



NANCY FREY

Nancy Frey is the professor of Literacy in the School of Teacher Education at San Diego State University. She was a special education teacher in the Broward County Public Schools. She later worked for the Florida Department of Education on a state-wide project to support students with disabilities in general education curriculum.

Thinking & Learning Conference



Friday 23rd - Monday 26th May 2014

Friday 23 May 2014

Session 2:

Teaching Students to Write Like Detectives – Primary

Strand: Curriculum Planning, Teaching Practice

Audience: Primary Teachers & Leaders

The national writing standards challenge students to produce writing that is based on their reading, rather than as a stand-alone skill. But simply assigning more writing will not result in more skilled writers. Students need to be carefully taught the conventions and grammar of writing, as well as the kinds of text types they can produce. In this session learn about the new demands of the writing standards, especially their focus on writing that is connected to reading.

Session 3:

Productive Group Work – Primary

Strand: Teaching Practice

Audience: Primary Teachers & Leaders

The power of peer-to-peer learning has been well documented in the research base of effective instruction. Perhaps the most influential theorist on the role of peer-assisted learning is Lev Vygotsky, who believed that all learning is mediated by interactions with others. Therefore, collaboration with peers becomes a necessary part of the learning process of a child. In this session, we will consider the ways in which productive group work compliments instruction in a gradual release of responsibility framework.

SATURDAY 24 May 2014

Session 1:

Literacy 2.0

Strand: Curriculum Planning

Audience: Secondary Teachers & Leaders

Students in the 21st century still need to develop the reading and writing skills that were the aim of literacy 1.0 instruction, but they must go beyond those skills and learn how to use technology for communicating and collaborating in new ways. Literacy 2.0 is where traditional literacy and technological literacy meet. A general instructional model that is particularly effective in supporting this type of learning will be shared. Participants will experience the specifics of teaching the literacy 2.0 skills related to acquiring, producing and sharing information. These skills include using search engines efficiently, evaluating information found on websites, avoiding plagiarism, communicating with a wide audience, working collaboratively and creating multimedia products.

Session 2:

Teaching Students to Write Like Detectives – Secondary

Strand: Curriculum Planning

Audience: Secondary Teachers & Leaders

The national writing standards challenge students to produce writing that is based on their reading, rather than as a stand-alone skill. But simply assigning more writing will not result in more skilled writers. Rather, students need to be carefully taught the conventions and grammar of writing, as well as the kinds of text types they can produce. These writing text types – narrative, persuasive and informational – require that students understand how they differ according to purpose and audience. This session will focus on writing from sources, and how writing stamina and skill can be purposefully built using an instructional framework that ensures students will be able to write like reporters.

Session 3:

Tablet Teaching – Secondary

Strand: Curriculum Planning

Audience: Secondary Teachers & Leaders

How can tablets be integrated into high quality instruction? In this session, we explore the role of tablets in setting purpose, modelling, guided instruction, collaborative learning and independent tasks. The goal for tablet use has to be more than a “battery-operated worksheet” so we focus on the ways in which tablets can facilitate students’ interaction and performance.

Sessions continued...



Learn More about **The 11th Annual Thinking & Learning Conference**
www.hbe.com.au/conference-2014

Sunday 25 May 2014 - Douglas Fisher & Nancy Frey

Session 1:

Response to Intervention

Strand: Teaching Practice

Audience: Teachers & Leaders

Pick up any education journal, scan any conference program, even eavesdrop on a conversation between educators and you're likely to see or hear RTI mentioned. But how can RTI help students and schools improve? In this session the presenters have focused on how students respond to instruction and intervention such that resources are aligned with student success. This requires that we examine quality core instruction (tier 1), supplemental interventions through the strategic use of questions, prompts and cues (tier 2) and intensive interventions that build student confidence and competence (tier 3).

Session 2:

Better Learning through Structured Teaching

Strand: Teaching Practice

Audience: Teachers & Leaders

Building student competence requires precision teaching and not prescriptive methods for engaging students. This session focuses on the gradual release of responsibility and provides participants with information about implementation of an instructional framework that ensures student success, including establishing purpose, modelling thinking, guiding instruction, productive group work and independent learning tasks.

Session 3:

Checking for Understanding

Strand: Teaching Practice

Audience: Teachers & Leaders

How do you know if students have got it? Simply asking them, "Did that make sense?" does not work. Instead, teachers can use oral language, questions, writing, projects and performances, and tests to determine when learning targets have been met. This session will focus on the various ways that teachers can check for understanding.

Monday 26 May 2014 - Nancy Frey

Session 1:

The Purposeful Classroom – Primary

Strand: Teaching Practice

Audience: Primary Teachers & Leaders

Purpose-driven instruction ensures that students understand learning targets and that meaningful activities are aligned with expectations. In this session, we explore the components of a purposeful classroom, including a focus on learning goals rather than activities, the role of language expectations, relevance of the goal and how the goal can be assessed.

Session 2:

Tablet Teaching – Primary

Strand: Innovation, Teaching Practice

Audience: Primary Teachers & Leaders

How can tablets be integrated into high quality instruction? In this session, we explore the role of tablets in setting purpose, modelling, guided instruction, collaborative learning and independent tasks. The goal for tablet use has to be more than a "battery-operated worksheet" so we focus on the ways in which tablets can facilitate students' interaction and performance.

Session 3:

Teaching Students to Write Like Detectives – Primary (Repeat)

Strand: Teaching Practice

Audience: Primary Teachers & Leaders

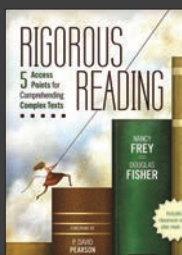
Repeated session from Friday 23 May.

RESOURCES

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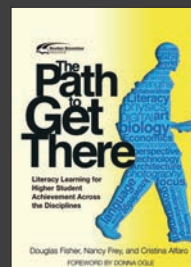


Rigorous Reading: 5 Access Points for Comprehending Complex Texts

Nancy Frey, Douglas Fisher • 9781742392318

In *Rigorous Reading*, Nancy and Doug articulate an instructional plan so clearly, and so squarely built on research, that teachers, schools, and districts need look no further. The 5 Access Points Toward Proficiency Purpose & Modeling, Close & Scaffolded Reading Instruction, Collaborative Conversations, An Independent Reading Staircase and Performance. Also included are illustrative classroom video clips available via QR codes along with an online Facilitator's Guide with PowerPoints--making *Rigorous Reading* the only resource a teacher, school, or district needs to seriously stretch students' capacity to read and comprehend text.

CO2052 • \$34.95

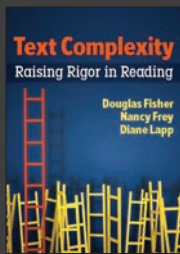


The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines

Nancy Frey, Douglas Fisher • 9781760010638

Both the new national curriculum in Australia and the Common Core State Standards in America have identified literacy as a cross-curricular capability that is critical to school and future success. This book will assist content-area teachers in understanding and teaching the literacy skills that apply to their various subjects. The role of literacy learning in humanities and social studies, science and technical subjects is explained in detail, including examples of lessons designed to ensure student mastery. Although the focus of the book is on unpacking the Common Core, there is significant correspondence with the Australian Curriculum, and Australian teachers will find much of value for enhancing their own literacy instruction and classroom practice.

TCP0638 • \$32.95

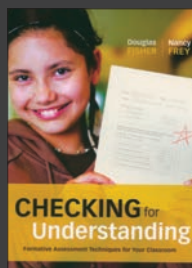


ESA4781 • \$47.00

Text Complexity: Raising Rigor in Reading

Nancy Frey, Douglas Fisher, Diane Lapp • 9780872074781

To ensure that students learn to read increasingly complex texts, teachers have to understand what makes a text hard. The introduction of the Common Core State Standards has also placed a spotlight on text complexity. This book focuses on the quantitative and qualitative factors of text complexity as well as the ways in which readers can be matched with texts and tasks. It also examines how close readings of complex texts scaffold students understanding and allow them to develop the skills necessary to read like a detective.



107023 • \$29.95

Checking for Understanding: Formative Assessment Techniques for Your Classroom

Nancy Frey, Douglas Fisher • 9781741705119

If you ever have students who are reluctant to tell you when they don't understand something? Learn why typical methods to check for understanding are usually ineffective. And explore formative assessment techniques that work in any subject area and year level. Extensive classroom examples show you how to use these formative assessments to correct misconceptions, improve learning and model good study skills for individual students or across multiple classrooms.

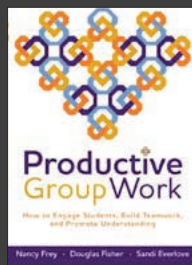


108010 • \$25.95

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility

Nancy Frey, Douglas Fisher • 9781741706802

You'll find out how to use the four components of this approach (Focus Lessons, Guided Instruction, Collaborative Learning and Independent Tasks) to help meet critical challenges, including differentiating instruction and making effective use of class time. Two experienced teachers describe a purposeful classroom structure that relies on four phases: focus lessons; guided instruction with small groups; collaborative learning; and independent work that draws on students' prior knowledge.

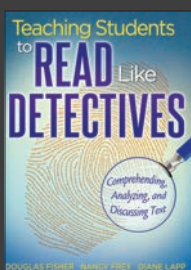


109018 • \$15.95

Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding

Sandi Everlove, Nancy Frey, Douglas Fisher • 9781742395814

Here's a book that explains how to create the right circumstances for group learning so that students build on one another's understanding and end up knowing more than they would have working alone. Discover how aligning research-based principles with practical classroom actions makes it much easier. Lots of classroom illustrations across year levels and disciplines ensure you know the best ways to form groups, accommodate mixed readiness levels, and make collaborative learning routines a sure-fire success every time.



SOT2318 • \$27.95

Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text

Nancy Frey, Douglas Fisher, Diane Lapp • 9781742392318

Prompt students to become the sophisticated readers, writers and thinkers they need to be to achieve higher learning. Clearly defined strategies will drive discussion-based learning and examine the hidden dangers of controlling classroom discourse. Foster critical literacy through questioning and instructional routines, and encourage students to find meaning and cultivate thinking from expository texts.

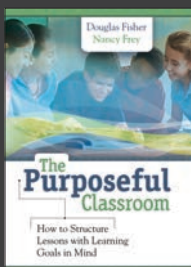


110037 • \$29.95

Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention

Nancy Frey, Douglas Fisher • 9781742397955

Authors Douglas Fisher and Nancy Frey introduce you to a strengthened model of RTI that emphasises formative assessment and refining core instruction rather than relying only on multiple layers of intervention. While guiding you through the steps of creating and implementing this improved approach, the authors address and increase your knowledge of the principles of high-quality RTI. To help you implement the new RTI model, this guide includes instructional planning tools, sample improvement plans and interventions, assessment rubrics and pacing guides.

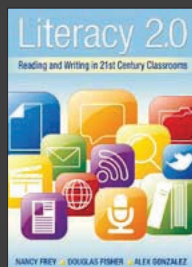


112007 • \$28.95

The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind

Nancy Frey, Douglas Fisher • 9781743302323

In *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind*, the authors present a variety of strategies that teachers at all levels can use to ensure that students clearly understand the purpose behind every lesson. They provide step-by-step guidance to help teachers: understand the difference between standards, objectives and purpose statements, and craft the latter in terms that students can easily grasp.



SOT7184 • \$32.95

Literacy 2.0: Reading and Writing in 21st Century Classrooms

Douglas Fisher, Nancy Frey • 9781742397184

The book begins with a general instructional model and then delivers the specific teaching skills related to acquiring, producing and sharing information. These skills include using search engines efficiently, evaluating information found on websites, working collaboratively and creating multimedia products. The authors detail how to use the many tools and technologies they discuss and give numerous practical suggestions for classroom applications.



SF113074 • \$15.00

ASCD Arias Publication: Teaching With Tablets

Alex Gonzalez, Nancy Frey, Douglas Fisher • 9781760011185

Teaching with Tablets: How Do I Integrate Tablets with Effective Instruction? offers practical advice on how to effectively use tablets as part of the gradual release of responsibility from teacher to student. You'll learn how to ensure that tablets are integrated into high-quality instruction, including strategies for using tablets for modelling, guided instruction, collaborative learning, independent learning and formative assessment.

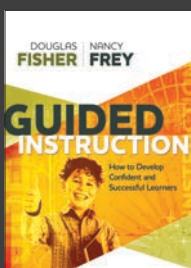


SOL1014 • \$225.00

Online Course: English Language Arts in a PLC at Work, Years 3-8

Nancy Frey, Douglas Fisher

Tackle the demands of the CCSS for English language arts, and differentiate instruction while aligning assessment practices. Work with Dr. Fisher and Dr. Frey to select appropriate texts for students, develop lesson plans focused on close reading and text-based discussion, master the art of checking for understanding through a variety of tasks, and link assessments with instruction.

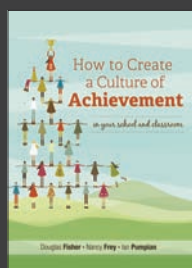


111017 • \$25.95

Guided Instruction: How to Develop Confident and Successful Learners

Nancy Frey, Douglas Fisher • 9781742399652

This book gives you advice and steps to get your students to do the cognitive work of learning. Discover how to use a combination of questions, prompts, cues, direct explanations and modelling to guide students' learning and build their understanding. Explore an approach to instruction that ensures you make the four strategic moves that help students become more capable and independent learners.

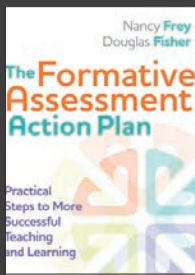


111014 • \$32.95

How to Create a Culture of Achievement in Your School and Classroom

Ian Pumpian, Nancy Frey, Douglas Fisher • 9781743306550

How to Create a Culture of Achievement in Your School and Classroom shows that no school improvement effort will be effective unless school culture is addressed. Identified within are the five pillars that are critical to building a culture of achievement, as well as 19 action research tools that will help you create a culture of achievement in your school. With *How to Create a Culture of Achievement in Your School and Classroom*, you'll see why culture makes the difference in a school that enables success for all students.

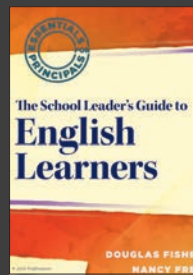


The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning

Nancy Frey, Douglas Fisher • 9781743302361

Students perform poorly on assessments primarily because they don't see the relevance of the content they are expected to master, they think they know the material but really don't, or teachers don't recognise that students aren't learning. Now there's a way you can overcome all of those challenges by using the improved formative assessment system in this breakthrough book. Nancy Frey and Douglas Fisher, reveal how to create a failsafe assessment system that covers all three essentials: Ensure students understand the purpose of the assignment, task, or lesson, including how they will be assessed.

111013 • \$23.95

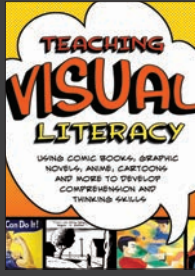


Essentials for Principals: The School Leader's Guide to English Learners

Nancy Frey, Douglas Fisher • 9781743303306

English learners are enormously challenged, for they must learn English while learning in English, and must do so while meeting ever-increasing expectations for achievement. How can principals rally their schools to address these issues? *The School Leader's Guide to English Learners* explores this problem through five big ideas: (1) understanding proficiency levels, (2) using instruction that emphasises talk, (3) creating assessments that highlight strengths rather than simply catalogue defects, (4) offering intense interventions, and (5) shaping programs that have the buy-in of all stakeholders, educators, families and students.

SOT3306 • \$21.95

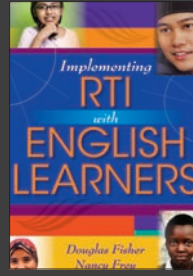


Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills

Nancy Frey, Douglas Fisher • 9781742395487

Today's students live in an increasingly visual world where they are engaged not only by words, but also by images. This collection of innovative articles shows teachers and literacy specialists how to use students' interest in picture books, comics, graphic novels, film, anime and other visual media to motivate and engage readers in years P-12. With background information and research as well as practical ideas and sample lessons to help educators, this much-needed guide will help teachers engage students as critical readers and prepare them for the demands of living in the twenty-first century.

CO5481 • \$39.95



Checking for Understanding: Formative Assessment Techniques for Your Classroom

Nancy Frey, Douglas Fisher • 9781742398051

With the growing population of English learners (ELs) in classrooms, all teachers must be language teachers. This book presents an approach that every teacher can use to ensure that English learners access the core curriculum and achieve at high levels. Learn why response to intervention (RTI) is the ideal framework for supporting English learners. Find clear guidelines for distinguishing between lack of language proficiency and learning disability. Follow the application and effectiveness of RTI through numerous classroom examples and the stories of four representative students of varying ages, nationalities and language proficiency levels.

SOT8051 • \$32.95

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	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction & Intervention	\$29.95
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	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
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