> <i>Session 12: Developing Independence Through Oral Retelling and Summarizing</i>
Developing a comprehension reading program	<i>Session 6: Checking Students' Understanding Through an Informal Reading Conference (independent reading)</i> <i>Session 8: Thinking Aloud with a Nonfiction Text (interactive read aloud)</i> <i>Session 9: Shared Reading with a Nonfiction Text</i> <i>Session 11: (guided reading)</i>
Organizing the classroom for effective and efficient teaching	<i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 4: Knowing Yourself as a Reader</i> <i>Session 5: Helping Students Choose a Just-Right Book</i> <i>Session 12: Developing Independence Through Oral Retelling and Summarizing</i> <i>Session 13: Facilitating Student-Directed Literature Conversations</i>
Conferring with readers	<i>Session 14: Re-examining Our Beliefs and Celebration of Learning (use excerpt from Kathy)</i> <i>Session 6: Checking Students' Understanding Through an Informal Reading Conferences</i> <i>Session 7: Using an Informal Reading Conference to Change a Child's Reading Life</i> <i>Session 10: Grouping for Guided Reading in the Intermediate Grades</i>

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The 13 *Writing for Audience and Purpose* sessions offer tremendous flexibility and are designed to meet the varied needs of schools and districts. While using all the sessions within a school year offers a comprehensive approach to professional development, they may better match a school's needs when grouped around specific topics on the teaching of reading and writing. A school can successfully implement only a few focused sessions a year for PLC study, providing busy teachers with intensive PD at a manageable pace. Or, a school might choose to take on all 13 sessions by having teachers form smaller groups and select specific areas of study from the menu below. Utilizing the different session clusters provides a meaningful way to meet the goal of differentiating professional development and address all teachers' needs.

If you want to focus PD on...	...select these sessions
Creating a foundation and school culture for teaching writing	<i>Session 1: Welcome to Regie Routman in Residence</i> <i>Session 2: Applying an Optimal Learning Model to Your Teaching</i> <i>Session 3: Examining Our Beliefs About Teaching Writing</i> <i>Session 4: Teachers as Writers</i>
Teaching writing through genre studies	<i>Session 5: Planning for Genre Writing</i> <i>Session 6: Immersing Your Students in a Genre</i> <i>Session 12: Changing Beliefs and Practices: A Conversation with a Student</i>
Conferring with writers	<i>Session 8: Public Content Conferences</i> <i>Session 10: Editing Conferences</i> <i>Session 11: Application of Learning: A Teacher's Changing Beliefs and Practices</i> <i>Session 12: Changing Beliefs and Practices: A Conversation with a Student</i>
Getting comfortable as a teacher with writing demonstrations	<i>Session 4: Teachers as Writers</i> <i>Session 5: Planning for Genre Writing</i> <i>Session 6: Immersing Your Students in a Genre</i> <i>Session 7: Demonstrating Writing</i> <i>Session 11: Application of Learning: A Teacher's Changing Beliefs and Practices</i>
Helping students revise and edit	<i>Session 8: Public Content Conferences</i> <i>Session 9: Negotiating Editing Expectations</i> <i>Session 10: Editing Conferences</i> <i>Session 11: Application of Learning: A Teacher's Changing Beliefs and Practices</i>
Writing across the curriculum	<i>Session 5: Planning for Genre Writing</i> <i>Session 12: Changing Beliefs and Practices: A Conversation with a Student</i>
Assessing writing	<i>Tools for Ongoing Writing Assessment</i> <i>Session 6: Immersing Your Students in a Genre</i> <i>Session 7: Demonstrating Writing (6 Traits)</i> <i>Session 9: Negotiating Editing Expectations</i>