

# Heinemann

PROFESSIONAL DEVELOPMENT SERVICES FOR K-12 EDUCATORS

Edited by  
Ellin Oliver Keene



**Innovation, Old-School Style**

*By Nancie Atwell*

**Meeting Words Where They Live**

*By Carol Jago*

**The New Equation for Teaching Math**

*By Susan O'Connell*

**The New Picture Book: For All Ages**

*By ReLeah Cossett Lent*

**Listen, Lead, and Live: Tips to Steer a Solid School Community**

*By Meenoo Rami*

# PD that inspires excellence.

Put the effectiveness of multifaceted PD to work for you and your school.



## The preeminent author-experts in contemporary PD.

At Heinemann, our world-class collection of author-experts is a who's who of the greatest minds in teacher professional development. Remarkably, most of our renowned authors (and their author-trained consultants) are available to work *directly* with your school district through customized programs that address your distinct challenges. Many of our authors also craft and deliver seasonal PD workshops and live webinars.



## New ideas, new curriculum, new modes of delivery.

In the ever-changing world of education, there is no status quo. Heinemann constantly evolves to provide insightful, practical subject matter on the most important topics of our time, presented in traditional and Internet-based methods—on-site, online, and off-site.



## The power of customized PD.

School administrators say that what truly elevates Heinemann's effectiveness is the focus and expertise we devote to customization and collaboration. Imagine the perfect solution—from the most appropriate author-expert—delivered in exactly the methods suited for your teacher community. The close collaborative relationship also provides flexibility to adjust a PD plan in midstream. Our staff of author-trained consultants is ready to collaborate on your next success.



## “Penny’s strategies around student reading conferences addressed our issues full-force with a practical and caring approach.”

—Drew Forrest, English Language Arts Consultant  
River East Transcona School Division, Winnipeg, Manitoba

“In her blended PD program, Penny started with previsit webinars so every teacher participating in her in-person work would join the day at a common starting point. As a result, her teaching, observing, and coaching was more fully embraced and effective.”



Penny Kittle

## Enhance your PD plan with a custom blend of in-person and online learning

Learn how our blended PD planning services can extend your professional development program and deliver the specific results your school needs.

- Blended options are unlimited.
- Consider booking an on-site seminar and extend that learning with a related on-demand online course.
- Match a live custom webinar with a follow-up on-site coaching day.
- Augment your own PLC work with a live webinar series.



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#### Online PD

800.541.2086 ext.1151

#### On-Site PD

800.541.2086 ext.1402

#### Off-Site PD

800.541.2086 ext.1151

#### Fountas & Pinnell PD Support

800.541.2086 ext.1402



# Examine the Parable of Progressive Education



Mim Easton

Educators are always building cathedrals: the cathedrals of students and of communities, and the cathedrals of their own strong teaching practice.

In a recent panel discussion, author Kathy Collins spoke of parables that keep showing up in our lives. Depending on the situation, the year, or our state of mind, each time we encounter the story, there is more to learn. The Cathedral Builder is one of those stories for me.

A short adaptation of the story: A traveler searched for wisdom and enlightenment. In a village, he came upon a busy construction site. Approaching the nearest laborer, he asked, “Excuse me, what’s going on here?” The laborer replied curtly, “Can’t you see? I’m busting rocks.” The traveler approached a second laborer doing the same thing and asked the same question. The second laborer replied, “Can’t you see? I’m earning a living to support my family.” The traveler then approached a third laborer, who was also breaking up rocks, and posed the question a third time. With great pride, the third laborer replied, “Can’t you see? We’re building a cathedral.”

It took generations to build the Gothic cathedrals that stand today. Laborers worked their entire lives knowing they would never see the completed masterpieces. Progressive educators play the long game as well. We address the needs and talents of the children in the moment, but we also teach the skills and mindsets that those children will need long after they graduate. With the end goal so far in the future, it’s possible to fall into a trap of thinking that our efforts aren’t making a difference and that all we are doing is busting rocks.

But that’s not true. Educators are always building cathedrals: the cathedrals of students and of communities, and the cathedrals of their own strong teaching practice.

At Heinemann PD Services, our work is about helping you to stay focused on the cathedrals you are building, even when the challenges of the work can make it feel like breaking rocks. Our PD is customized to meet your needs—from a multi-year residency with a veteran author or consultant who works across your entire district, to a live webinar where you can ask questions and discuss what will work in your classroom, to a workshop where you are in the room with the author and other educators from your geographic area discussing timely and relevant topics.

In the following pages, you’ll read the story of Heinemann PD, and see the options we have to make professional development work for you. We’ll help you to create the experience that you, your team, your school, or your district needs to do the best work possible for your students. Let’s build those cathedrals together.

—Mim Easton

# Immersing Yourself in the World of Children

Welcome to our ninth publication of the *Heinemann Professional Development Catalog-Journal*, which has articles from some of the most innovative thinkers in the field.

Reading these articles, you'll feel like you're conversing with close friends and colleagues. Our writers for this issue are well known for their innovations in the field, but you'll feel like they're speaking just to you.

Meenoo Rami speaks honestly and clearly about the importance of maintaining an active professional conversation throughout the school year. She acknowledges that myriad forces pull us away from reflection, and she offers clear steps to help us focus on what matters most.

We are pleased to highlight math instruction in an interview with Sue O'Connell. Sue discusses some of the particularly knotty problems in math teaching and learning and provides some surprising and practical tips to successful and fascinating math investigations.

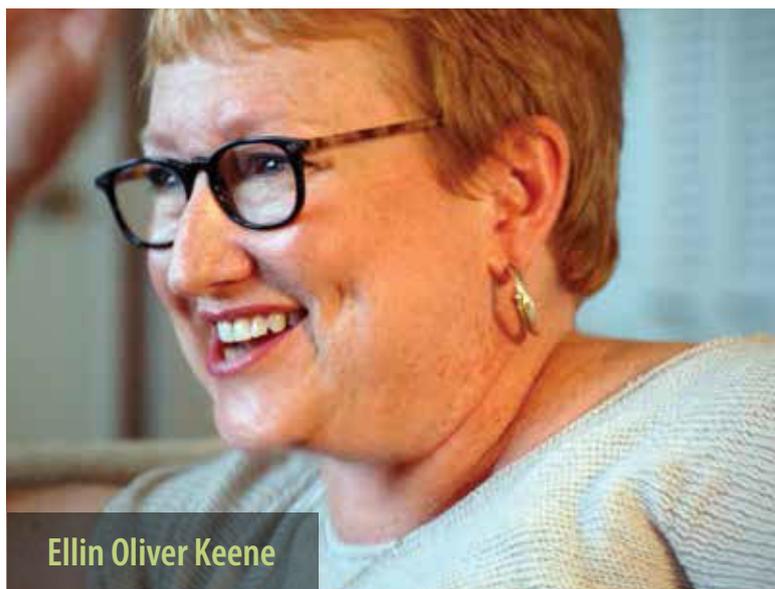
ReLeah Lent explores the use of picture books in secondary content as well as English classrooms. She shows how to help students build background knowledge and a bridge to more complex texts through content-rich picture books. ReLeah also shares some great titles; you'll want them all!

Carol Jago weighs in on vocabulary instruction, long a concern for teachers who are eager for students to build their word bank but are frustrated when students initially learn vocabulary words only to forget them later. Carol provides great insight into these issues and a host of timely strategies for the classroom.

Finally, and with great pride, we re-print an article originally published in the *Washington Post* by Nancie Atwell, the inaugural Varkey Global Teacher Prize winner. The entire Heinemann community has been bursting with pride since the announcement of this prize last spring, and we are delighted to bring you this piece, adapted from Nancie's acceptance speech.

I am overwhelmed and grateful to have the opportunity to work with authors and thinkers of this caliber. The articles you're about to absorb are brief, but packed with original thinking and insight to help you sustain your extraordinary dedication to children and learning. Keep this issue on your desk and return often to the inspiring and practical words from Meenoo and Sue, ReLeah and Carol, and of course, Nancie. Think of them as your colleagues and friends, as I do. Carry their words with you as you immerse yourself in the world of children.

—Ellin Oliver Keene



Ellin Oliver Keene

The articles you're about to absorb are brief, but packed with original thinking and insight to help you sustain your extraordinary dedication to children and learning.

Previously published  
in the *Washington Post*



# Innovation *Old-School Style*



When reformers discuss how to improve U.S. education, *innovation* is a word they use a lot, preceded by the modifier *technological*: innovation gets defined as devices and apps. But as a growing body of research has begun to question whether tablets, e-readers, and assorted digital platforms are doing children more harm than good, I'd like to reclaim the term. Methods, created by teachers in a quest to develop students' skills and understandings, are the essential innovations. In my forty-year career as a middle school English teacher, the simplest and most powerful innovation was to give my students *time* and *choice* as writers and readers.

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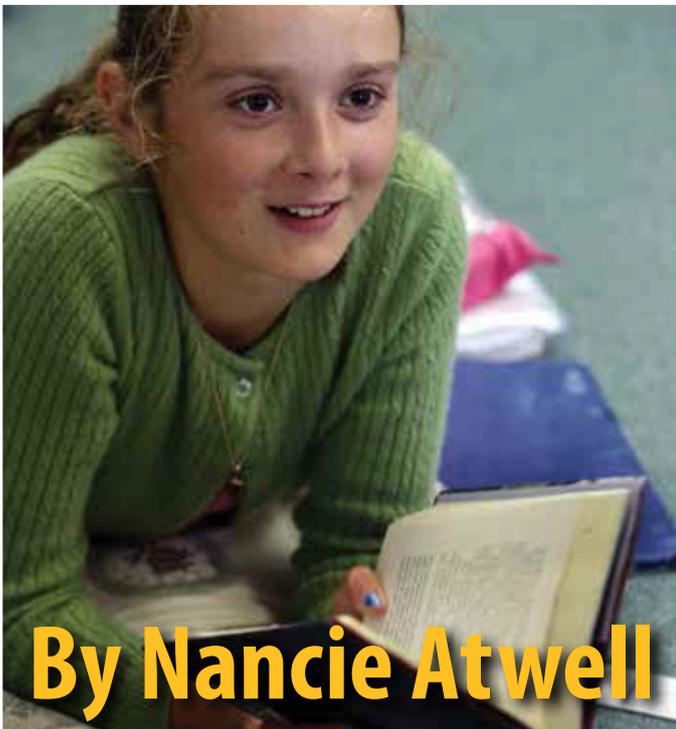
In a writing-reading workshop, students choose the topics they write about and the books they read. Because they decide, they engage. Because they engage, they experience the volume of committed practice that leads to stamina and excellence. Each year, my students read an average of forty books and produced over twenty pieces of writing. They won writing contests, were published, and earned money. Most importantly, they discovered what writing and reading are good for, here and now and in their literate lives to come. Time and choice encourage and transform children of every ability and background.

Take Mike. He entered our K-8 school as an eighth-grader. On the reading survey students complete in September, he wrote that comics was his favorite genre. He couldn't name a book he'd like to read and identified no strengths as a reader. His only reading goal: "Staying with the book. Sometimes I doze off." He said he hadn't read a single book over the previous twelve months. Mike summed up his feelings about himself as a reader in one word: "Bad."

I asked him, "You read *zero* books last year? How can that be?" He explained he'd been given one book in English class, a fat textbook. The teacher assigned students to read a selection and answer the questions at the end. If it was homework, he fudged it, copied someone else's, or didn't bother to do it. He said, "When I was supposed to read in class, I 'fake read.' Usually I played with a computer game that I hid behind the book while I fake read it."

More than anyone we teach, our inexperienced, unenthusiastic readers—our Mikes—need compelling stories, characters they can identify with, vicarious experiences, and *pleasure*. Give them intriguing introductions to compelling stories and time in school to read them. Give them a community to read in, a healthy collection of books from which to choose, and conversations with a teacher who knows the collection, and they will grow into fluent, passionate readers.

On his first day of reading workshop, Mike practically ripped Carl Deuker's baseball novel *High Heat* (HMH Books for Young Readers, 2003) out of my hands when I finished my book talk on a cliffhanger, inviting intrigued readers to find out what happens next. Mike finished *High Heat* in a week. Its reading level was beyond his ability, but my introduction, his curiosity, and baseball enticed him into Deuker's fictional world and held him. In our



**By Nancie Atwell**

conferences during independent reading time, he could tell me what was happening and what he thought so far, and that was all I needed to know. Then he was on the lookout for the next title on his “Some-day List” of books he wanted to read.

Mike finished thirty-six books that year and became an avid, adept reader. There were no book reports, quizzes, vocabulary lessons, discussion questions, close-reading sessions, or digital platforms. There was time for him to get lost in stories, other readers to talk with and write to about books, and lots of titles by authors who respect and get adolescence—writers who know how to craft plots and themes that appeal to teenagers.

Anyone’s achievement is driven by interest. Until eighth grade, Mike had no reason to be interested in reading. But when he was offered vicarious adventures with characters he came to care for, he wanted to practice reading; through engaged practice, he became good at it. The lure of stories is a reading teacher’s superhero power.

Student writers, too, learn best in the context of texts that matter to them. Topics they develop, time to practice, conferences with the teacher about their drafts, and authentic, age-appropriate genres to write stretch children in profound directions.

Colleen’s stated ambitions at the end of eighth grade were to star on Broadway and marry someone famous. Like other students who grew up to become lawyers—as well as copywriters, editors, academics, businesspeople, environmentalists, engineers, and social workers, all adults who work at careers in which they write every day—she benefited from a developmentally appropriate curriculum that gave her autonomy, experience, and one-to-one advice about how to meet her intentions as a writer.

Writing workshop teaches children how to work hard as writers. It’s not soft or easy; it is immersive and demanding. The goal is excellence. Exploring their ideas in authentic, kid-friendly ways fires students with a sense of purpose and impels them to craft and communicate meaning. Daily time to write gives them the practice they need to achieve their purposes.

Each school year, the writers at my school study age-appropriate genres. The seventh- and eighth-graders produce free-verse poetry, memoirs, reviews, short fiction, parodies, essays, profiles, and advocacy journalism. Along the way, they discover the uses of each genre—what it can do for them as writers and how it can influence readers. Because the writing is real, so is its impact.

## Give them intriguing introductions to compelling stories and time in school to read them. Give them a community to read in, a healthy collection of books from which to choose, and conversations with a teacher who knows the collection . . .

Colleen was my student years ago. She was an enthusiastic poet, storyteller, and reviewer—a child writer with a voice and an investment in self-expression. She wrote to me recently as a second-year law student about how the writing she composed in K–8 prepared her to write as an attorney:

In the spring, we were required to write an appellate brief, and the process included peer editing. I was astonished to see the drastic differences between my writing and that of my classmates—the errors, confusion, and clutter. I was taught from a very young age . . . to love writing and to practice, regularly and passionately. It wasn’t only about teaching us how to write professionally and effectively, but also to bestow the deeper appreciation and satisfaction that one derives from writing *well*. I approach writing today much the same way you instructed me, with an eye for creativity and analysis, and relentless dedication.

Colleen recognized that a school environment in which she was invited “to love writing and to practice, regularly and passionately” taught her *how to write, period*. None of her K–8 teachers was trying to prepare her for a career at the bar by back-mapping the curriculum. Instead, we taught a little girl how to express herself on paper about ideas she cared about.

When these middle school students take on the real work of advocating for causes they believe in, they begin by generating a list of local nonprofit organizations; then each writer chooses one to champion. The goal is to write about it so well that the younger children will vote to award it a small grant—one of three—to support its work. Sophia decided to advocate for Feed Our Scholars, which sends local students from impoverished families home on Friday afternoons with backpacks filled with meals for the weekend.

Sophia’s class read powerful examples of advocacy journalism and teased out features of the genre. She telephoned the director of Feed Our Scholars and scheduled a site visit and interview. After the class generated baseline questions, she typed hers up on a laptop, and then spent a morning onsite collecting information—history, logistics, statistics, quotes, and anecdotes.

Back at school, she experimented with leads until she found a direction for her essay. She ordered her information, drafted it, clarified and tightened it, read and revised her text against the criteria her class created, and conferred with me along the way. Finally, students collaborated on a second set of criteria, for how they wanted the younger children to judge the writing.

Sophia’s eloquent essay was not one of the three that won over the littler kids. The kid it did win over is Sophia. The girl is on fire about food insecurity in America. She devoted a dawn-to-dusk Saturday to



## ... and they will grow into fluent, passionate readers.

baking hundreds of cookies, and on Sunday set up a bake sale at her church. She raised over \$700 for Feed Our Scholars, enough money for a year of weekend food for three local families. Because she writes, Sophia is learning about the kind of woman she wishes to be and the difference an individual can make.

In this time of Common Core State Standards, public school teachers feel pressure to adopt methods geared to the new assessments. I sympathize. I also know what I would do if I were in their shoes: try to teach authentic writing and reading, but devote a couple of weeks in March to a genre study of test writing and to strategy lessons about multiple-choice questions and answers. During my years in public schools, my students drew on their rich experiences as writers and readers, along with a few tactical practice sessions, to perform at least as well as and usually much better than kids who'd been test-prepped all year long.

Students leave our tiny school in rural Maine as writers with voices, as critical readers. They succeed in high school, college, and life because they're ready for the world they'll meet *out there*—for concepts, cultures, and experiences they've already encountered in the pages of books they loved and writing they created. Time and choice motivate every child to engage, thrive, and grow up healthy and whole.



You may have heard Nancie Atwell's name in the news this year, and for good reason. In March 2015, Nancie was the winner of the Varkey Foundation's inaugural Global Teacher Prize. The award, the "Nobel Prize of teaching," is given to a teacher who has made an exceptional contribution to the profession. Truly dedicated to education, Nancie has donated the entire \$1 million award to her demonstration school, the Center for Teaching and Learning, in Edgecomb, Maine, where she taught seventh- and eighth-grade writing, reading, and history, and now serves as a writing support teacher.

Nancie is the author of many well-respected books, including the classic *In the Middle*, now in its third edition, which has inspired generations of teachers; *Systems to Transform Your Classroom*; and *School, Lessons that Change Writers*; and *Naming the World: A Year of Poems and Lessons*.

To continue to engage with Nancie on this topic, please visit [www.heinemann.com/pd/journal](http://www.heinemann.com/pd/journal).

# Online PD

**Leading edge online offerings** deliver round-the-clock access to expert authors and author-trained consultants who present quality instruction on the most crucial topics of our time.



## On-Demand Courses

(pages 11–17)

Impact your classroom with the most advanced on-demand PD courses.

## Webinar Series

(pages 18–23)

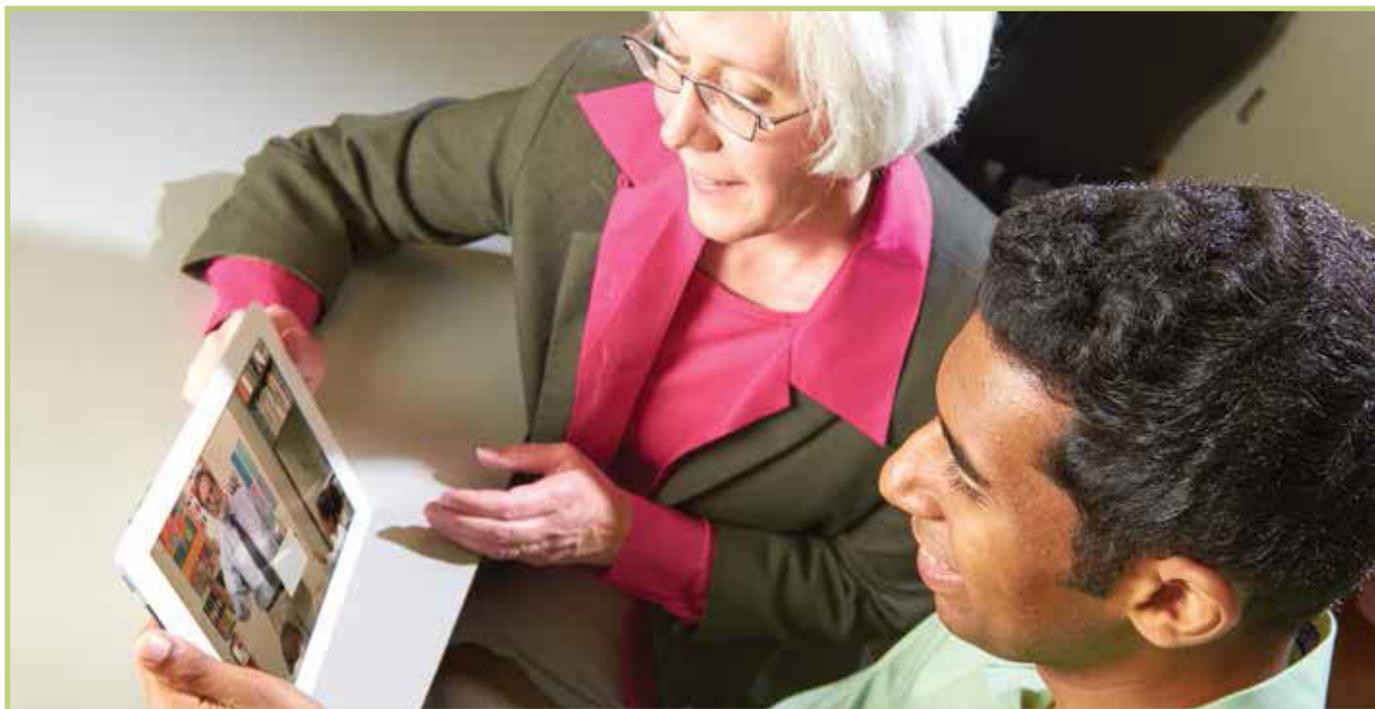
Online PD comes to life with the immediacy of real-time, live webinars presented by our authors and consultants.

## Digital Library

(pages 24–25)

Access dynamic online PD resources—including books, articles, and video clips—in one place for one low cost.

# On-Demand Courses



## Year-round supported and sustained online PD

Heinemann's On-Demand Courses make the most of educators' PD time and resources by presenting affordable, aligned, sustained, and supported PD options that target specific needs within the context of real classroom examples and practical tools.

Each course follows a format that builds teacher agency and strengthens skills, supported and sustained over time. Designed to fit into your schedule, the On-Demand Courses improve teaching instruction through ongoing modeling, reflecting, sharing, and applying.

Individual tuition for an On-Demand Course ranges from \$49.95 for one of the new Mini-Courses to \$199.00 for a standard-length course. Discounts are available for bundles of 10 or more, with larger district bundle pricing delivering the biggest savings.



## Sample a course **FREE!**

Experience Heinemann's online PD for yourself, with a complimentary 30-day trial of an on-demand course.

**Enroll free at [heinemann.com/pd/ondemand](https://www.heinemann.com/pd/ondemand)**



## Smarter Charts: Bringing Charting to Life Grades K–5



**PRESENTED BY MARJORIE MARTINELLI AND KRISTINE MRAZ**

Self-Study / DCOCN0012  
\$199.00 per participant

### DEEPEN ENGAGEMENT WITH THOUGHTFUL CHARTS

In this comprehensive course on charting, you will learn how charts can build independence and agency, communicate information efficiently and effectively, and help in setting and achieving goals. Through videos, photos, and interviews, you will discover new ways to create and use charts with your students that are based on the science of memory, moving your charting work from good to great.

### COURSE OBJECTIVES

- Understand the philosophy, theory, and research behind charting
- Learn to plan and prepare different types of charts
- Design charts using language, visuals, and different tools and techniques
- Teach with charts
- Explore charting across the curriculum

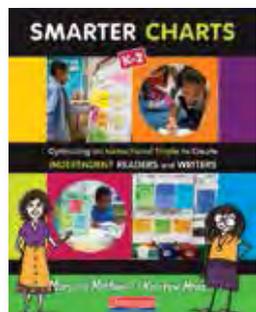
### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

### COURSE SYLLABUS

- Session 1 Components That Contribute to an Independent and Engaging Classroom Environment
- Session 2 Types of Charts and Their Purposes
- Session 3 Designing Charts: Language, Visuals, Tools and Techniques
- Session 4 Teaching with Charts
- Session 5 Problem Solving and Decision Making
- Session 6 Chart Maintenance and Charting Across the Curriculum

### RELATED RESOURCE



## Putting the Practices into Action Grades K–8 *Implementing the Standards for Mathematical Practice*

**PRESENTED BY SUSAN O'CONNELL**

Self-Study / DCOCN0013  
\$199.00 per participant

### UNPACK THE POWER OF THE MATH STANDARDS

The Standards for Mathematical Practice are the heart and soul of the Common Core Standards for Mathematics. Through them, students build deeper understanding and develop reasoning, and through them we discover effective ways to teach mathematics. This course will help you identify the key elements of each standard and discover practical strategies for making them come alive in math classrooms.

### COURSE OBJECTIVES

- Learn the guiding principles of the CCSS Math Practice Standards
- Experience the standards through classroom anecdotes and video
- Reflect on instructional strategies that build students' math practices
- Gather practical ideas to incorporate into your teaching
- Design math tasks for your students that address both content and practice
- Discover ways to create a classroom environment that nurtures the practices

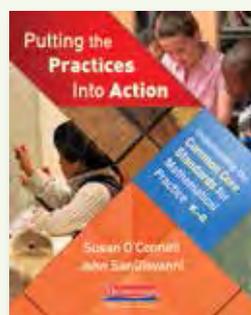
### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

### COURSE SYLLABUS

- Session 1 What are the Standards for Mathematical Practice?
- Session 2 Building Problem-Solving Skills
- Session 3 Exploring Abstract Reasoning and Constructing Arguments
- Session 4 Using Models and Tools
- Session 5 Building Precision
- Session 6 Understanding Structure and Repeated Reasoning

### RELATED RESOURCE





## Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing

### Grades K–12

#### PRESENTED BY MARY EHRENWORTH

Self-Study / DCOCN0002  
\$199.00 per participant

#### IMPLEMENT THE COMMON CORE WITH CONFIDENCE

Mary Ehrenworth shows how to achieve a high-quality implementation of the Common Core standards through curricular planning, professional collaboration, and instructional best practices.

#### COURSE OBJECTIVES

- Learn how to read the Common Core State Standards
- Evaluate your reading and writing instruction against CCSS expectations
- Raise students' skill levels with specific teaching strategies
- Plan strategically, within your own classroom, across content areas, and across the grades
- Understand CCSS "hot spots" and strategize to address them effectively

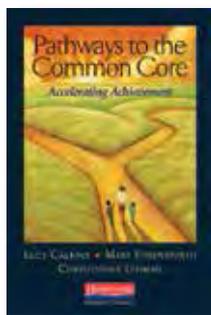
#### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students. Participants are required to have a copy of *Pathways to the Common Core*.

#### COURSE SYLLABUS

- Session 1 Get to Know the Writing Standards and Make Choices to Fortify Your Writing Curriculum
- Session 2 Harness the Power of the Common Core Through Strategic Planning
- Session 3 Move Closer to Close Reading
- Session 4 Raise the Level of Nonfiction Reading
- Session 5 Get the Most from Your Instruction
- Session 6 Navigate the Hot Spots of the Common Core

#### RELATED RESOURCE



## Making Math Far More Accessible to Our Students

### Grades K–12

#### PRESENTED BY STEVEN LEINWAND

Self-Study / DCOCN0009  
\$199.00 per participant

#### MATH INSTRUCTION DEMYSTIFIED

Steve Leinwand strengthens teachers' confidence and capacity to make K–8 math instruction far more effective. From engagement to best practices to differentiation, he helps maximize students' understanding through language, alternative approaches to problem-solving, and multiple representations. Then he ties it all together with ideas for effective lesson planning.

#### COURSE OBJECTIVES

- Develop techniques for increasing student engagement and learning
- Explore classroom routines that focus on student explanations
- Promote fruitful discussion in the mathematics classroom
- Plan, teach, and reflect on lessons based on ideas presented in the course

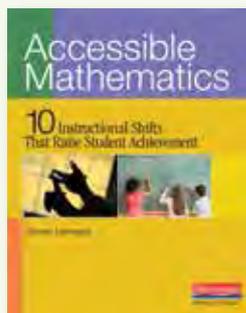
#### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

#### COURSE SYLLABUS

- Session 1 Making Math Come Alive: A Reason to Care
- Session 2 Systematic Review and Distributed Practice
- Session 3 Changing the Discourse: Open-Ended Questions
- Session 4 Multiple Representations and Language-rich Classes
- Session 5 Moving Beyond the One Right Answer
- Session 6 The Importance of Deliberate Planning

#### RELATED RESOURCE





**Kids with Grit**  
**Grades K–5**  
*Everyday Habits That Grow Readers*



**PRESENTED BY SAMANTHA BENNETT AND DEBBIE MILLER**  
 Self-Study / DCOCN0008  
 \$199.00 per participant

**THE NITTY GRITTY ON NURTURING RESILIENT READERS**

What are the habits of readers with grit? Can we model them and even teach with grit? Sam Bennett and Debbie Miller share practices and structures that help students meet reading standards by looking beyond one school year and toward a lifetime of strong reading habits and academic success.

**COURSE OBJECTIVES**

- Describe the habits of kids with grit
- Describe the habits of a teacher with grit
- Learn to organize learning time to intentionally increase grit
- Explore the impact of the use of learning targets on grit
- Analyze how a teacher’s words influence grit
- Discover ways to structure a physical environment to impact grit
- See what kind of teaching risks impact grit

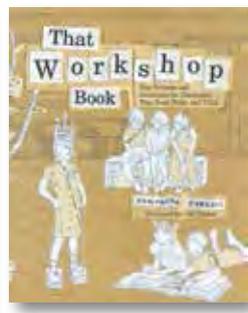
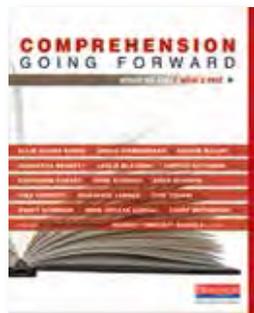
**COURSE STRUCTURE**

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

**COURSE SYLLABUS**

- Session 1 Why Does Grit Matter to Students’ Reading Lives?
- Session 2 Planning That Makes Grit a Habit
- Session 3 Assess to Activate Risk Taking and Growth
- Session 4 How Talk Develops Readers’ Grit
- Session 5 Design That Fosters Gritty Reading Habits
- Session 6 Fail (and Recover) to Build Grit

**RELATED RESOURCES**



**Teaching Reading in Small Groups**  
**Grades 1–6**  
*Matching Methods to Purposes*

**PRESENTED BY JENNIFER SERRAVALLO**  
 Self-Study / DCOCN0007  
 \$199.00 per participant

**ASSESS CONFIDENTLY, TEACH POWERFULLY**

It is possible to assess, plan, and teach small groups of readers to meet increasing demands and challenges, while still holding tight to the joy and love of literature. To think beyond guided reading, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.

**COURSE OBJECTIVES**

- Become well-versed in assessment lenses and tools
- Learn aspects and elements of strong reading conferences
- Understand how to form groups flexibly based on what students need
- Understand small-group structures to support engagement, fluency, comprehension, print work, and conversation skills
- Make purposeful instructional choices during independent reading, and create a manageable schedule based on those choices
- Choose note-taking systems to help organize and manage your classroom

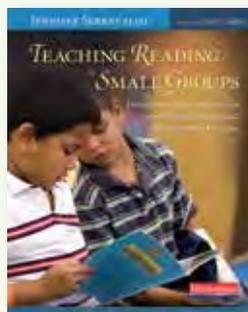
**COURSE STRUCTURE**

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

**COURSE SYLLABUS**

- Session 1 Assess with Confidence: Uncovering Teaching Possibilities
- Session 2 Gearing Up for Small-Group Instruction: Establishing Independent Reading and One-on-One Conferencing
- Session 3 Small Groups to Support Engagement
- Session 4 Strategy Lessons: Conferencing with Groups of Readers
- Session 5 Book Clubs and Partnerships: Teaching Comprehension and Conversation
- Session 6 Management, Note-Taking, and Scheduling Yourself

**RELATED RESOURCES**





## Introduction to the Writing Workshop Upper Elementary Grades

### PRESENTED BY STEPHANIE PARSONS

Self-Study / DCOCN0004  
\$199.00 per participant

#### TEACHING WRITING MORE EFFECTIVELY ISN'T MAGIC

Stephanie Parsons, a practicing fourth-grade teacher, shows participants how to get going with writing workshop—the highly effective, flexible framework pioneered by Don Graves and popularized by Lucy Calkins.

#### COURSE OBJECTIVES

- Learn the guiding principles of writing workshop
- Understand the writing process
- Experience the writing process firsthand by writing your own narrative
- Build a writing curriculum
- Learn and experiment with the structures of writing workshop
- Practice assessing writers and their writing
- Consider how to create the optimal social and physical environment for writing

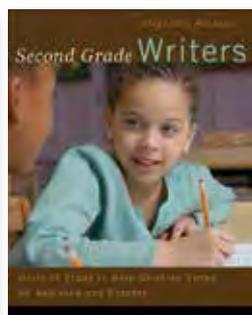
#### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

#### COURSE SYLLABUS

- Session 1 The Guiding Principles of Writing Workshop
- Session 2 The Writing Process
- Session 3 Looking at Curriculum
- Session 4 A Day in Writing Workshop
- Session 5 Looking at Writers and Their Writing
- Session 6 Social and Physical Environments

#### RELATED RESOURCES



## Strategies for Teaching Nonfiction Writing Grades K–2 | 3–5

*Meeting Standards Through Writing Across the Curriculum*

### PRESENTED BY LINDA HOYT AND TONY STEAD GRADES K–2

Self-Study / DCOCN0010 \$199.00 per participant

### GRADES 3–5

Self-Study / DCOCN0011 \$199.00 per participant

#### REAL STRATEGIES FOR TEACHING REAL-LIFE WRITING

Linda and Tony show you how to teach the nonfiction writing genres mandated by the CCSS. Their strategies help you promote writing across the curriculum and support writers as they increase their output, elevate their craft, and express wonder about their world.

#### COURSE OBJECTIVES

- Discover strategies for ensuring students' success with nonfiction research and writing
- Evaluate your instruction against CCSS expectations and the strategies modeled in this course
- Reflect on your practice and identify how and when to use these strategies
- Learn to use these strategies in all curriculum areas
- Develop new ways to engage students in extended units that require research and writing

#### COURSE STRUCTURE

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

#### COURSE SYLLABUS

- Session 1 Writers as Researchers
- Session 2 Whole-Class Research Projects
- Session 3 Individual Research Projects
- Session 4 Focus on Instruction
- Session 5 Power Writes Across the Curriculum
- Session 6 Craft and Conventions in Nonfiction Writing

#### RELATED RESOURCES





**Adolescent Reading Rx**  
**Grades 6–12**  
*What to Try When Teen Readers Can't or Won't*



**PRESENTED BY SAMANTHA BENNETT AND CRIS TOVANI**  
 Self-Study / DCOCN0005 \$199.00 per participant

**REEL IN RELUCTANT READERS!**

Reluctant readers are finally within the reach of every teacher! Sam Bennett and Cris Tovani share ways to demolish disengagement, boost comprehension of increasingly sophisticated texts, leverage formative assessment to create instructional feedback, and create meaningful summative assessments and grading practices.

**COURSE OBJECTIVES**

- Find ways to create a web of authentic, compelling reasons for students to read
- Evaluate the efficiency and effectiveness of instruction on a daily, weekly, quarterly, or annual basis
- Discover strategies for helping students comprehend more sophisticated texts over time
- Learn techniques for checking if readers are improving over time
- Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit

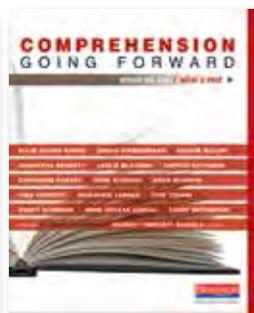
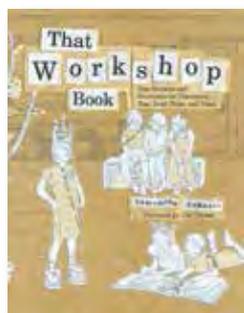
**COURSE STRUCTURE**

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students.

**COURSE SYLLABUS**

- Session 1 Demolishing Disengagement
- Session 2 Use of Time: Intentionally Planning for Students to Do the Work of Learning
- Session 3 Strategy Instruction: Ways Readers Make Meaning
- Session 4 Getting and Giving Feedback That Feeds
- Session 5 Grading
- Session 6 Creating an Action Plan

**RELATED RESOURCES**



**NEW! On-Demand Mini-Course:**  
**The F&P Text Level Gradient™:**  
**Using Fountas & Pinnell Resources**  
**to Match Books to Readers**  
**Grades K–8**

**PRESENTED BY TONI CZEKANSKI**  
 Self-Study / DCOCN0015  
 \$49.95 per participant

**LEARN TO ANALYZE TEXTS TO SUPPORT LITERACY DEVELOPMENT**

A gradient of texts is a tool that helps you look at texts along a continuum from easiest to most challenging. Fountas and Pinnell have identified ten factors that are used to analyze texts and arrange them along the gradient. Once you become familiar with these factors, you will be able to look at texts more analytically and determine how these aspects affect the challenges that a given text might present to readers.

**COURSE OBJECTIVES**

- Learn the rationale behind **The F&P Text Level Gradient™**
- Become familiar with the ten factors related to text complexity
- Analyze and compare texts to arrange them along a gradient
- Look at the characteristics of readers and consider what supports and challenges texts at different levels might present to them
- Consider the characteristics of a text that might be supportive as well as challenging for a particular group of readers

**COURSE STRUCTURE**

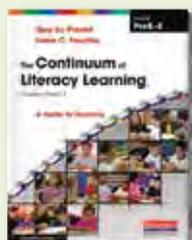
This Mini-Course is composed of three sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students. Participants are required to have a copy of *The Continuum of Literacy Learning*. (A 30% discount code will be sent upon registration.)

**COURSE SYLLABUS**

- Session 1 Factors Related to Text Difficulty: **The F&P Text Level Gradient™**
- Session 2 Looking at Changes in Difficulty of Texts Across the Gradient
- Session 3 Putting Readers and Texts Together: Determining the Supports and Challenges That Texts May Present to Readers

*This course was developed by The Lesley University Center for Reading Recovery and Literacy Collaborative.*

**RELATED RESOURCE**



# NEW! On-Demand Mini-Courses



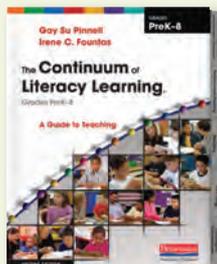
Heinemann PD Services will soon offer a series of online Mini-Courses, providing a self-paced option to explore some of the foundational ideas behind Irene Fountas and Gay Su Pinnell's work.

- Developed by The Lesley University Center for Reading Recovery and Literacy Collaborative (CRRLC)
- Produced and delivered online by Heinemann PD to support work in assessing and planning for literacy instruction
- Designed to be completed in a shorter time frame than Heinemann's standard On-Demand Courses
- Grounded in research and rich with practical video modeling, reading, writing, and personal reflection

Educators and students interested in deepening their experience with Fountas and Pinnell resources may choose to take a Heinemann Mini-Course as a sampling of possibilities for further study. Those seeking a full-length online course or Lesley Graduate Certificate (GC) grounded in the work of Fountas and Pinnell are advised to contact The Lesley University CRRLC for additional information. (Email [crrcourses@lesley.edu](mailto:crrcourses@lesley.edu))



**Opening Fall 2015!**



The following is the first in the series of Heinemann Mini-Courses. *See facing page for more details.*

**The F&P Text Level Gradient™: Using Fountas & Pinnell Resources to Match Books to Readers** — Presented by Toni Czekanski, Lesley University, CRRLC

Tuition is \$49.95 per participant | Group discounts are available

**For more information about Heinemann Mini-Courses, visit [heinemann.com/pd/ondemand](http://heinemann.com/pd/ondemand)**

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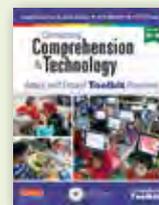
The following topic areas, author-presenters, and related books represent a sampling of the growing and rolling schedule of webinar series that Heinemann offers throughout the year.

## Literacy Webinar Series



**Kristin Ziemke**

Connecting Comprehension and Technology (Grades K–6)



**Lindsey Moses**

Supporting English Language Learners in the Literacy Classroom (Grades K–8)



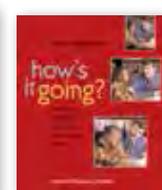
**Harvey "Smokey" Daniels, Nancy Steineke, and other faculty**

Inquiry and Collaboration for Life: Engaging Students in Reading, Writing, and Thinking (Grades K–12)



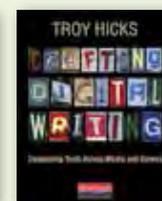
**Dan Feigelson and Carl Anderson**

Conferring with Student Readers and Writers: Honoring Student Voice (Grades 3–8)



**Frank Serafini and Troy Hicks**

Digital Age Reading and Writing: Leveling Up Readers and Writers Workshop with Technology (Grades 3–8)



# Reading Webinar Series



**Tanny McGregor and Nancy Steineke**  
Think Intensive Reading  
(Grades K–8)



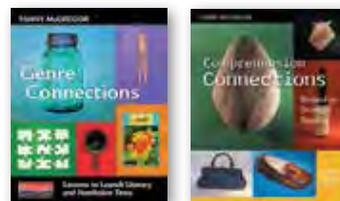
**Ellin Oliver Keene and Dan Feigelson**  
Using Reading Conferences to Foster Student Engagement  
(Grades K–8)



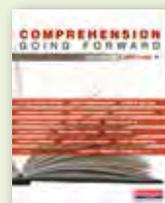
**Jennifer Serravallo**  
Using Reading Strategies in the Classroom:  
Matching Methods to Purpose Throughout the Year  
(Grades 1–5)



**Tanny McGregor**  
Reading Connections (Grades K–6)



**Sam Bennett and Cris Tovani**  
Smarter Every Day:  
Turning Best Practice Into Next Practice  
(Grades 6–12)



**Matt Glover and Kathy Collins**  
I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book (Grades PreK–1)

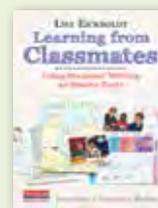


## Writing Webinar Series



**Lisa Eickholdt**

Using Students' Writing as Mentor Texts (Grades K–5)



**Penny Kittle and other faculty**

Notebooks, Pens, and Pixels:  
The Tools and Trade of Today's Teacher Writers  
(Grades K–5)

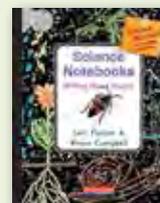


## Math & Science Webinar Series



**Lori Fulton and Brian Campbell**

Science Notebooks (Grades K–5)



**Susan O'Connell**

Putting the Practices into Action (Grades K–8)



**Jo Anne Vasquez**

STEM Lesson Essentials (Grades 3–8)



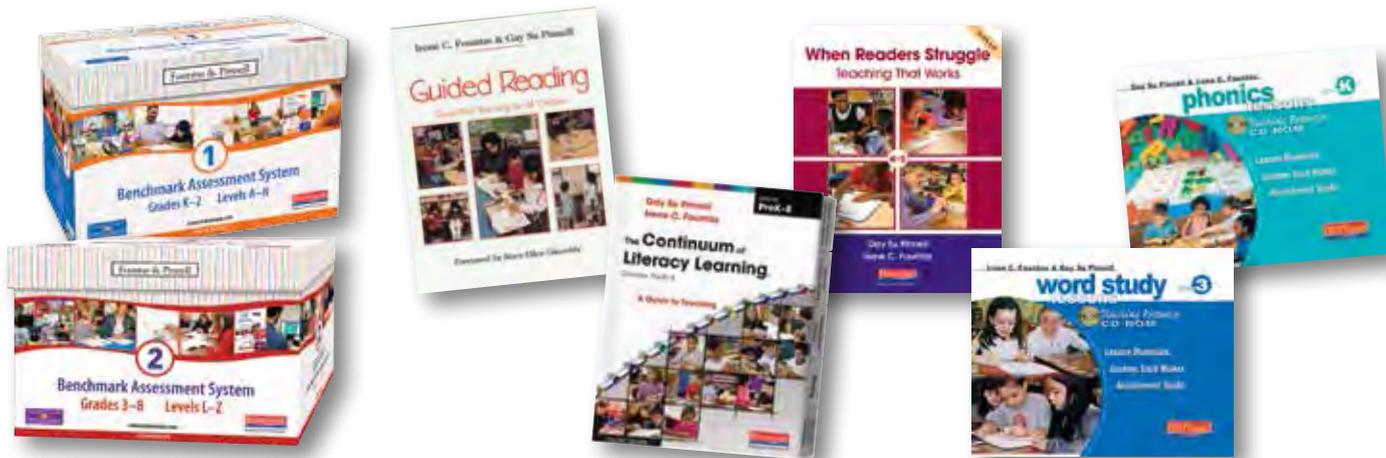
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Jennifer Serravallo

## Using Reading Strategies in the Classroom: Matching Methods to Purpose Throughout the Year

Join Jennifer Serravallo, author of *The Reading Strategies Book*, *Teaching Reading in Small Groups*, and other popular books, in this special 2015–2016 Webinar Series and Facebook PLC!

Learn to match methods to purpose throughout this school year as Jen guides you through assessing individual readers' strengths and weaknesses, goal setting, conferring, and using small groups to differentiate instruction. Jen will share practical and proven classroom strategies and video examples throughout the webinar series, engaging in live discussion during each session. In between the three live webinar sessions, the conversation and learning will continue on **The Reading Strategies Facebook Group**.

Join with Jen in August to gain valuable start-up tools and then reconnect with her and the virtual PLC Facebook group for two additional webinar sessions in December and March. **All webinar sessions will be recorded and delivered to participants.**

### August 19 — PART 1

- Determining “just-right” goals
- How strategies support goals over time
- Elements of effective strategies
- Strategy case studies (participants must have *The Reading Strategies Book* to participate in this activity)

### December 3 — PART 2

- Supporting readers through coaching, prompting, and feedback
- Visual supports as a tool for independence
- Strategies and prompts in conferences

### March 10 — PART 3

- Strategies and prompts in small-group strategy lessons
- Managing a class with different goals (and different strategies)
- Repeated practice with strategy case studies



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- *The Mathematics of Hope* by Jo Boaler
- *The Unfinished War on Poverty* by Michael Reisch
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# Meeting Words Where They Live

By Carol Jago

Help Students  
Enlarge Their Vocabulary  
Through Reading

Teachers invest large swathes of classroom time to vocabulary instruction: defining words, drawing pictures of words, playing word games, reviewing words, quizzing students on words. The quizzes offer teachers twenty minutes of welcome peace while students tackle the task, are easy to grade, and fit tidily into an electronic grade book.

Parents are delighted to see their children studying lists of words. It feels like their version of school. Although all this focus on vocabulary is seemingly in accord with the push for college readiness, I worry that students are spending too much time with vocabulary activities and too little time learning words. Before declaring me a heretic, consider this: Most of the words you know weren't learned from a vocabulary list but from reading and speaking.

Students with robust vocabularies understand more of what they read, creating a "Matthew effect" whereby those who already have get more (Stanovich, 1986). Because comprehension comes more easily for students who know more words, they tend to read more. The more they read, the more competent they become at figuring out unfamiliar words. Although such students may be unable to define *cantankerous*, they would not be thrown for a loop by a passage such as the following:

In the restaurant, Maggie's aunt grumbled about everything, the food, the service, the price. She was the most cantankerous company imaginable.

The text surrounding *cantankerous* helps readers begin to build an understanding of the word. Clearly a single exposure is never adequate to learn a word as no one particular context is likely to entail a word's full meaning. The practice of meeting words where

they live, in real sentences, is a more authentic approach to learning vocabulary than simply memorizing a dictionary definition (Adams, 2010–2011). In my experience, even those students who correctly match *cantankerous* to *contentious*, *peevish* on Friday's quiz are unlikely to remember its meaning for long.

What will embed a new word in a student's long-term memory? Meeting it repeatedly as they read and speak in authentic conversations. With frequent exposures—which only happens when students read broadly and often—they develop a strong sense of what a word means. As Char Cobb and Camille Blachowicz explain in *No More "Look Up the List" Vocabulary Instruction*, keeping students busy with word activities "neither developed students' deep understanding of words nor communicated how word knowledge can give students power" (27). Nor does it help students sense the nuances that distinguish *cantankerous*, *contentious*, and *peevish*.

Teachers help students develop the habit of learning new words instinctively by inviting children to practice while they are being read to. My favorite example comes from Beatrix Potter's use of *soporific* in "The Tale of the Flopsy Bunnies." The word appears three times in the text. In the first lines:

It is said that the effect of eating too much lettuce is "soporific."

I have never felt sleepy after eating lettuces; but then I am not a rabbit.

They certainly had a very soporific effect upon the Flopsy Bunnies!



Later in the story, the word is repeated:

The little rabbits smiled sweetly in their sleep under the shower of grass; they did not awake because the lettuce had been so soporific.

Rather than teaching long lists of words in an attempt to inoculate students from ever meeting a word they don't know, we need to expose students to literature that employs gorgeous language and ask questions that guide young readers to become adept at learning words as they read.

## Explicit Vocabulary Instruction

Building students' vocabulary implicitly through the close reading of complex texts doesn't obviate the need for explicit instruction. Students who are able to apply their knowledge of Greek and Latin roots and familiarity with affixes possess powerful tools for figuring out an unfamiliar word's meaning (Gansky, 2008). That said, simply requiring students to memorize long lists of roots and their definitions alone is unlikely to encourage the detective work the use of such clues invites. Teachers need to seize every opportunity a text or lesson offers for practice unpacking words.

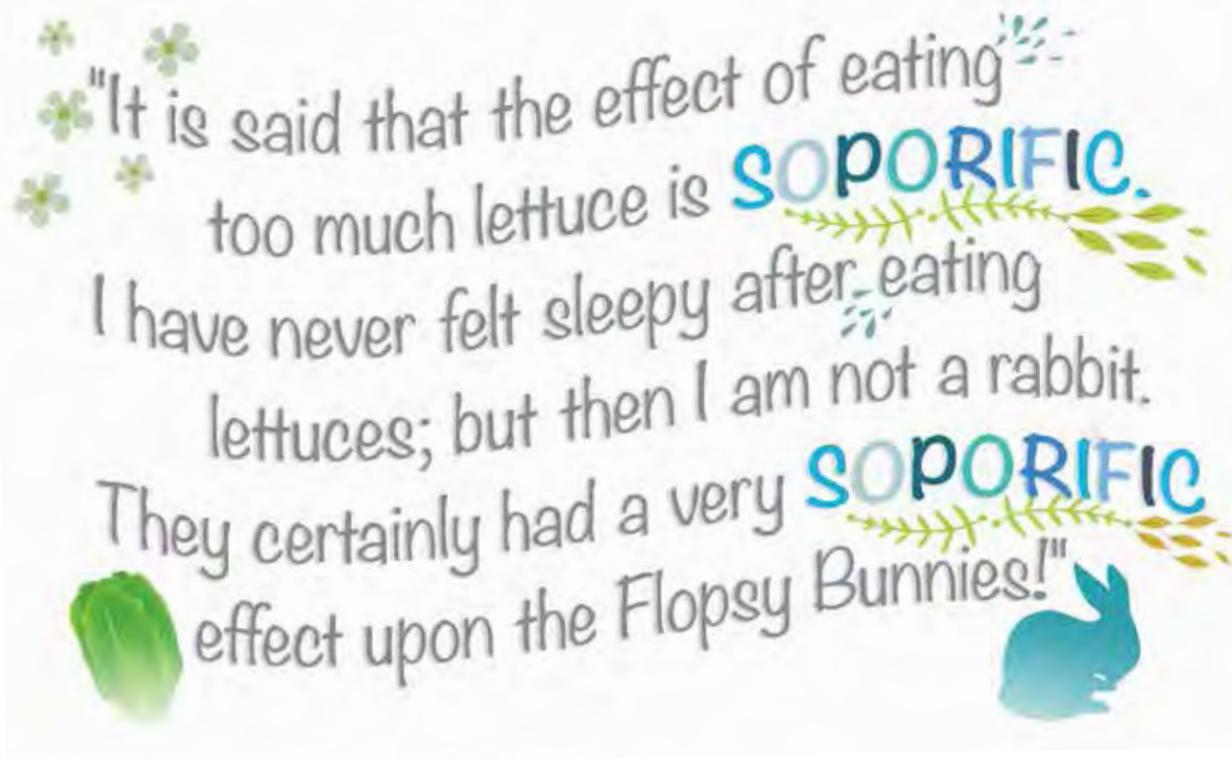
Let's take, for example, the word *inaudible*. Most students would know that *audio* is related to the reception or reproduction of sound. You might take a moment to contrast *audio* with *video*.

The prefix *in*—like its cousins *im* (*improbable, immeasurable*), *ir* (*irregular, irresponsible*), and *un* (*unlikely, unintentional*)—indicates the word's converse is the case (*inexpensive, indescribable, indefensible*), so a working definition of *inaudible* is “not audible or incapable of being heard.” Ideally, you want to make every unpacking of a word an opportunity for talking about how words work and an occasion for demonstrating the relationships between words.

Given the enormous number of words in the English language (the *Oxford English Dictionary* contains full entries for 171,476 words in current use), teachers need to choose carefully which words to teach (Beck, McKeown, and Kucan, 2002). Trying to preteach every word a child might not know before reading can, if one is not careful, take up more instructional time than the reading itself. That said, certain words, often nouns, sometimes need to be taught for students to make sense of the text. The first paragraph of Kenneth Grahame's *The Wind in the Willows* offers a perfect example. Although the passage contains several words a child might not know (and one made-up word), the only critical word that a reader needs a definition for before reading is *mole*.

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the gravelled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scabbled and scrooged, and then he scrooged again and scabbled and scratched and scraped, working busily with his little paws and muttering to himself, “Up we go! Up we go!”

Although students may not be familiar with the word *whitewash*, you might invite them to notice how Mole was standing on a ladder with a brush and pail of the stuff to spring-clean his house. These context clues along with pointing out the two parts of the word—*white* + *wash*—are probably all you need to do to establish a picture



of what is going on here. This kind of word study models for young readers what good readers do automatically.

Particularly challenging for English learners are words with multiple meanings. Although students may be familiar with the noun *bolt* and the idea of *bolting a door shut*, the intransitive use of the verb *bolted* meaning to make a sudden, swift dash might be puzzling. When you notice such usage, try to make a point of drawing students' attention to it in the course of discussion. Ask students to share examples of times when they *bolted* from a room. The note I try to strike with students is that learning about words is a lifelong project. Celebrate that you have discovered an additional use for a known word.

Not to play with the Kenneth Grahame's artful use of the sound of words borders on educational malpractice. "So he scraped and scratched and scabbled and scooged, and then he scooged again and scabbled and scratched and scraped, working busily with his little paws." Ask students what effect this description of Mole's actions with his paws had on their understanding of where he lived. Take a moment to act out what this might look like. Reflect on the order of the repeated words. Why all the alliteration and what in the world does *scooged* mean anyway? Grahame is playing with words. Play along.

## Not All Words Are Created Equal

Bliethly skipping words you don't know is a recipe for reading comprehension disaster—unless you can be certain that the unfamiliar words are relatively unimportant to the text's overall meaning. For example, in a description of a bucolic woodland glade where an author regales you with a list of wildflowers, readers might choose to gloss over the meaning of *agrimony*, *baneberry*, and *gilly-weed*, as the overall picture is clear. Though such details are intentionally selected and some nuance will be lost, stopping to look up such words causes readers to lose momentum and possibly the thread without adding much to their comprehension of the whole.

Of course, everything depends upon the reader's purpose. If I pick up a book to identify the wildflowers in my garden, I am going to pay very careful attention to such details. Good readers have a sense of when a word is cardinal to understanding a passage and when it is not. I must confess that though I love Patrick O'Brian's *Master and Commander* series, I cannot be bothered to learn the vocabulary of nineteenth-century sailing ships. Every book contains a helpful diagram with parts clearly labeled: spanker boom, mizzen mast, futtock shrouds. I ignore the drawing and read right through every term, keeping my eye instead on the story of Captain Jack Aubry and his friend, the ship's surgeon and spy, Stephen Maturin. The purpose of my reading is pleasure, not nautical minutiae.

When instruction and assessment focus only on rarely used multisyllabic words, we frustrate students. Instead of fostering the love of word learning, we make them feel dumb. Recognizing the limitations of list-based memorization, the College Board is abandoning the testing of "SAT words" in its redesigned exam. The exam will no longer reward the recall of definitions for relatively obscure vocabulary, assessing instead the understanding of words in academic contexts. Students will have to meet words where they live, embedded in the kinds of readings they are likely to be assigned in college coursework.

Learning words is important for more than doing well on a test. The limits of students' language can define the borders of their thinking. Lack of vocabulary hamstringing their ability to express themselves. As the wordsmith Evelyn Waugh reminds us, "One's vocabulary needs constant fertilizing." Word study is an integral part of reading and writing; let's treat it as such.

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Adams, M. 2010–2011. "Advancing Our Students' Language and Literacy: The Challenge of Complex Texts." *American Educator* (Winter): 3–13.

Beck, I., M. McKeown, and L. Kucan. 2002. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford.

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Carol Jago is a highly experienced middle and high school teacher, teaching English for over 32 years. Carol serves as an associate director of the California Reading and Literature Project at UCLA,

and has been the president of the National Council of Teachers of English. Carol served as AP Literature content advisor for the College Board. Her Heinemann titles include *Beyond Standards*, *Cohesive Writing*, *Classics in the Classroom*, *Come to Class*, *Papers, Papers, Papers*, and *With Rigor for All*. Carol edits the journal of the California Association of Teachers of English, "California English," and has served on the planning committee for both the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework.

To continue to engage with Carol on this topic, please visit [www.heinemann.com/pd/journal](http://www.heinemann.com/pd/journal).

# On-Site PD

**Energize your classrooms and benefit from professional learning** provided at your school or district, where teachers learn in context with colleagues. Heinemann's suite of powerful, author-developed on-site options will build upon your staff's strengths and introduce new expertise that helps transform students.



## School-Based Seminars

(pages 31–50)

Connect your teachers with the modern research and proven practices of today's leading thinkers, presented in seminars at your location.

## Speakers & Consulting Authors

(pages 56–63)

Energize your district around timely, important topics with author keynotes and on-site consulting.

## Residency Programs

(pages 66–67)

Bring all the expertise of a leading Heinemann author to yearlong or multi-year improvements in your school or district.

# School-Based Seminars



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Our on-site seminars are author-developed. Each course is characterized by a flexible framework designed to address the general learning goals described. Consultants customize course delivery in response to the unique and particular needs of your school and district.

These courses are designed by our renowned authors and delivered on-site by author-selected, Heinemann-trained consultants.

**For complete details, go to [heinemann.com/pd/seminars](http://heinemann.com/pd/seminars), or call 800.541.2086 ext. 1402**

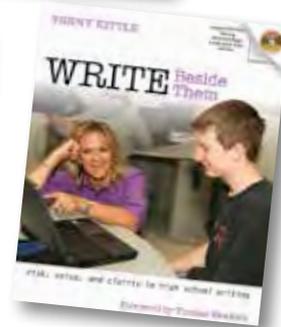
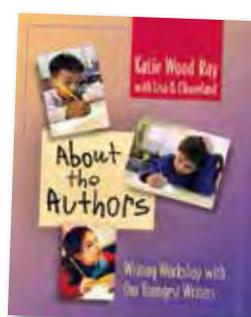
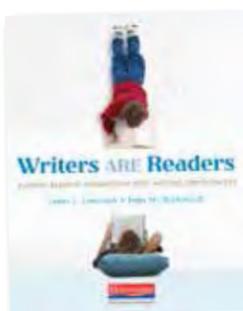
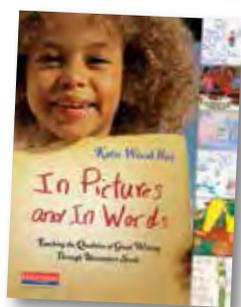
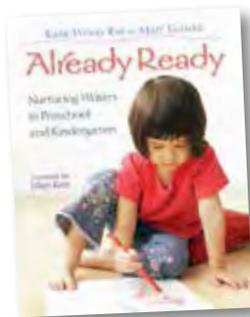
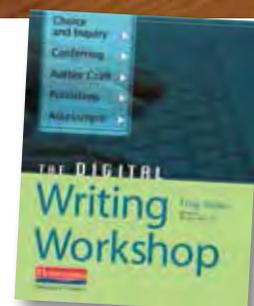
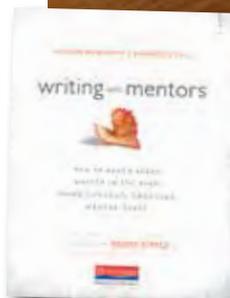
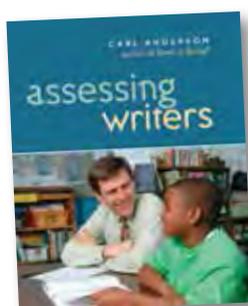
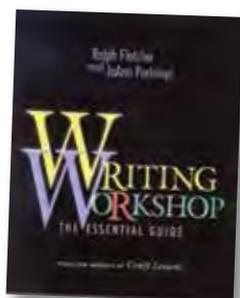
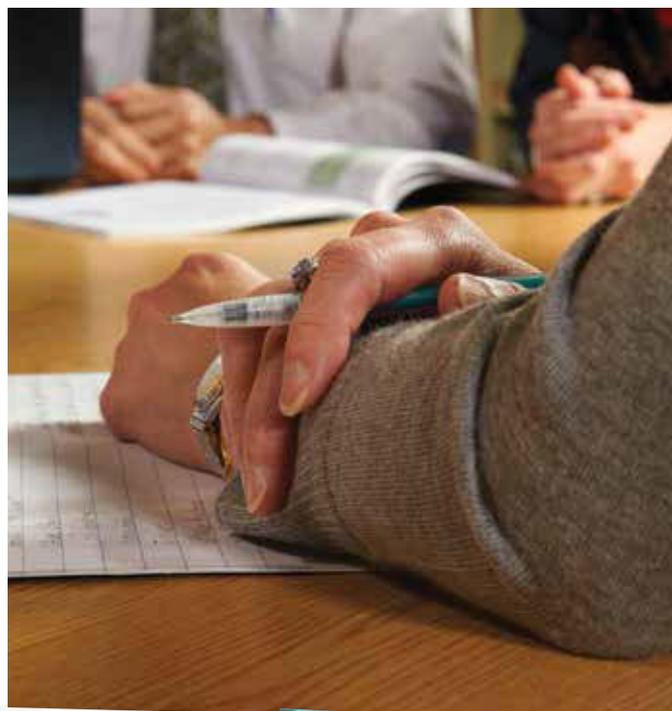


# Writing Workshop

Customized writing workshop seminars will help you:

- learn how to start a writing workshop and manage a workshop classroom on a daily basis and throughout the school year
- plan and organize minilessons that fill your writing workshop with rich possibilities
- learn to use writing conferences and assessment to support and extend student writing
- practice providing the kind of support all students need to begin to think like confident writers

A sampling of Writing Workshop texts:



Heinemann authors are master PD educators. Here's a sampling of Writing Workshop contributors:



Carl Anderson



Linda Rief



Lester Laminack



Katherine Bomer



## Matt Glover

A leading author-expert on the subject of elementary literacy programs, Matt Glover specializes in evaluating and then unpacking new writing workshop practices.

Matt has been an educator for more than twenty years, including twelve years as a principal and instructional leader. As author of *Engaging Young Writers*, and coauthor of *Projecting Possibilities for Writers* (with Mary Alice Berry), as well as *Already Ready* and *Watch Katie and Matt... Sit Down and Teach Up* (with Katie Wood Ray), he brings trusted research and solid expertise to efficiently advance school writing programs. Matt is frequently invited back over subsequent years to deliver embedded long-term PD programs.

Enlist Matt's On-Site PD consulting and coaching skills on the following topics or explore custom options.

- Nurturing Writing Development in the Youngest Writers
- Essentials of Writing Workshop
- Conferring with Young Writers
- Key Beliefs, Structures, and Supports for Writing Development
- Fostering Energy and Motivation for Young Writers
- Leading Literacy Change in Elementary Schools

*Engaging Young Writers*  
Grades PreK–1

*Projecting Possibilities for Writers*  
Grades PreK–5

*Already Ready*  
Grades PreK–K

*Watch Katie and Matt... Sit Down and Teach Up E-Book*  
Grades K–6



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Penny Kittle



Matt Glover



Stephanie Parsons



Troy Hicks

# Reading Seminars

Customized reading seminars will help you:

- learn how master teachers bring the structures of the reading workshop to life
- consider and practice various ways to assess readers and track their development
- incorporate activities that enable students to develop a tool belt of reading strategies
- practice how to use differentiation and flexible grouping strategies
- explore literacy instruction within the context of content areas
- discover effective strategies that support students in deciphering difficult texts



A sampling of Reading Seminar texts:



Heinemann authors are master PD educators. Here's a sampling of Reading Seminar contributors:



Kylene Beers and Bob Probst



Carol Jago



Frank Serafini



Jennifer Serravallo

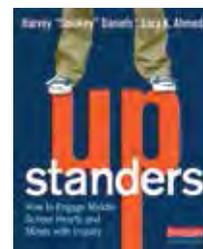


## Harvey "Smokey" Daniels

**Smokey shows colleagues how to simultaneously build students' reading strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong readers.**

Smokey works with elementary and secondary teachers throughout the United States, Canada, and Europe, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds.

Some of Smokey's latest bestselling books on reading and content-area literacy are *Subjects Matter, Second Edition*; *Texts and Lessons for Teaching Literature*; *Texts and Lessons for Content-Area Reading*; *Upstanders*; and *Comprehension & Collaboration*. He is also coauthor of *Best Practice, Fourth Edition* as well as editor of *Comprehension Going Forward*.



**Smokey often collaborates and delivers seminars and multi-day institutes with his longtime and newer coauthors, and this year he is teaming closely with the following Heinemann PD Services consulting authors:**

**Smokey's seminar topics are customized and often include components of the following.**

- Content-Area Reading and Writing
- Introduction to Inquiry Circles: Comprehension and Collaboration Across the Curriculum
- Best Practice and the Common Core: Bringing Standards to Life in the Classroom
- Literature Circles 2.0: New Structures for Student-Led Reading Discussions
- Teaching the Social Skills of Classroom Collaboration: Practical Steps to Friendliness, Support, and Responsibility
- Texts and Lessons for Fiction and Nonfiction



**Nancy Steineke**



**Kristin Ziemke**



**Sara Ahmed**

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**Lindsey Moses**



**Harvey "Smokey" Daniels**



**Releah Cossett Lent**



**Vicki Vinton**

# Comprehension Seminars

Customized comprehension seminars will help you:

- explore classroom management strategies for teaching comprehension
- understand the cueing systems that allow skilled readers to make sense of what they read
- learn how to assess a student's current comprehension level and troubleshoot poor connections
- practice lessons that foster student engagement and high-level thinking and retention

A sampling of Comprehension Seminars texts:



Heinemann authors are master PD educators. Here's a sampling of Comprehension Seminar contributors:



Sharon Taberski



Ellin Keene



Jim Burke



Nancy Steineke



## Tanny McGregor

Tanny shares imaginative, inspiring, and practical teaching strategies that engage and motivate teachers and students alike.

Tanny McGregor consults internationally as a seminar presenter and literacy coach inside K–8 classrooms, on topics including reading comprehension strategies, genre studies, and teaching abstract concepts through concrete ways. She specializes in blended PD options and delivers customized plans that include on-site and online professional learning options for all school sizes and types, now including virtual schools.

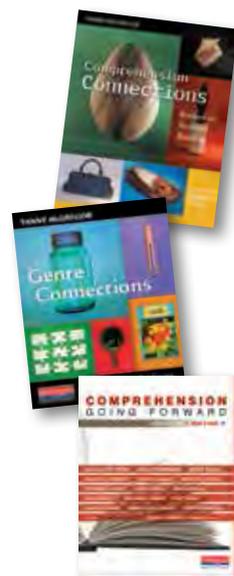
For more than two decades, Tanny taught full-time in grades 1–5 and has served as a literacy coach and gifted intervention specialist in grades K–12. She has facilitated hundreds of lab classrooms visits, and has taught as many demonstration lessons in classrooms across the country.

Tanny authored and coauthored:

*Comprehension Connections: Bridges to Strategic Reading*

*Genre Connections: Lessons to Launch Literary and Nonfiction Texts*

Tanny coauthored *Comprehension Going Forward*, a rich and practical conversation among seventeen of the leading-author voices on teaching comprehension.



Tanny's can-do spirit motivates teachers as she delivers seminars on the following topics and more.

- Reading Comprehension Strategies
- Teaching Abstract Concepts in Concrete Ways
- Launching Reading Strategies and Genre Studies
- Using Picture Books to Deepen Comprehension
- Reaching All Students Through Art, Music, and Concrete Objects: ESL, Special Education, Gifted

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Kristin Ziemke



Tanny McGregor



Lindsey Moses



Michael Opitz

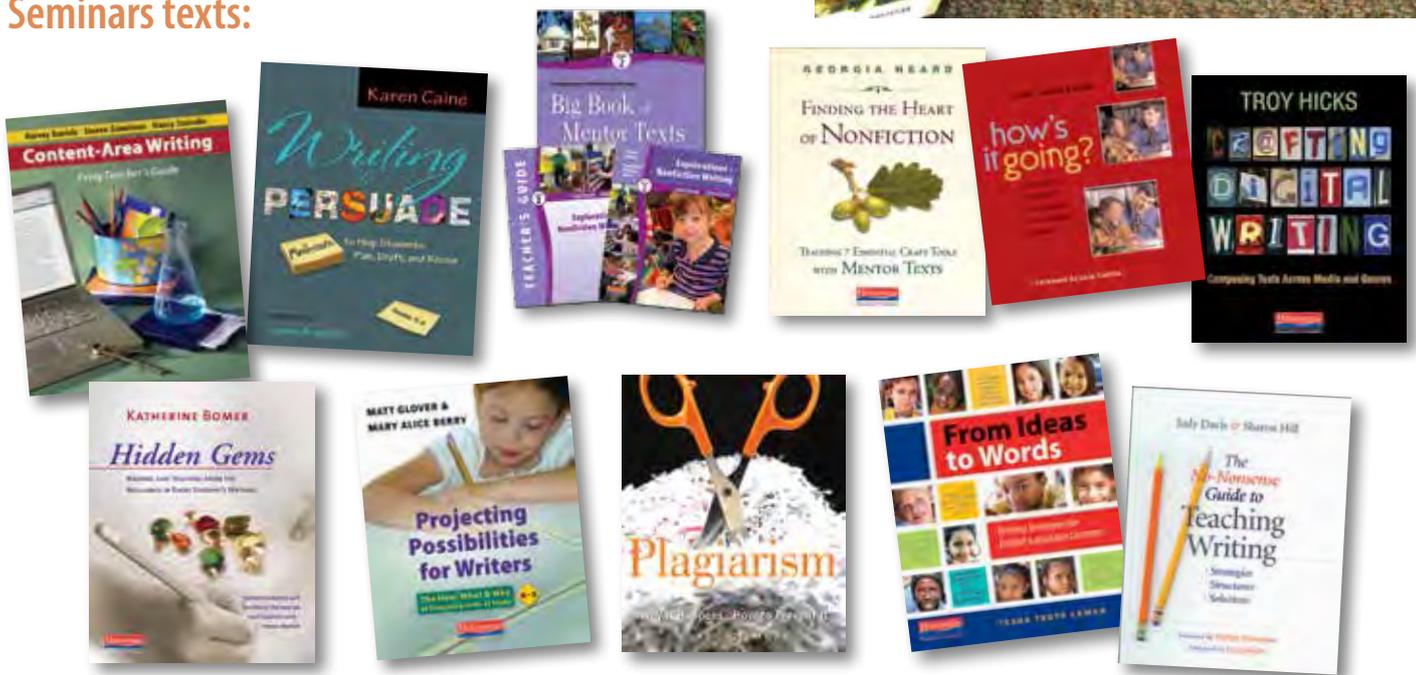
# Writing Seminars

Customized writing seminars will help you:

- strengthen abilities to nurture and support young writers
- identify the qualities of good writing at all grade levels
- practice strategies to help reluctant students to become motivated writers
- learn to use both formal and informal assessments to better respond to student learning
- advance skills to teach through the full writing process—planning, drafting, revising, and editing
- earn techniques to help students find their writing topics and ideas



A sampling of Writing Seminars texts:



Heinemann authors are master PD educators. Here's a sampling of Writing Seminar contributors:



Jim Burke



Georgia Heard



Tasha Tropp Laman



Karen Caine



## Linda Hoyt and Team

Bring a Linda Hoyt-trained PD consultant to your school and watch the attention level and energy in your classrooms take off!

Linda Hoyt is an in-demand PD master consultant who creates environments where engaged children are active participants in their own learning. Now you can bring her signature classroom impact to your school easily with Heinemann's new team of Linda-trained consultants. Linda is the best-selling author/coauthor of twenty-four professional books, eight video programs, and multiple Curricular Resources, all informing her team's customized seminars on reading, writing, and comprehension instruction.



**PLUS:**  
*Making Sense of Informational Texts*  
Grades K–6



*Time-Tested Strategies for Teaching Reading Comprehension*  
Grades K–6



*Interactive Read-Alouds*  
Grades K–1, 2–3, 4–5, and 6–7



### *Explorations in Nonfiction Writing*

Grades K–5  
Based on the new writing series by acclaimed educators Tony Stead and Linda Hoyt

Working with this powerful new writing series, the *Explorations*

*in Nonfiction Writing* seminar will support you as you guide your students to work collaboratively as researchers and develop their skills as writers. While exploring a range of real-world nonfiction texts, you'll learn how to lead your students to access, interpret, and publish informational texts.

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Harvey "Smokey" Daniels



Linda Hoyt



Carl Anderson



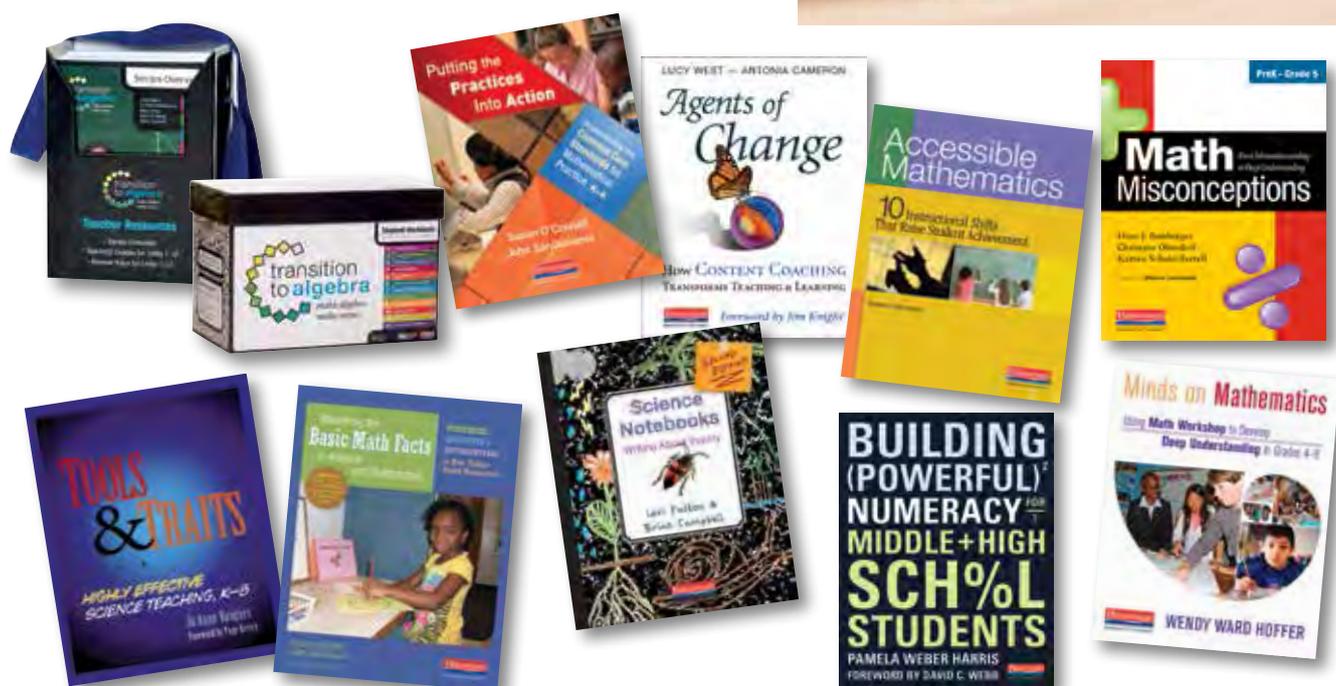
Penny Kittle

# Math & Science Seminars

Customized seminars will help you:

- learn how to incorporate the Standards for Mathematical Practice into your teaching
- ensure that your students develop the critical skills needed to advance
- determine how best to implement authentic STEM teaching and learning into your classrooms
- develop a content-coaching model for your PD practice around math and science
- create a customized plan to meet your school's specific math or science PD needs

A sampling of Math & Science Seminars texts:



Heinemann authors are master PD educators. Here's a sampling of Math & Science Seminar contributors:



Joanne Vasquez



Lucy West



Steven Leinwand



Michael Comer



## Susan O'Connell

Susan engages math teachers with powerful coaching that integrates the latest standards to quickly elevate student learning of math from knowledge to application.

Susan O'Connell is an in-demand speaker and education consultant providing math PD for schools and districts across the country. She has years of experience as a classroom teacher, instructional specialist, district school improvement specialist, and university PDS coordinator. Susan is coauthor of *Putting the Practices into Action*, *Mastering the Basic Math Facts in Addition and Subtraction*, and *Mastering the Basic Math Facts in Multiplication and Division*. She also served as editor of Heinemann's popular Math Process Standards series and wrote the bestselling *Now I Get It*.

Bring Sue to your school or district for a customized day of PD math teachers as they:

- strengthen abilities to nurture and support young mathematicians
- understand the Standards for Math Practice and learn how to integrate them into content teaching
- discover ways to blend content and practice in math lessons
- identify the skills of good problem solvers
- develop interactive strategies for mastering basic math facts
- strengthen questioning skills and develop tasks that promote math talk
- clarify the role of math coach and provide ongoing support with coaching skills

*Putting the Practices into Action*  
Grades K–8

*Mastering the Basic Math Facts in Addition and Subtraction*  
Grades K–3

*Mastering the Basic Math Facts in Multiplication and Division*  
Grades 2–6

*Now I Get It*  
Grades K–6



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Honi Bamberger



Susan O'Connell



Brian Campbell

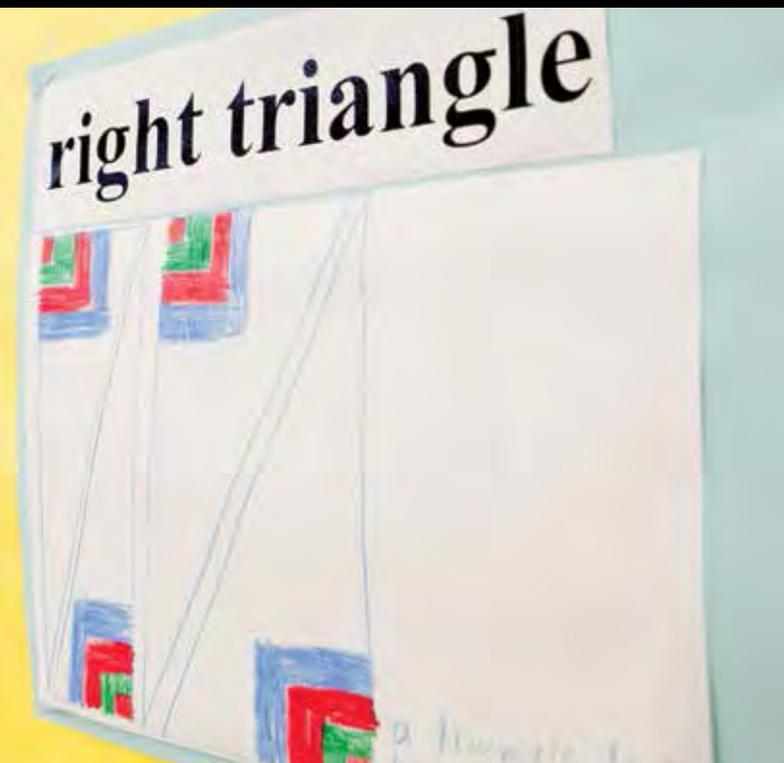
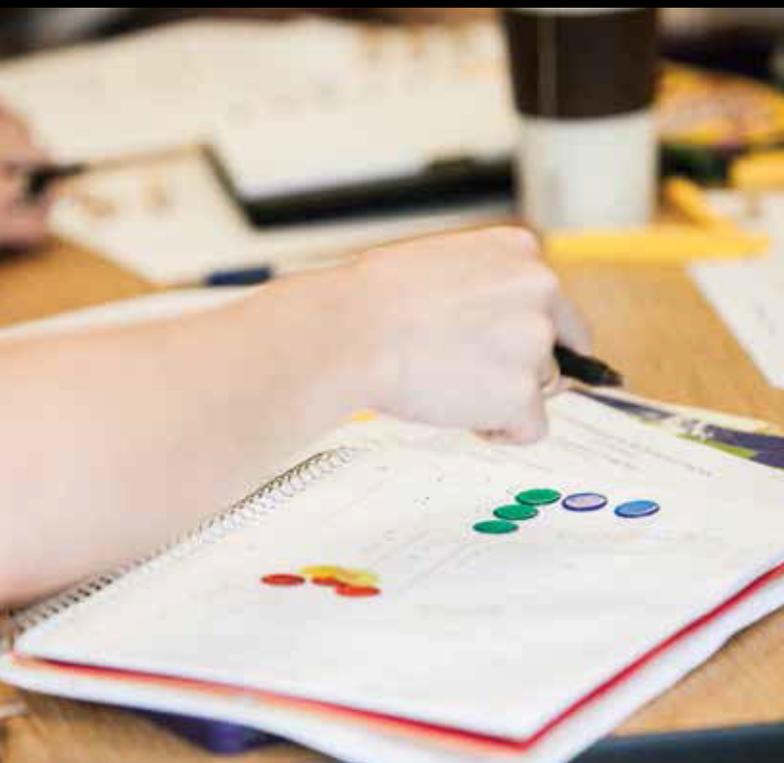


Lori Fulton



# The New Equation for Teaching Math

A Q&A with master math teacher Susan O'Connell



## What is your background as an elementary educator? How did you come to specialize in mathematics?

I began as an elementary school teacher and taught all subject areas. Although I had a Reading Specialist certification, I grew to love teaching mathematics. When the opportunity arose to join a graduate program to develop mathematics teacher leaders in my school district, I jumped at it, and I have been immersed in teaching mathematics ever since. I've worked at the school, district, and university levels supporting classroom teachers as they work to enhance their math teaching skills.

## What are some key big ideas in math teaching? How has math teaching changed since you started becoming active in the field?

The focus of mathematics was predominantly computations when I began my teaching career, but has been evolving ever since. The changes in the past couple of decades have been staggering. We have finally realized that math is not just about memorizing ways to get right answers.

Early on, I became interested in teaching problem solving to my students and quickly began to recognize the importance of getting students talking about and visualizing math problems. The need for strong teacher questioning also quickly became apparent. By using objects and drawings and talking about the math ideas, my students began to understand the math they were doing.

Today, our focus is on so much more than computations. Our goal is to help our students think mathematically and be able to use the mathematics they learn. It is about understanding and application rather than just about computations.

## Many elementary teachers say they're more comfortable teaching reading than math. What connections do you see between these disciplines and how teachers can approach them?

There are so many connections! Strong teachers of reading use a variety of instructional strategies that they can also use in mathematics. In reading, our focus is not just on phonics and sight words, it is on teaching students to comprehend. In math, our focus is not just on math facts and algorithms, it is on teaching students to apply and solve problems. In both content areas, we balance instruction to include foundational skills (phonics or math facts) and thinking skills (comprehension or problem solving).

The ability to solve equations (computational skills) does not mean you can solve problems. I found that many students lacked problem comprehension, but as I adapted the techniques used in reading instruction, I watched students gain insights. I asked students to retell and visualize the problem situation, identify important information from the problem, and visualize the situation with objects and drawings. I asked them to justify why they chose certain operations to solve the problems and to explain the equations they built to show the problem situation. I used think-alouds and posed focused questions. I asked students to talk about how they solved problems and to explain the decisions they made throughout the process. I realized that I was teaching reading comprehension.

## What about writing? What role does writing play in math, and what connections do you see between the teaching of these two topics?

Writing about mathematics supports our students in math the same way as in other content areas. As we write, we organize and process our ideas, and we rethink and strengthen our understandings. And our students' writing offers us a glimpse into their understanding and math skills. We see what they get and what they don't get, and those insights help us plan meaningful instruction.

In mathematics, just like in other content areas, we write for a variety of purposes. In math, we use procedural writing to explain how we solve a problem, employ descriptive writing to describe concepts like symmetry or place value, compose justifications to defend our strategies or solutions, and summarize big ideas we have discovered from our observations and investigations with numbers.

Asking students to tell us in writing how they solved a problem and why that strategy worked for them focuses them on process rather than answers. Asking students to share their insights about the patterns they see in multiplication facts or their understanding of what makes a rectangle a rectangle challenges our students to think more deeply about math concepts.

Writing is a tool to explore ideas, share ideas, and, ultimately, build understanding. It is as useful in mathematics as any content area and aligns with our new classroom focus that is centered on understanding and application.

## Do you have any final thoughts on teaching K-5 math?

We want to help all of our students understand the big ideas of math and feel confident in their math abilities so they are prepared for the more complex tasks they will face in middle and high school. Through math talk, visualizations, investigations, and observations, our students build skills based on understanding rather than simply memorizing facts and procedures that they don't understand. And with understanding comes confidence and positive attitudes about math!

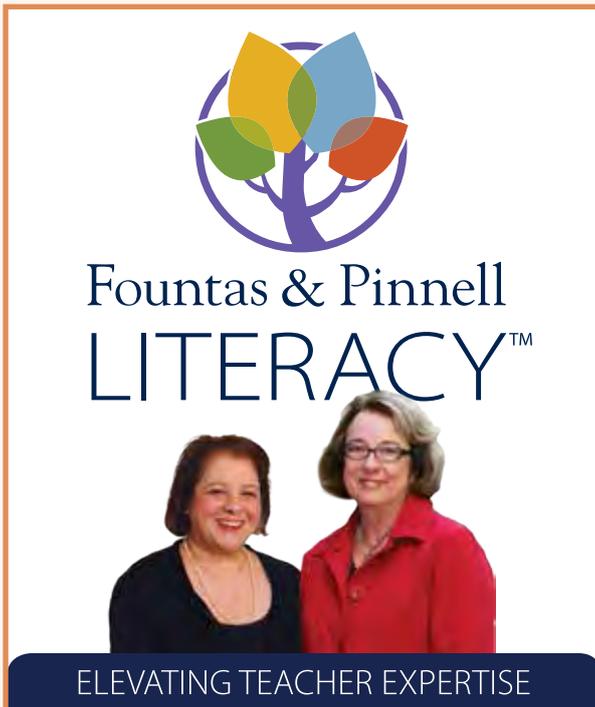


**Susan O'Connell is a well-known and in-demand math consultant and Heinemann author. Among Susan's many titles are *Now I Get it: Strategies for Building Confident and Competent***

*Mathematicians, Introduction to Communication, Mastering the Basic Math Facts in Addition and Subtraction, Mastering the Basic Math Facts in Multiplication and Division, and her latest book, Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice.* She has worked at the school, district, and university levels, helping teachers to enhance their math teaching skills. Susan also conducts popular and informative math workshops nationwide.

To continue to engage on this topic, please visit [www.heinemann.com/pd/journal](http://www.heinemann.com/pd/journal).

# Fountas & Pinnell Seminars



## A partnership with a Fountas and Pinnell-trained consultant can transform your classroom.

Irene C. Fountas and Gay Su Pinnell revolutionized classroom teaching, and their extensive literacy research resulted in a framework of highly regarded professional development books, products, and services. On-Site PD support, developed by Fountas and Pinnell and delivered by consultants selected and trained by them, transforms teaching and learning for teachers and students alike.

For complete details go to [heinemann.com/pd/fountasandpinnell](http://heinemann.com/pd/fountasandpinnell) or call 800.541.2086 ext. 1402



## Benchmark Professional Development

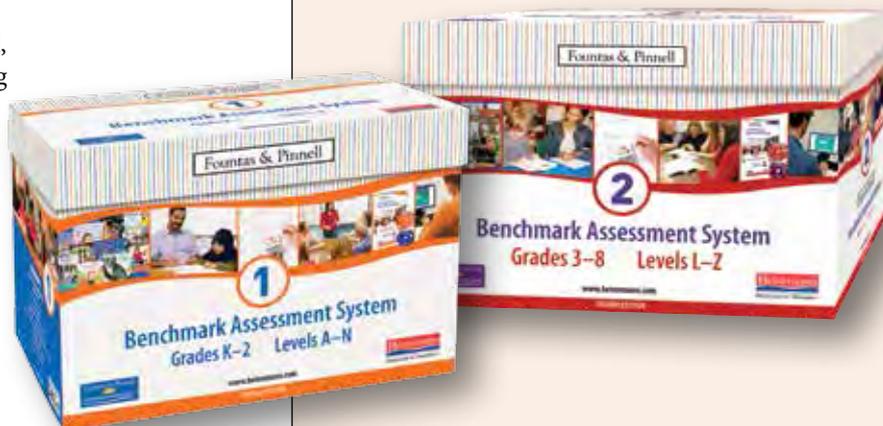
### *For the Fountas & Pinnell Benchmark Assessment System*

The *Fountas & Pinnell Benchmark Assessment System* is a one-on-one, comprehensive assessment to determine independent and instructional reading levels, for placing students on the F&P Text Level Gradient™, and for connecting assessment to instruction with the *Continuum of Literacy Learning*.

Available for both System 1 (Grades K–2) and System 2 (Grades 3–8), Benchmark Professional Development introduces participants to the thinking behind the *Fountas & Pinnell Benchmark Assessment System*, provides training on how to administer and analyze the assessment, and helps participants understand instructional and grouping implications.

Through demonstration, guided practice, and discussion, teachers will gain a deep understanding of the system, including how to:

- administer, code, and score a Benchmark reading assessment
- determine independent, instructional, and placement levels for readers using the F&P Text Level Gradient™
- analyze a child's reading performance—including reading comprehension, reading rate, and word analysis—to assess the reader's current processing system.



## Role of the Administrator in the Implementation of Benchmark Assessment

Administrators play an important role in determining the success of school initiatives, including the implementation of the Benchmark Assessment system. In order to support the implementation process and the teachers using the materials, principals must have a solid understanding of the Benchmark Assessment system, the role of assessment in effective instruction, and how to support those using the assessment.

This seminar will provide an overview of the Benchmark Assessment system, including research, the importance of taking and analyzing reading records, and how to link assessment to instruction. It will suggest ways to facilitate implementation, and will provide specific checklists of things to look for in effective administration of the Benchmark Assessment system, and evidence of its application to classroom instruction.

## Professional Development

### *For the Fountas & Pinnell Sistema de evaluación de la lectura (SEL) Niveles A–N, Grados K–2*

*Sistema de evaluación de la lectura* is a highly reliable, research-based resource for:

- determining students' Spanish reading levels based on the F&P Text Level Gradient™, Levels A–N.
- assessing and understanding students' reading performance in both fiction and nonfiction genres.
- connecting assessment to Spanish literacy instruction using the *Continuo de adquisición de la lectoescritura*.

This professional development introduces participants to the thinking behind the *Sistema de evaluación de la lectura* and provides training not only in how to administer and analyze the assessment, but how to turn the analysis into sound instructional decision making.



## Leveled Literacy Intervention (LLI) Primary Systems for Grades K–2, Levels A–N Professional Development

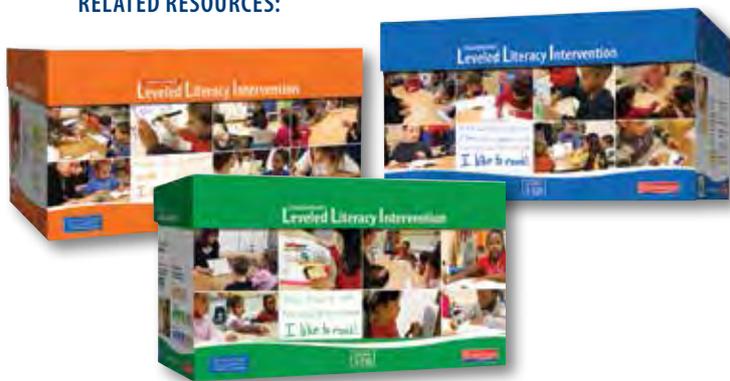
The groundbreaking *Fountas & Pinnell Leveled Literacy Intervention (LLI)* is a research-based, supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest-achieving students in the early grades.

*LLI Professional Development* for the *Orange, Green, and Blue* systems includes three days of training (two days of intensive learning plus one follow-up day) to give participants an in-depth understanding of each of the three primary grade *LLI* Systems:

- **Orange, Levels A–C (Kindergarten)**  
70 lessons with 70 original titles
- **Green, Levels A–J (Grade 1)**  
110 lessons with 110 original titles
- **Blue, Levels C–N (Grade 2)**  
120 lessons with 120 original titles

Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the *LLI* lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement *LLI*, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress.

### RELATED RESOURCES:



## Leveled Literacy Intervention (LLI) Middle and High Systems for Grades 3–12, Levels L–Z Professional Development

The *Leveled Literacy Intervention (LLI) Red and Gold Systems* are designed for grade 3 and 4 students who are reading below grade level. The *LLI Purple System* is designed for grade 5 students reading below level. And the *LLI Teal System* is geared toward older students in grades 6–12.

Designed to bring children up to grade-level performance in as little as 18–24 weeks, *LLI Red, Gold, Purple, and Teal* systems form a powerful, research-based early intervention program designed specifically for intermediate, middle, and secondary students who have been struggling and lagging behind their peers for a number of years.

- **Red, Levels L–Q (Grade 3)**
- **Gold, Levels O–T (Grade 4)**
- **Purple, Levels R–W (Grade 5)**
- **Teal, Levels U–Z (Grades 6–12)**

In this seminar, participants will receive three days of intensive training (two days of intensive learning plus one follow-up day) on *LLI Intermediate Systems* and will learn specific strategies to address the needs of struggling older readers. In addition to an overview of the components and implementation of the *LLI Intermediate, Middle, and Secondary Systems*, this professional development delves in to the advanced routines needed for the intermediate student including a focus on fluency, vocabulary, and comprehension, as well as book discussion times and formats, writing about reading routines, novel units, test-taking study, and silent reading.

### RELATED RESOURCES:



## Role of the Administrator in the Implementation of *Leveled Literacy Intervention (LLI)*

Administrators play an important role in determining the success of school initiatives, including the implementation of the *LLI* system. In order to support the implementation process and the teachers using the materials, principals must have a solid understanding of *LLI*, its potential impact, and how to support those providing the intervention.

This seminar will provide an overview of *LLI*, including research, rationales for use, basic lesson structure, typical routines, organization, and scheduling. It will suggest ways to support shifts in teaching and how to facilitate implementation. It will provide specific checklists of things to look for in an effective *LLI* lesson and how to support a variety of learning experiences for teachers.

### RELATED RESOURCES:



## Introduction to *The Continuum of Literacy Learning* Grades PreK–8

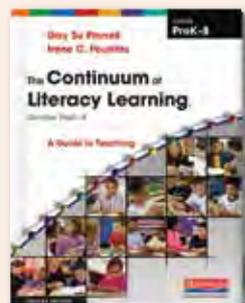
Where other assessment and benchmark systems leave you wondering “Now what?,” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. Their professional book, *The Continuum of Literacy Learning: A Guide to Teaching*, is included with the *Fountas & Pinnell Benchmark Assessment System* and provides the basis for this seminar. Drawing from this important resource, the seminar provides an introduction to *The Continuum* and how it can be used to set goals for learning in planning lessons for individuals, small groups, and the whole class. Discover how *The Continuum* can be used as a bridge in connecting your assessment data and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

### COURSE GOALS:

- Learn how to use *The Continuum* to help choose appropriate texts for readers across grades and instructional contexts through text analysis and an understanding of text characteristics
- Explore the behaviors and understandings to notice, teach, and support in getting students to think within, beyond, and about text, and how these understandings shift over time
- Apply *The Continuum* to student work to expand their knowledge of the behaviors and understandings they want to support in reading and writing
- Explore how to support writers in developing skills and strategies in the areas of craft, conventions, and the process of writing

Please note that two full days are recommended for this course in order to fully cover *The Continuum*.

### RELATED RESOURCE:



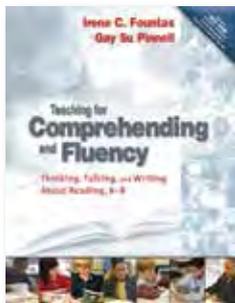
## Teaching for Comprehending and Fluency Grades K–8

Teachers will examine the critical elements of comprehension involving readers, texts, and teaching as they study Fountas and Pinnell's important resource, *Teaching for Comprehending and Fluency*. They will gain an understanding of the components of an effective literacy program and how they translate into whole-group, small-group, and individual instruction in both the primary and intermediate grades. This seminar provides an exploration of how students think within, beyond, and about the text to process the full meaning of a text. Teachers will acquire a basic understanding of how all experiences and instruction within the literacy framework is grounded in the reading process.

### COURSE GOALS:

- Take an in-depth look at teaching for comprehending and fluency throughout the literacy framework from grades K–8
- Explore how to support readers in developing systems of strategic actions for sustaining and expanding their thinking within, beyond, and about text
- Learn how to design reading minilessons to maximize independent reading and help students think within, beyond, and about their reading
- Explore the six dimensions of fluency and how to support fluent and disfluent readers as they read increasingly challenging texts
- Think about how to use shared and performed reading to promote fluent oral processing of text
- Learn how to use interactive read-aloud to engage students in thinking and talking about texts as a foundation for literature discussion and writing about reading
- Use the gradient of text to match books to readers for guided reading
- Observe how teachers use guided reading to teach for effective processing across a variety of genres and increasingly challenging texts
- Discover ways to deepen comprehension through writing about reading in a variety of genres

### RELATED RESOURCE:



## When Readers Struggle

### Teaching That Works

## Grades K–3

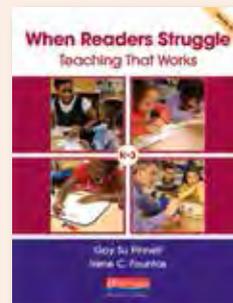
Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell's book (also included in the *LLI System*), *When Readers Struggle*, this seminar will address the range of difficulties that interfere with literacy learning in the primary grades.

Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower-achieving readers from initiating and problem solving successfully as they read. By understanding reading behaviors and how to respond with language that supports the reader's development, teachers will learn to plan multiple layers of intervention to ensure reading success. Seminar participants will learn how to use *When Readers Struggle* as a comprehensive and practical resource to support effective teaching of low-achieving readers.

### COURSE GOALS:

- To understand the reading and writing processes and how they change over time
- To learn the variety of factors that contribute to reading difficulties
- To develop effective practices for supporting low-achieving readers in the classroom and in small-group supplementary teaching
- To understand the role of leveled texts in supporting readers' progress
- To learn the *LLI* lesson framework for small-group supplementary intervention
- To develop strategies for teaching for, prompting for, and reinforcing effective reading and writing behaviors, including word analysis and comprehension

### RELATED RESOURCE:



## Phonics Lessons and Word Study Lessons Grades K–3

Fountas and Pinnell's publications *Phonics Lessons* and *Word Study Lessons* reflect the most current research on child and language development and support the kind of instruction that emerging readers need. In this seminar, teachers will begin with an instructional and theoretical overview of these powerful resources and move toward understanding and developing a continuum of learning about letters, sounds, and words. They will discover activities designed to help them plan and implement effective lessons for teaching phonics, spelling, and vocabulary, as well as the important role poetry and literature play in supporting children's development of letter and word knowledge.

### COURSE GOALS:

- Learn the role of assessment in teaching with *Phonics Lessons* and *Word Study Lessons*
- Gain knowledge of how the lessons are taught, and actively participate in demonstration lessons
- Gain understanding of, and guidance in, the importance of working with colleagues to implement *Phonics Lessons* in school
- Explore ideas and suggestions for organization of materials needed in the implementation of the *Phonics Lessons*

### RELATED RESOURCES:



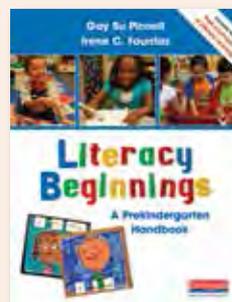
## Literacy Beginnings Grades PreK–K

Play and language are both important learning tools for the prekindergarten child. Through play and language, they learn about their world and about themselves and it is in play that early literacy learning begins. Drawing from Fountas and Pinnell's book, *Literacy Beginnings: A Prekindergarten Handbook*, this seminar will address the challenges of creating a classroom community that is play-based, but also prepares the children for the literacy-rich world in which they live.

### COURSE GOALS:

- Understand how to manage and design classrooms that support meaningful learning experiences through play with teachers as facilitators of self-regulated student learners
- Focus on assessment using informal and formal observations that provide evidence to support language development and early literacy concepts through intentional conversational interactions
- Explore *The Continuum of Literacy Learning*, PreK for the behaviors and understandings to notice, teach, and support in order to present playful and joyful yet appropriate, purposeful, and powerful experiences and opportunities to nurture young readers and writers, including learning about letters, sounds, and words
- Discover the rich resources provided in the *Literacy Beginnings* handbook

### RELATED RESOURCE:



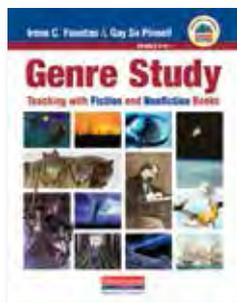
## Genre Study: Teaching with Fiction and Nonfiction Books

### Grades K–8

In this seminar and in their book, *Genre Study: Teaching with Fiction and Nonfiction Books*, Fountas and Pinnell advocate teaching and learning in which students are actively engaged in developing genre understandings and applying their thinking to any genre. It is through using genre understandings that your students will learn to think, talk, and read texts with deeper understanding, and write more effectively. Partner with a Fountas and Pinnell-trained consultant for this school-based seminar and each participant will:

- Receive an overview of the layout and content of Genre Study.
- Gain a beginning understanding of the genres and forms of literature, including the differences between poetry and prose.
- Understand the steps in the process of genre study and the roles of both the teachers and students during the process.
- Explore the instructional context for genre study and the relationship between text complexity and learning to process text.
- Learn how genre study might be carried over the course of a month within interactive read-aloud, and readers' and writers' workshop.

#### RELATED RESOURCE:



## Guided Reading

### Grades K–3 and

## Guiding Readers and Writers

### Grades 2–8+

An overview of the key principles of reading instruction outlined in Fountas and Pinnell's best-selling *Guided Reading* and *Guiding Readers and Writers*, these seminars provide teachers with an understanding of all of the elements of an effective literacy program, and the different models for integrating these elements into a predictable and organized routine. Customized to meet your teaching and learning needs, topics within the seminars may include reading and writing workshop, guided reading in the intermediate grades, managing the literacy block, and literature discussion groups.

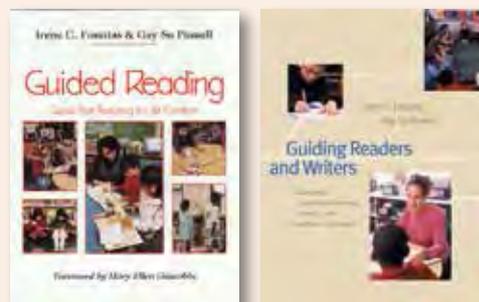
#### COURSE GOALS, GUIDED READING:

- Gain an overview of the components of the literacy framework as described in *Guided Reading*, including interactive read-aloud, shared reading, guided reading, and independent reading
- Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–3
- Analyze leveled books to better understand the F&P Text Level Gradient™ and how to match books to readers
- Focus on assessment and how running records and anecdotal evidence help inform our instruction in guided reading

#### COURSE GOALS, GUIDING READERS AND WRITERS:

- Gain an overview of the three-block literacy framework for grades 3–6 as described in *Guiding Readers and Writers* with a focus on reading workshop and its components: reading mini-lessons, independent reading, guided reading, and literature study
- Explore the sustaining and expanding systems of strategic actions that allow readers to think within, beyond, and about text
- Begin to understand the supports and demands of leveled text and how to match books to readers
- Discuss different management and assessment tools for creating dynamic guided reading groups and planning for targeted instruction

#### RELATED RESOURCES:





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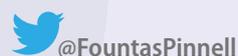
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# The New Picture Book: For All Ages

by ReLeah Cossett Lent

A lively group of eighth-graders watched expectantly as I pulled a thin book out of my bag and arranged it on the document camera. They had recently read Maya Angelou's *I Know Why the Caged Bird Sings* (Bantam, 1983), and I thought her picture book *Life Doesn't Frighten Me* (Stewart, Tabori and Chang, 1993) would provide an opportunity for them to expand their understanding of the novel. They listened raptly, and I gave them plenty of time to study the drawings of Jean-Michel Basquiat, the famous graffiti artist whose illustrations accompanied the text.

When I finished reading, I placed students into small groups and asked them to talk about why the author might have

written this book. The ensuing discussion demonstrated how a picture book can spark dialogue and deep thinking. "She's really not scared of anything life throws at her," one group offered. "She's gotten tough. Ghosts and bullies are nothing compared to what she went through as a child."

Another group wondered if she was protesting too much. "We think life does frighten her even though she says it doesn't, because she knows how painful it can be. She's trying to put up a brave front." Still another group thought she may have written the book to reassure other kids who also have had a hard time. "But," one girl said quietly, "the pictures are pretty scary. I don't think I would be reassured."



# “When my students come in to class and they see ‘Story Time’ written on the daily post . . . There are actual shouts of ‘story time!’” —Amy Sussen, middle school social studies teacher

I had enough books for pairs of students to share, and I asked them to turn to the back pages and read the extended biographies of both the author and the artist to see if this additional information changed their views. Not even one student hesitated before diving into the reading.

## Picture Books for Every Content Area and Age

As you can see from this example, picture books are not just for little kids. If you have wandered through the children’s section of a good bookstore lately, you saw the same beautifully illustrated books that you once read to your toddler, but you also might have discovered some books designated “for all ages” with sophisticated topics ranging from civil rights to botany. Such books, referred to as “crossovers,” can be perfect tools for teachers of all disciplines. Terrell Tracy, a professor at Converse College, uses many of these books in her content-area literacy courses because “they are imminently engaging and scaffold important skills from critical literacy to close reading.” I couldn’t agree more.

### History and Social Studies

Picture books can be a strong addition to the study of history and social studies. Walter Dean Myers, award-winning young adult novelist, has worked his magic in the picture book genre as well. *Patrol* (HarperCollins, 2005), for example, is a visually compelling crossover about a soldier in Vietnam who questions the meaning of *enemy*—and then of fear; hardly a bedtime story for six-year-olds but a thoughtful read for students of American history. His *Blues Journey* (Holiday House, 2006), written in verse and reminiscent of Langston Hughes, explores “blues” from the African American experience, including a disturbing rendering of a sign announcing “Yesterday a Man Was Lynched.” Illustrator Christopher Myers offers a lesson in visual literacy and symbolism through the infusion of brown and blue hues on every page. The final feature, a “blues glossary,” explains how words used in the book might have unusual meanings, such as the definition of *crossroads*: “A place where an important decision is to be made, often the decision to do right or wrong.”

Cary Waxler, high school U.S. history teacher, uses the picture book *Forever Young* written by Bob Dylan (Atheneum Books for Young Readers, 2008) to graphically represent some of the changes in American society since the 1960s. “There are so many little details, beautifully illustrated, that kids can explore and research. Especially nice are the annotations of each page by the illustrator at the end of the book that act as scaffolds for kids who need more background knowledge.”

Middle school social studies teacher Amy Sussen created “picture book tasks” for literature circles, often to introduce new topics in history. For example, a unit on women’s suffrage includes the following books for students to read in small groups:

- *Heart on Fire: Susan B. Anthony Votes for President* by Ann Malaspina (Albert Whitman & Company, 2012)

- *Marching with Aunt Susan: Susan B. Anthony and The Fight for Women’s Suffrage* by Claire Rudolf Murphy (Peachtree, 2011)
- *I Could Do That! Esther Morris Gets Women the Vote* (Melanie Kroupa Books) by Linda Arms White (Farrar, Straus and Giroux, 2005)
- *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone (Henry Holt and Co., 2008)
- *Ballots for Belva: The True Story of a Woman’s Race for the Presidency* by Sudipta Bardhan-Quallen (Harry N. Abrams, 2015)

Students then create open-ended question for use in small-group discussions such as the following:

- Why did many people (and Congress) in the 1800s and early 1900s believe that women should not be allowed to vote in the United States?
- Why does voting matter?
- What would the United States be like today if women did not have the right to vote?

Amy often uses picture books for front-loading a unit by reading a picture book aloud. “When my students come in to class and they see ‘Story Time’ written on the daily post, they are very excited! There are actual shouts of ‘story time!’ It is hard to believe this would come from eighth-graders, but it is true. Many come and sit on the floor in front of me, just as they did when they were in elementary school, to hear the story and see the pictures up close.” Last semester, Amy’s students created ABC picture books about the people, places, and events of World War I as a summative assessment.

### Language Arts

High school English teacher Dan Riskind used an online version of Myers’ *Harlem* (Scholastic, 1997) with his seniors to explore how a single word choice can influence meaning and clarify voice in descriptive writing. He notes that sensitive readers can almost hear the sounds of Harlem in the ’20s as they are swept away through the book’s lyrical prose and vibrant images.

Jeanne Morgan, middle school English language arts teacher, uses the *True Story of the Three Little Pigs* by Jon Scieszka (Puffin Books, 1996; also available in a Spanish translation) to help students define *claim*, *evidence*, and *interpretation* by identifying examples from the text. She says she also helps student conceptualize vocabulary used in the book through a word sort activity prior to reading.

### Science

High school biology teacher Caroline Milne uses *The Skin You Live in* by Michael Tyler (Chicago Children’s Museum, 2005) as an introduction to the integumentary system for her honors human biology class. “I read the book aloud and then come back to this book at the end of the unit as a summative assessment. Students should be able to explain how the simplified text and images have actual biological anatomy and physiology to support them.”

Justin Stroh uses the picture book *Little Changes* by Tiffany Taylor (CreateSpace Independent Publishing Platform, 2013) in his science class as a model for having his students create their own illustrated book about how a creature evolves. His instructions include:

- Create a population of organisms that is not real.
- Describe this population's trait and the variations of this trait in the population.
- Discuss and illustrate the original environment of the population.
- Create a change in the environment that will result in the population changing over time.
- Demonstrate one of the three types of natural selections.

### Professional Development

It will come as no surprise that I use picture books in most of my workshops and even in keynote addresses. In Barrington, Illinois, where I have been engaged in a Heinemann Residency for several years working with cohorts of content-area middle and high school teachers, librarians have created Google spaces for the picture book lessons teachers create. High school librarian Janet Anderson asks teachers to let her know the topics and skills they cover with specific picture books so she can coordinate lessons with titles in an online format to make finding appropriate books easier. Middle school teachers have accumulated over fifty lessons related to picture books (and aligned with Common Core State Standards) across all disciplines, which their librarians also post online.

### And What About Rigor?

Despite my unbridled enthusiasm for this genre, I still field questions from skeptics who worry that picture books may not be challenging enough to meet their disciplinary standards. In reply, consider Alice Walker's *Why War Is Never a Good Idea* (Harper-Collins, 2007). I introduced this book to juniors in an English class amid snickers and groans regarding the "kids' book." "Give Ms. Walker a chance," I asked and they reluctantly agreed. I slowly read the first page:

"Though War speaks  
Every language  
It never knows  
What to say  
To Frogs."

After a few more pages, one of the students blurted out what everyone else was thinking: "What is the author talking about?" The class laughed; it was clear that this student was not the only one confounded by a simple picture book. At the end of the reading, I engaged students in a critical literacy lesson using the following questions:

- What are the author's intentions and motives?
- Whose perspective has been left out?
- Whose values are represented?
- How is the author trying to persuade you?

After small-group discussions, students then wrote in response to a question prompted by the title of the book: Is war ever a good idea?

I can't think of many texts that would have engaged students in such rigorous intellectual activity. The key is in choosing not only the right picture book but also the right activity to spur literacy learning.

### Picture Books in Action

Recently, I observed an English teacher facilitate small-group analyses of various picture books about the Holocaust. The students were focused, engaged, and thoughtful as they considered the images and text, taking turns talking and offering ideas for sharing the book with their peers.

"What did you learn from this activity?" I asked one of the students. She sat quietly for a minute, and I wondered if she was going to answer. She then looked up, smiled, and said, "Everything."

And her teacher lived happily ever after.

## Picture Books by Our Favorite Authors

**Walter Dean Myers**, whose novels have turned many of our most reluctant learners into voracious readers (think *Monster* [Amistad, 2004] or *Fallen Angels* [Scholastic, 2008]), has also created mesmerizing picture books such as *We Are America* (HarperCollins, 2015), *Blues Journey* (Holiday House, 2006), and *Harlem* (Scholastic, 1997).

Other award-winning authors who have added their talents to this genre include **Lois Lowry**, **Nikki Grimes**, **Toni Morrison**, **Ted Kooser**, and **Jacqueline Woodson**, to name a few. Unfortunately, their picture book contributions are often overlooked as valuable resources for supporting skills and enhancing content in middle and high school lessons.



**ReLeah Cossett Lent** is a well-known writing consultant, speaking to teachers around the world about adolescent literacy, Common Core, and school leadership. She was a founding member

of a statewide literacy project at the University of Central Florida, and has taught at the middle and high school levels.

ReLeah's latest book with Heinemann is *Adolescents on the Edge: Stories and Lessons to Transform Learning*, coauthored with Jimmy Santiago Baca. ReLeah's first two books, coauthored with Gloria Pipkin, won the American Library Association's Intellectual Freedom Award and the NCTE/Slate Intellectual Freedom Award. ReLeah was also the recipient of the PEN/First Amendment Award in 1999.

To continue to engage with ReLeah on this topic, please visit [www.heinemann.com/pd/journal](http://www.heinemann.com/pd/journal).

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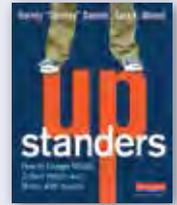
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## Sara Ahmed

Grades 4–10

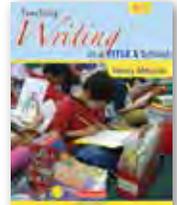
- Growing *Upstanders* and nurturing social responsibility in classrooms through inquiry
- Building risk-taking, collaborative classrooms
- Digital citizenship in the middle school classroom
- Reading comprehension strategies (nonfiction and fiction)



## Nancy Akhavan

Grades K–12

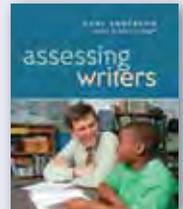
- Effective content and comprehension instruction
- Vocabulary instruction to ensure learning for all students
- Working with English learners in the classroom
- Planning units of study in reading, writing, vocabulary and content areas



## Carl Anderson

Grades K–8

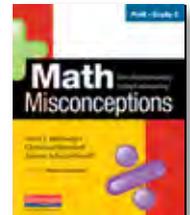
- Conferring with student writers
- Assessing with student writers
- Using mentor texts to teach the qualities of good writing
- How studying The Beatles as writers can help us become better writing teachers



## Honi Bamberger

Grades PreK–5

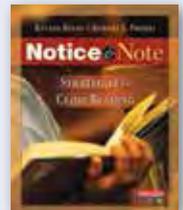
- Coaching
- Differentiating instruction in mathematics
- Connecting mathematics to other areas of the curriculum
- Assessment in mathematics



## Kylene Beers and Robert E. Probst

Grades 4–12

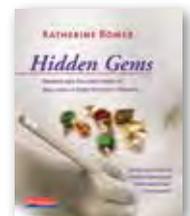
- Strategies for close reading
- Understanding the demands of twenty-first-century literacy
- Reaching struggling adolescent readers
- Aliteracy: The glitch in becoming a nation of readers



## Katherine Bomer

Grades K–12

- Writing workshop and writing process
- Genre studies, especially memoir, essay, and poetry
- Qualities of good writing (how to name and teach)
- Independent reading, book clubs, and reading workshop





## Jim Burke

Grades 6–12

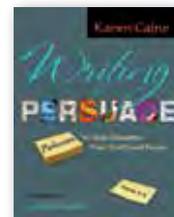
- Adolescent literacy: Teaching the essentials
- Teaching with tools: Helping students read, write, and think
- Teaching with questions: Improving engagement, comprehension, and retention
- Can we talk? Using discussion to help students read, write, and think



## Karen Caine

Grades 3–8

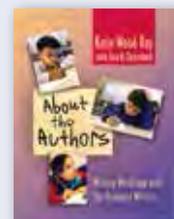
- Teaching students to write opinion and argument pieces
- Implementing writing conferences that immediately lift the level of student writing
- Welcoming revision: Helping students become better at revising their writing
- Using writers' notebook exercises (in argument, information, and narrative writing) as springboards for short writing projects



## Lisa Cleaveland

Grades K–2

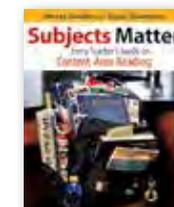
- Writing right from the start (K–2): Starting a writing workshop on day one
- Using mentor authors and illustrators to guide teaching in the primary grade writing workshop
- Nurturing writers in preschool and kindergarten
- Teaching process and craft through illustration study in the primary writing workshop



## Harvey "Smokey" Daniels

Grades K–12

- Content-area reading and writing
- Teaching with inquiry: Structures and strategies for a curiosity-driven curriculum
- Creating a collaborative climate: Teaching the social skills of academic interaction
- Texts and Lessons for Fiction and Nonfiction



## Dan Feigelson

Grades 3–8

- Reading/writing workshop 101: Getting started
- Comprehension strategies across the grades
- Reading/writing workshop and the Common Core
- Reading and writing in the content areas



## Michael P. Ford

Grades K–8

- Best practices in reading and writing programs: What we can learn from exemplary teachers
- From daunting to do-able differentiation: Classroom models to reach all readers
- Opening small packages: What is *really* important in teaching children
- Reaching readers: Expanding the vision of guided reading





## Matt Glover

Grades PreK–6

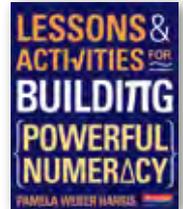
- Nurturing writing and reading development in the youngest students
- Key beliefs, structures, and supports for writing and reading development
- Essentials of writing workshop
- Leading literacy change in elementary schools



## Pamela Weber Harris

Grades 6–12

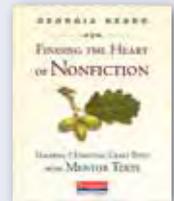
- Supporting students in developing sophisticated numeracy strategies
- Helping students construct powerful numerical connections that support higher math
- Empowering students to confidently expect mathematics to make sense
- Creating classroom communities that foster discussion and deep mathematical understanding



## Georgia Heard

Grades K–8

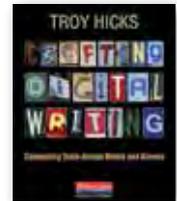
- Teaching to make a difference: Touching the hearts and minds of all of our students
- Writing from the heart: How to engage and motivate all of our students to write
- Looking again: Revision and developing the eyes to see the qualities of good writing
- Making a place for wonder: Reading and writing nonfiction in the primary grades



## Troy Hicks

Grades K–5

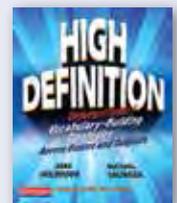
- Integrating new literacies into the teaching of reading and writing
- Examining elements of author's craft in digital writing
- Designing effective digital writing assignments
- Assessing students' digital writing projects



## Sara Holbrook and Michael Salinger

Grades K–12

- Becoming outspoken! Improving literacy skills through writing and classroom poetry performance
- *High Definition*: Writing toward a better vocabulary
- Writing is thinking: Writing across the curriculum to synthesize learning
- Formative assessment using quick writes for all ages and all abilities



## Mary Howard

Grades K–8

- Response to Intervention (RTI): Making the most of a rich literacy framework
- Dynamic presenting: Communicating confidently and effectively in education settings
- Instructional strategies to maximize achievement for struggling readers
- Fluency strategies to maximize comprehension, vocabulary, word recognition, and decoding





## Carol Jago

Grades 6–12

- Helping English learners acquire academic literacy
- Expository reading and writing
- Working with reluctant readers: Strategies that work
- Responsive writing instruction: Building upon students' strengths to improve their skills



## Penny Kittle

Grades K–12

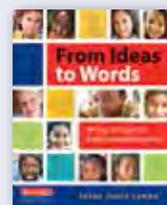
- Writing workshop and writing process
- Planning units of study in writing
- Independent reading and reading workshop in middle and high school
- Adolescent literacy



## Tasha Tropp Laman

Grades K–5

- Successful writing strategies for English language learners
- Writing workshop: Setting up an instructional framework that supports multilingual writers
- Conferencing with English language learners
- Best practices for reading and writing workshop in the primary grades



## Lester L. Laminack

Grades K–6

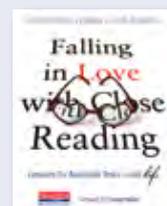
- *Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities*
- Reclaiming read aloud: Mastering the art of read aloud in an age of accountability and standards
- Building a community of kindness through read aloud and guided conversations: Bullying hurts
- Exploring writing instruction with a writer



## Christopher Lehman

Grades 3–8

- Understanding, teaching, and assessing for the Common Core State Standards
- Close reading instruction
- Conferencing with readers and writers
- Curriculum planning and literacy leadership



## ReLeah Cossett Lent

Grades 6–12

- Reading for meaning in the content areas
- Writing to learn across the content areas
- Picture this! Increase comprehension, vocabulary, and background knowledge with picture books in content-area classes
- Student study groups: Collaborative learning across the curriculum





## Tanny McGregor

Grades K–8

- Teaching abstract concepts in concrete ways
- Launching reading comprehension strategies and genre studies
- Using picture books to deepen comprehension
- Reaching all students through art, music, and concrete objects: ESL, special education, gifted



## Lindsey Moses

Grades K–8

- Effective instruction for English learners
- Reading and writing workshop
- Inquiry-based instruction
- Differentiation and small-group instruction



## Kristine Mraz

Grades K–5

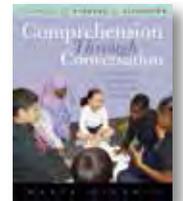
- Supporting emergent reading and writing
- Writing workshop and the writing process
- Charts and tools for independence
- Engaging young children in playful literacy



## Maria Nichols

Grades K–6

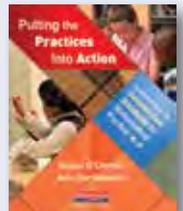
- Understanding the power of purposeful talk
- Developing a student's dialogic abilities
- Design of read-alouds that invite lively conversation
- Deepening comprehension through the use of multiple sources with multiple perspectives



## Susan O'Connell

Grades K–8

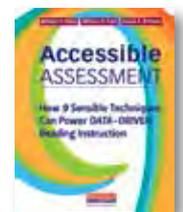
- Communication (talking and writing) about math
- Math problem solving
- Differentiating math instruction
- Math coaching



## Michael F. Opitz

Grades K–6

- Flexible grouping in reading
- Fluency, listening, and phonological awareness
- Differentiated and effective oral reading teaching strategies
- Using oral reading to boost English language learners' comprehension and language proficiency





## Stephanie Parsons

Grades K–5

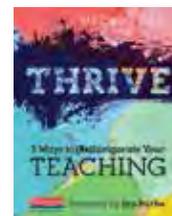
- An introduction to the tools and structures of reading and/or writing workshops
- How to use and develop units of study for reading and/or writing
- How to reflect on and improve practices of reading and/or writing workshops
- How to assess writers and their writing



## Meenoo Rami

Grades K–12

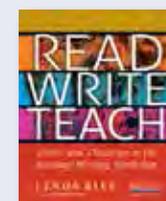
- Going public: How to share your classroom's stories and challenges without crossing boundaries
- Wired up: Learn to use technology appropriately to bring agency and energy into your classroom
- Increasing engagement: Empower your students with choice and voice
- Reclaim the spirit of teaching: Renewing commitment and rediscovering joy



## Linda Rief

Grades 6–12

- How to frame the school year for an abundance of writing and reading
- Big lessons in small texts: The craft we teach in the poems we love
- *Inside the Writer's-Reader's Notebook*: An essential tool for deepening reading and writing
- Keeping story central to the core of all writing



## Frank Serafini

Grades 2–8

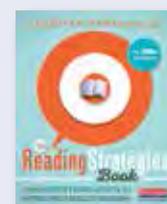
- Getting started in the reading and writing workshop
- Implementing effective lessons in comprehension
- Using assessment to support readers and writers
- Engaging in new literacies and Web 2.0 resources



## Jennifer Serravallo

Grades K–8

- Accountability, agency, and increased achievement in independent reading
- When texts get complex: assessing readers, setting goals, and getting students to the next level
- Strategies and structures for teaching reading
- Conferring and small group instruction



## Nancy Steineke

Grades K–12

- Using best practice to meet the standards
- Engaging students in text and text sets
- Refining student academic conversation
- Nonfiction writing: Argument, persuasion, genre





## Sharon Taberski

Grades K–5

- Balanced literacy: Strategies to maximize the effectiveness of our balanced literacy program
- Reading comprehension: *It's ALL About Comprehension* —Moving beyond the strategies to what else is involved
- The reading workshop: A framework for providing high-quality, effective, and differentiated (Tier 1) instruction
- The reading-writing connection: Mining the reciprocity between the two



## JoAnne Vasquez

Grades 3–8

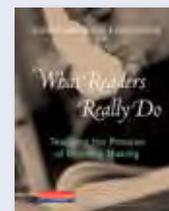
- Designing effective science lessons
- Promoting learning through inquiry
- Linking literacy development and science
- Effective elementary science program administration



## Vicki Vinton

Grades K–12

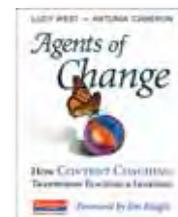
- Making the invisible visible: Teaching the process of meaning making
- Embracing complexity: Moving toward a problem-based approach to teaching reading
- Helping students (and ourselves) become critical thinkers & insightful readers
- Reinventing small-group instruction for the age of the common core standards



## Lucy West

Grades K–8

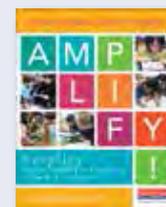
- Planning and implementing standards-based lessons that focus on developing deep content knowledge, reasoning, and student discourse
- Assessing student understanding and using this data to influence instructional choices
- Analyzing and adapting curriculum materials and resources to meet the Common Core State Standards
- Developing on-site coaches and/or teacher leaders



## Kristin Ziemke

Grades K–6

- Successfully pairing best practice instruction with digital tools in the elementary classroom
- Making reading, thinking, collaboration, and inquiry the heart of your curriculum
- Planning lessons that are standards based and personalized
- Designing management habits and routines for devices in the workshop classroom



## Susan Zimmermann

Grades K–12

- The thinking strategies meet the Common Core State Standards
- *Mosaic of Thought*: Teaching with the seven keys to comprehension
- The think-aloud: The bread and butter of a reader's workshop
- Written responses, write from the beginning



# Listen, Lead, and Live:

## Tips to Steer a Solid School Community

*By Meenoo Rami*

It's September, classrooms around the country have been cleaned and rearranged, and the smell of freshly sharpened pencils hangs in the air. Teachers have scoured every inch of every piece of furniture. Others have spent the money from summer jobs to buy the supplies students will need during the year. Classroom libraries are being organized from books found in used bookstores, garage sales, and donations.

There is a sense of hope, starting anew, and recommitment to our craft in these times. However, over the coming weeks, will this spirit wither away? The demands of our daily work take a toll on teachers, and stress corrodes the hope that started the year. The tension and anxiety from testing ensue way before the tests are administered; the stress begins with test prep that takes place months in advance of the test itself. How can school communities acknowledge and address growing stress within our profession? When this energy runs low, what is the role of the school leaders?

It is not a revelation that teachers are stressed. Although there are many negative implications of this stress, ranging from high teacher attrition rates to investment of billions of dollars on hiring and training new teachers, one effect is rarely discussed. Are we, knowingly or unknowingly, passing our anxiety on to our students, and what is the long-term impact on them? Anyone who has taught for a measure of time knows instinctively that our energy, positive or negative, shapes the work we do with students and impacts how our students feel in school. When our students see us take the focus



away from their learning to their scores, they are being asked to recalibrate their understanding of what it means to be a learner in this space. This can be shocking and confusing for any student.

Although the climate of testing in schools is a much bigger topic than I can address here, there are some concrete things each school community can do to protect students from the fallout of our test anxiety and even thrive in these times. As leaders of learning communities, principals and administrators can do a great deal to keep the community moving forward. Here are some ways that building leaders can turn the tide and better support their teachers.

### *Listen . . .*

*Many teachers may simply need you to listen to them about their day, that difficult sixth period in their schedule, or a new approach they are trying in their classroom.*

Taking the time to simply listen will empower teachers to process their thinking about teaching and will help them to be more reflective. This simple act will enable them to listen to students more attentively and supportively.

### *Lead . . .*

*Take time to celebrate the good that's happening in the building. Highlight the good work that's happening in the building by giving*



shout-outs in meetings and posting pictures on your own or your school's social media sites. This is an important way to recognize the great work already happening in the classrooms and to give parents a peek into the work we do every day with children.

***Provide time for teachers to learn with and from each another.***

You don't need to be alone when it comes to being the instructional leader your faculty needs. Create opportunities for teachers to share their expertise during meetings. Recently, I sat in on a session led by my colleagues Matthew Kay and Pearl Jonas on creating meaningful conversation opportunities in our classrooms. It was an amazing way to learn from colleagues and had an immediate impact in the classrooms of many of those who attended the meeting.

***Live . . .***

***Extend the ethic of care to your teachers.*** We often talk about the ethic of care—the ways our students need to feel cared for in our schools—but why do we leave teachers out of this care? When their personal lives become challenging, be flexible in your expectations so that teachers can find ways to balance both their personal and professional responsibilities. This is not about bending rules; it's about treating teachers with the same respect that you would extend to students.

***Monitor your own stress and anxiety and examine how it affects your teachers.*** No doubt, testing is testing all of us, but be mindful how your stress is being transferred to your teachers. Find ways to connect with other administrators and share strategies to reduce your own stress.

If you're an administrator reading this, I want to thank you on behalf of teachers everywhere, and I extend an invitation to try these ideas in your building and report back your experiences. I look forward to your responses. Thanks!



**Meenoo Rami** (@meenoorami; meenoorami.org) has taught students in Philadelphia public schools for ten years, most recently at the inquiry-based Science Leadership Academy. This year, she began a two-year Teaching Fellowship with the Gates Foundation. The founder of #engchat, Meenoo has become a mentor to teachers across the country and a sought-after speaker. She is also the author of *Thrive: 5 Ways to (Re)Invigorate Your Teaching*. To continue to engage with Meenoo, please visit [www.heinemann.com/pd/journal](http://www.heinemann.com/pd/journal).

# Residency Programs



"As Kylene and Bob taught their *Notice and Note* lessons, I watched a room of high school teachers get curious, slightly anxious, then completely enthusiastic about new avenues for approaching literacy in their urban classrooms. Kylene and Bob understand research AND classrooms filled with real students equally well, which is why their work continues to be essential."

Marilyn Halperin  
Director of Education, Chicago Shakespeare Theater

## Engage our authors and consultants as visiting consultants who become part of the pedagogical fabric of your school or district.

Heinemann Residencies are delivered over a year or several years by leading Heinemann authors and author-trained consultants who share expertise, demonstration, and feedback, as they offer a customized and sustainable plan for implementation.



Heinemann authors are master PD educators. Here's a sampling of Residency Program consultants:



Kylene Beers and Robert Probst



Matt Glover



Ellin Oliver Keene



Penny Kittle

## Transform your school or district's practices to meet goals:

- Prepare and meet the demands set by the Common Core State Standards.
- Experience the immediate benefits of in-classroom observing, modeling, and teaching.
- Grow your teachers' strengths and confidence with coaching and side-by-side work in student conferences.
- Build in custom multi-day embedded PD to meet specific needs.
- Amplify your outcomes with administrator-focused workshops.

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Releah Cossett Lent



Tanny McGregor



Lindsey Moses



Regie Routman



Frank Serafini

# Off-Site PD

**Meet and retreat with the leading thinkers in teaching.**

Heinemann's One-Day Workshops, Multi-Day Institutes, and Custom PD Events transport you out of the classroom to meet face-to-face with internationally renowned author-experts. You'll reflect on crucial topics, learn exemplary teaching practices, and receive inspiring guidance.



## Multi-Day Institutes

(pages 69–71)

Extend your learning with Heinemann's expert authors over two or more days with like-minded teaching professionals from around the country.

## One-Day Workshops

(pages 72–76)

Spend a focused day of professional learning with a Heinemann author and depart with renewed energy and practical classroom tools.

## Custom PD Events

(pages 78–79)

Identify your desired PD topic and goal. Heinemann will then match the ideal author or educational consultant for a custom-crafted day or multiple days of in-depth learning.

# Multi-Day Institutes



## Extend your learning with Heinemann's expert authors over two or more days.

Expand the outcomes for your practice and the results for your students. Heinemann's multi-day institutes are led by the "best of the best" in literacy instruction, who consistently deliver powerful learning experiences.

Institutes are presented by our internationally noted authors and provide comprehensive study on a variety of compelling topics.

For complete details, go to [heinemann.com/pd/institutes](https://heinemann.com/pd/institutes), or call 800.541.2086 ext. 1511





### Santa Fe Literacy Weekend 2016

Grades K–12

Santa Fe, NM / January 15–18, 2016

#### Teaching for Engagement, Inquiry, and Understanding: Reaching Beyond Standards

Join Harvey “Smokey” Daniels, Christopher Lehman, Nancy Steineke, Kristin Ziemke, and Sara Ahmed, in historic Santa Fe, New Mexico, over the Martin Luther King Jr. weekend for this comprehensive, professional development literacy institute.

Educators all face the same dilemma: how can we help our students develop into thoughtful, curious, lifelong learners while building the foundational knowledge they will need for high-stakes tests? Learn how to shift your curricula from sit-still rote learning toward more challenging and engaging inquiry.

This institute is a mix of keynote sessions, breakout workshops, and “homerooms.” You’ll spend part of each day in groups that match your area of expertise: high school, middle school, intermediate school, primary school, and leadership. You’ll join a team of colleagues in a tech-enabled, multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people, and history of the Santa Fe area itself.

#### STRANDS

- *Reading and Writing*—Lessons that develop thinking, build knowledge, and invite kids to engage with the world.
- *Teaching with Inquiry*—Turning the curriculum into questions kids cannot resist answering and investigations that engage all learners.
- *Social-Academic Lessons*—Creating a supportive climate for productive discussion and responsible small-group work all year long.
- *Just-Right Technology*—Selecting and using technology to truly enhance thinking and interaction in the classroom.
- *Including Everyone*—Supporting English language learners, students with special needs and/or those who struggle.
- *Instructional Leadership*—Four special sessions on the roles of principals, coaches, curriculum specialists, and central office leaders.

#### WHO SHOULD ATTEND?

- Classroom teachers K–12
- Literacy/instructional coaches
- Reading/writing specialists
- Principals
- District leaders
- Teacher educators
- Technology coordinators



### The Ninth Annual Boothbay Literacy Retreat

Boothbay, ME / June 26–30, 2016



#### Learning About Reading and Writing in the Twenty-First Century

Join Kylee Beers and Bob Probst, along with their distinguished faculty and evening speakers, for the Ninth Annual Boothbay Literacy Retreat.

During the week, days start early and end late as you’ll work in small and large learning communities focusing on critical questions such as “What are the best practices for literacy education in this ever-changing, twenty-first-century world?”; “How do we help students become better readers and writers of both fiction and nonfiction?”; “How do we develop the critical and creative thinking skills all students need?”; and “How do we create the global citizens our students must become?”

This fun and informative retreat is organized into four parts:

- **Presentations:** We’ll come together as a large group to learn literacy strategies and technology tools.
- **Meditations:** You’ll work on your own reading, writing, and reflecting.
- **Conversations:** You’ll participate in small-group discussions about the topic of the day.
- **Summations:** We’ll gather as a large group in the evening for dessert and to hear from our distinguished nightly lecturer.

The retreat officially ends at noon on Wednesday. We hope, however, that many of you will decide to stay with us through Thursday at noon, when we offer what we call a “lagniappe” session. This New Orleans word (pronounced lan-yap) means “a little something extra.” Each year’s lagniappe session focuses on a different method you can use to improve your students’ writing.

#### WHO SHOULD ATTEND?

- Classroom teachers for grades 4–12
- Teachers of ELA/reading, social studies, science & special education teachers
- Literacy/instructional coaches
- Reading/writing specialists
- Principals, administrators, & district leaders

*Agendas are subject to change.*



## Fountas & Pinnell Leveled Literacy Intervention

Grades K–12, Levels A–Z (*Orange, Green, Blue, Red, Gold, Purple, and Teal*)

Check our website for dates and location.



Two Consecutive Multi-Day Institutes

Join Irene Fountas and Gay Su Pinnell, or their specially trained consultants, in these focused professional learning sessions, and leave with new energy and understanding that will inform your teaching all year.

### Institute 1: Grades K, 1, and 2 (Levels A–N/*Orange, Green, and Blue*)

During this participatory two-day institute, you'll learn reading and writing processes, the challenges for readers who struggle, and how to analyze reading behaviors as a foundation for powerful teaching. You will explore:

- The *Leveled Literacy Intervention (LLI)* Primary systems, including sample lessons
- A lesson structure for *LLI* daily lessons
- Tutorials to help you code and analyze the reading behavior of children in the group
- Instructional routines that can be incorporated into small-group teaching
- Progress monitoring using technology
- Systematic observation of reading and writing behaviors

### Institute 2: Grades 3, 4, 5, and 6–12 (Levels L–Z/*Red, Gold, Purple, and Teal*)

In this interactive two-day institute, you'll address the needs of your struggling older readers, and learn how to engage them by using original, captivating books and fast-paced lessons. During this institute, you'll:

- Explore an organized, regularly applied system for monitoring student progress
- Learn about the *LLI Red, Gold, Purple*, and the new *Teal* systems' tools and systematic plans to use in coordinating supplementary teaching with classroom instruction
- Deepen your understanding of many research-based ways to help struggling readers
- Explore novel study to support sustained reading of literature
- Have a chance to view optional test preparation lessons with grade-level CCSS alignments
- Develop systematic, intentional vocabulary development

### WHO SHOULD ATTEND?

- Users of *LLI* grades K–2 who would like to preview the intermediate grade 3–12 systems
- New users of *LLI* grades 3–5 and 6–12 who seek professional learning
- Literacy teachers and coaches, Title 1 teachers, and other reading resource teachers who work with students reading below level Z
- Special education teachers who work with students reading below grade level



## The Pacific Coast Literacy Institute

Grades K–12

Check our website for dates and location.



Creating Twenty-First Century Readers and Writers

Join Kylene Beers and Bob Probst, along with master faculty Chris Crutcher, Linda Rief, and Penny Kittle, for this intriguing literacy institute.

In this institute, you will learn methods to help you give your students the tools they need to become independent learners, and responsible readers and writers. You can help them develop into students who engage in conversations and collaborations to strengthen ideas they find in the texts they read and write.

This is the perfect opportunity to work with colleagues and literacy experts to learn strategies that will help reading and writing students at all levels to advance.

During the Pacific Coast Literacy Institute, you'll learn:

- Methods for encouraging engagement, building relevance, and promoting rigor
- Strategies that help students analyze fiction and nonfiction texts
- New ways for teaching vocabulary
- Approaches to help your students write expository and narrative texts
- Systems to help you give your students the tools they need to become independent learners, and responsible readers and writers.

There will also be optional fun and fast small-group sessions led by faculty on an exciting array of topics, such as “Tech Tools Worth Knowing” to “New Books for Teens.”

### WHO SHOULD ATTEND?

This institute is best suited for classroom teachers, literacy leaders, literacy coaches, and administrators for grades 4–10. English/language arts/reading teachers, social studies, science teachers, and resource/special education teachers are encouraged to attend. While individuals are welcome, we suggest attending with others from your school, so you can benefit from real participation from members of your actual team.

*Agendas are subject to change.*

# One-Day Workshops



**Workshops cover a vast array of topics for teachers at every grade level.**

Spend a day of focused professional learning with a Heinemann author and leave with new energy and understanding that will inform your teaching all year.

**For complete details go to [heinemann.com/pd/workshops](http://heinemann.com/pd/workshops), or call 800.541.2086 ext. 1151**





# Units of Study One-Day Workshops

Presented by Lucy Calkins and her senior colleagues

## The New Units of Study for Teaching Reading: A Workshop Curriculum

### Reading Workshops, K–5

**NEW!**

The *Units of Study for Teaching Reading, K–5*, by Lucy Calkins and her senior colleagues from the Teachers College Reading and Writing Project (TCRWP), offer grade-by-grade curricula in reading designed to meet ambitious 21st-century expectations and global standards. At this workshop, Dr. Calkins and her copresenters will share their newest thinking on reading instruction and reading workshop, embodied in the Units and drawing on their decades of research, curriculum development, and work in thousands of schools.

#### Participants will:

- learn about the principles, progressions, and methods that undergird a reading workshop curriculum;
- explore practical ways to teach the higher-level comprehension skills required by today's ambitious standards;
- be brought backstage to hear about the research and the discoveries that informed the development of *Reading Units of Study*; and
- grasp ways of supporting kids as they progress up the ladder of text complexity.

## The New Units of Study in Opinion/Argument, Information, and Narrative Writing

### Writing Workshops, K–8

The Units of Study curricula developed by Lucy Calkins and her senior colleagues from TCRWP address the newest expectations in writing instruction. Teachers and administrators will learn about both overarching plans and precise details of the writing instruction that is essential to help students not only reach but exceed high writing standards.

#### Participants will:

- learn to teach opinion/argument, information, and narrative writing with increasing complexity and sophistication;
- explore the importance of weaving in engaging mentor texts to foster a strong reading/writing connection;
- discover new practices that create opportunities for your students to write across the curriculum; and
- unpack writing frameworks and state standards so you can better guide students to meet and exceed high expectations.



#### READING WORKSHOPS DATES AND LOCATIONS:

**Oct. 5, 2015: Boston, MA area**

Two concurrent workshops: Grades K–2 | Grades 3–5

**Oct. 20, 2015: Portland, OR area**

Two concurrent workshops: Grades K–2 | Grades 3–5

**Nov. 12, 2015: Milwaukee, WI area**

Two concurrent workshops: Grades K–2 | Grades 3–5

**Nov. 16, 2015: Los Angeles, CA area**

Two concurrent workshops: Grades K–2 | Grades 3–5



#### WRITING WORKSHOPS WORKSHOP DATES & LOCATIONS:

**Oct. 6, 2015: Boston, MA area**

Three concurrent workshops:  
Grades K–2 | Grades 3–5 | Grades 6–8

**Dec. 10, 2015: St. Louis, MO area**

Two concurrent workshops: Grades K–2 | Grades 3–5

For complete details, go to [heinemann.com/pd/workshops](http://heinemann.com/pd/workshops), or call 800.541.2086 ext. 1151

For grade specific support, or to learn more about The New Units of Study for Teaching Reading series, visit [UnitsofStudy.com](http://UnitsofStudy.com)

*Agendas are subject to change.*



### Kathy Collins and Matt Glover

#### I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book

*Bayside, NY – 10/16/15    Seattle, WA – 10/26/15*

Grades PreK–1

When given a book, all young children will sit and flip through its pages, whether or not they can read any of the words. This workshop is designed for early childhood teachers who want to learn how to support children's meaning-making and language development and nurture joyful engagement, whether the students are interacting with familiar, well-loved picture books or unfamiliar, yet high-interest informational books.

In this workshop, Kathy and Matt show how young children's interactions with books count as real reading, whether or not they can read the words. They'll share practical and replicable ideas to nudge students to talk more about their books, and show how to support children's identities as readers. You'll also learn how to create classroom conditions that provide inviting and child-centered literacy opportunities.



### Matt Glover

#### Designing Units of Study: Building an Effective and Responsive Writing Workshop

*San Jose, CA – 10/09/15*

Grades K–5

This practical, hands-on workshop will engage teachers in a process for designing writing workshop units of study that are responsive to the needs of their students. Matt will start by building background knowledge around key concepts of writing workshop that are necessary for creating a unit of study. Participants will practice reading like a writer in order to improve their skill at noticing what authors do.

Also in this workshop, Matt will take teachers through the process of creating an actual unit of study. By going through the process for one unit, teachers will have the skills needed to create any unit of study. Matt will guide teachers through the process by helping them study a stack of texts, envision teaching possibilities, set primary and secondary goals, and project a sequence of possible minilessons. Finally, participants will have time to start developing a unit of study they will use with their actual students.



### Linda Hoyt

#### Deepen Engagement with Informational Literacy: Reading, Writing, and Creating a Sense of Wonder

*Orlando, FL – 12/10/15*

Grades K–5

The teaching of informational literacy is the next step in the evolution of language arts instruction. The focus of informational literacy instruction is to help students develop into researchers and writers who analyze all options with a critical eye. Rather than focusing on the volume of content retained by students, informational literacy instruction shows students new reading and writing strategies that will help them absorb material more deeply, and with greater understanding. Armed with new insights, students will be able express meaning across the curriculum, and in a broad array of text types. In this one-day workshop, Linda will help you explore strategies for improving content retention, show you how to synthesize information from multiple sources, and teach you to help your students craft informational writing that sizzles with interesting structures and content.



### Lester L. Laminack

#### Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities

*Atlanta, GA – 10/06/15    Freeport, ME – 12/04/15*

Grades K–6

To be a good writer, you must first be able to read deeply and understand author's intent. In this workshop, Lester Laminack will show you that the key to successful writing is harnessing the power of close reading. He'll show you how efficient readers can be taught to flip their insights about structure and strategies into more powerful writing. You will learn how your students can transfer what they know about reading structures and strategies into practices that will hone their writing skills and help them become focused and informed writers.



## Kristin Ziemke

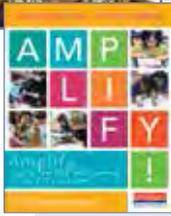
### Amplify: Digital Teaching and Learning in the K–6 Classroom

*Houston, TX – 10/06/15 Columbia, SC – 11/12/15*

#### Grades K–6

There's no question, technology is changing the learning landscape for all teachers and students. To effectively leverage the new opportunities these devices provide, you need to begin by building on a strong foundation of best practice, and learn to use technology to comprehend, collaborate, connect, and create! Technology can connect standards-based instruction and lesson ideas to teach students to closely view media, effectively comprehend digital texts, and connect with real audiences.

In this one-day workshop, Kristin's joyful teaching style will help you navigate the "why" behind the tools we use with students, identify opportunities to differentiate and personalize for all types of learners, and teach your students how to question deeply and search effectively. You'll come away with practical ideas that you can use in your classroom tomorrow.



## Tanny McGregor

### Reading Connections: Teaching Abstract Concepts in Concrete Ways

*Blue Springs, MO – 09/30/15 Rochester, NY – 10/29/15 Columbus, OH – 11/11/15*

#### Grades K–8

State standards are loaded with abstract concepts, from comprehension strategies to learning about text types. How can we make these concepts accessible for all students? Tanny McGregor has searched for the answers to these questions. With the help of many classrooms and colleagues, she has developed a launching sequence that honors the gradual release of responsibility, making learning incremental and achievable—even when the content or concept is abstract.

Tanny will explore the intersection of research and classroom instruction, taking teachers through the launching sequence from abstract to concrete. Participants will learn how to usher their students into the world of complex text, using concrete objects, art, music and conversation.



## Jennifer Serravallo

### Strategies and Structures for Teaching Reading

*Denver, CO – 12/09/15 San Marcos, TX – 12/10/15*

#### Grades K–8

Every teacher wants to provide thorough and relevant lessons to maximize their students' learning experience. But with many students with different needs on different levels within the same classroom, how can you make this feasible?

In this workshop, Jennifer Serravallo will show you practical ways to target what each student needs most, how you can use your everyday classroom work to identify goals, how to supply each student with strategies that will make a difference, and how to choose from among several methods for teaching reading to both individuals and groups.



## Harvey "Smokey" Daniels

### Content-Area Literacy: Comprehension, Collaboration, and Inquiry

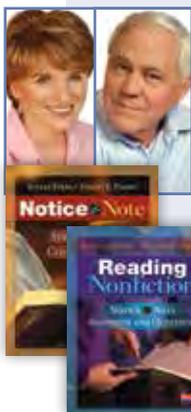
*Lisle, IL – 11/04/15 Charlotte, NC – 12/01/15*

#### Grades K–12

This practical, hands-on workshop answers key questions raised by concerned teachers across the country: How can I make sure my students understand, remember, and apply the content they read in social studies, science, and language arts? How can I help them to handle increasingly complex texts through the year? And even more, how can I stir kids' curiosity, so that they engage deeply in big ideas, build knowledge through their schooling, and ultimately, act wisely as citizens?

Drawing on his three related books, *Subjects Matter: Every Teacher's Guide to Content-Area Reading, Comprehension and Collaboration: Inquiry Circles in Action*, and his newest, *Text and Lessons for Content-Area Reading*, Harvey "Smokey" Daniels will show how kids can think better around challenging nonfiction texts, and how they can use writing as a tool for learning in all classrooms.





**Kylene Beers and Bob Probst**  
**Notice and Note: Strategies for Close Reading**

Seattle, WA – 10/05/15 West Orange, NJ – 12/01/15 Norfolk, VA – 12/04/15

Grades 4–10

In this workshop, you will explore methods to help students, grades 4–10, become not only better readers but lifetime readers. We'll discuss the big issues of today—reading nonfiction, close reading, rigor, text-dependent questions—while also attending to the ever critical topics of engagement and lifelong learning.

This workshop will focus on the principles and the strategies that will help all students, even those who struggle the most with texts, read them with deeper engagement, comprehend them more fully, and assess their implications more thoughtfully and responsibly. Participants will learn strategies that encourage close reading, engage even your most reluctant readers, help you move students from surface level readers to attentive, responsive readers and help students read fiction and nonfiction with deeper understanding.



**Christopher Lehman and Kate Roberts**  
**Fall in Love with Close Reading**

Bayside, NY – 10/26/15 Philadelphia, PA – 11/06/15

Grades 4–12

Close reading is more than text-dependent questions! Spend an engaging and thought-provoking day with Christopher Lehman and Kate Roberts who will support you with practical methods for teaching the skills of deep analytical reading in ways that enchant students and transfer to their independent work.

Christopher Lehman is coauthor of the best-selling *Pathways to the Common Core* and author of *Energize Research Reading and Writing* and *A Quick Guide to Reviving Disengaged Writers*. This workshop will draw on research and classroom practice from his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life*.

Their fun, witty, and interactive teaching style will leave you feeling confident to support students as they develop big ideas about narratives, nonfiction texts, and media. You will see how learning to read closely can be a way to live closely.



**Penny Kittle**  
**Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers**

Atlanta, GA – 11/10/15

Grades 6–12

Teachers of adolescents often ask, “How come so many students who loved reading in elementary school stop reading in middle and high school? How can I create authentic readers?” Penny Kittle, the 2015 Exemplary Leader from the Conference on English Leadership for the National Council of Teachers of English, has asked these questions of her own middle and high school students for the last fifteen years. She’s come to a deep understanding of what motivates adolescents to engage with books and sustain an interest in reading. Penny’s quest to understand the factors behind adolescent disengagement has led her to design instruction differentiated for the wide range of abilities in her classes.

In this one-day workshop based on her latest book, Penny will suggest ways to deepen comprehension, increase nonfiction reading, and ultimately create independent, skilled readers who choose challenging texts and accelerate their own growth in reading. Participants will explore ways to heighten thinking through writing and how to teach into the intentions of students in conferences.

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## Fall 2015 One-Day Workshops

*Brief workshop course descriptions are listed on pages 73–76.*

*See page 80 for a quick view of workshops sorted by author.*

*Registration instructions and form are on the inside back cover.*

For complete course descriptions go to [heinemann.com/pd/workshops](http://heinemann.com/pd/workshops) or call 800.541.2086 ext. 1151



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*Lynn Dougherty-Underwood  
Supervisor, Middle and Secondary Reading  
Hillsborough County Public School, Tampa, FL*

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- Connecting Literacy Assessment to Instruction
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- Closing the Reading Achievement Gap for Middle and High School Students



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# Fall 2015 Workshops

<b>AUTHOR</b>	<b>LOCATION</b>	<b>DATE</b>	<b>TOPIC</b>	<b>LEVEL</b>
Beers & Probst	Seattle, WA	10/5/15	Notice and Note: Strategies for Close Reading	4–10
Beers & Probst	West Orange, NJ	12/1/15	Notice and Note: Strategies for Close Reading	4–10
Beers & Probst	Norfolk, VA	12/4/15	Notice and Note: Strategies for Close Reading	4–10
Calkins & Team	Boston, MA area	10/5/15	The New Units of Study for Teaching Reading: A Workshop Curriculum	K–5
Calkins & Team	Boston, MA area	10/6/15	The New Units of Study in Opinion, Information, and Narrative Writing	K–5
Calkins & Team	Milwaukee, WI	11/12/15	The New Units of Study for Teaching Reading: A Workshop Curriculum	K–5
Calkins & Team	St. Charles, MO	12/10/15	The New Units of Study in Opinion, Information, and Narrative Writing	K–5
Collins & Glover	Bayside, NY	10/16/15	I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book	PreK–1
Collins & Glover	Seattle, WA	10/26/15	I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book	PreK–1
Daniels	Lisle, IL	11/4/15	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Daniels	Charlotte, NC	12/1/15	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Ehrenworth & Team	Boston, MA	10/6/15	The New Units of Study in Argument, Information, and Narrative Writing	6–8
Ehrenworth & Team	Portland, OR	10/20/2015	The New Units of Study for Teaching Reading: A Workshop Curriculum	K–5
Ehrenworth & Team	Cerritos, CA	11/16/2015	The New Units of Study for Teaching Reading: A Workshop Curriculum	K–5
Glover	San Jose, CA	10/9/15	Designing Units of Study: Building an Effective and Responsive Writing Workshop	K–5
Hoyt	Orlando, FL	12/10/15	Deepen Engagement with Informational Literacy: Reading, Writing, and Creating a Sense of Wonder	K–5
Kittle	Atlanta, GA	11/10/15	Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers	6–12
Laminack	Atlanta, GA	10/6/15	Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities	K–6
Laminack	Freeport, ME	12/4/15	Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities	K–6
Lehman & Roberts	Bayside, NY	10/26/15	Fall in Love with Close Reading	4–12
Lehman & Roberts	Philadelphia, PA	11/6/15	Fall in Love with Close Reading	4–12
McGregor	Blue Springs, MO	9/30/15	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K–8
McGregor	Rochester, NY	10/29/15	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K–8
McGregor	Columbus, OH	11/11/15	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K–8
Serravallo	Denver, CO	12/9/15	Strategies and Structures for Teaching Reading	K–8
Serravallo	San Marcos, TX	12/10/15	Strategies and Structures for Teaching Reading	K–8
Ziemke	Houston, TX	10/6/15	Amplify: Digital Teaching and Learning in the K–6 Classroom	K–6
Ziemke	Columbia, SC	11/12/15	Amplify: Digital Teaching and Learning in the K–6 Classroom	K–6

# Registration Form

(This form may be reproduced for multiple registrants)

## HOW TO REGISTER

You may register for any Heinemann Professional Development course by credit card, check, or purchase order.

### ONLINE:

heinemann.com/pd (credit card or purchase order)

### BY PHONE:

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### BY FAX:

Send your completed registration form by fax at 800.354.2004 (credit card or purchase order)

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For information regarding fees or tuition, schedule, cancellation policies, registration confirmation, and locations, please visit [heinemann.com/pd](http://heinemann.com/pd).

## FORM

Workshop/Institute Title \_\_\_\_\_

Workshop/Institute Date \_\_\_\_\_ Workshop/Institute Tuition Fee \_\_\_\_\_

Workshop/Institute Location \_\_\_\_\_

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Grade/Position \_\_\_\_\_

Email Address \_\_\_\_\_

School Name \_\_\_\_\_

School Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone \_\_\_\_\_ School Fax \_\_\_\_\_

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## CREDIT, SUBSTITUTIONS, CANCELLATIONS, AND DISCOUNTS

### STATE CREDIT

State credit is available for the following states; participants from all other states receive the standard CEU credit:

- **Illinois** (1 CPDU = 1 class participation hour):  
Provider #102310
- **Michigan**: Participants will need to fill out an SCECH application at the one-day workshop. For Institutes, please contact Maureen Foster (Maureen.Foster@heinemann.com) at least six weeks prior to the institute.
- **Texas**: Heinemann is an approved Continuing Professional Education (CPE) Provider: #501280.
- **Connecticut CEUs**
- **Washington State Clock Hours**
- **Pennsylvania Act 48 Credits**

### CEU CREDIT

Participants of our Workshops and Institutes can earn .5 to 2.1 CEU credits (equivalent to 5–21 class participation hours). Specific clock hour credit information can be found on the individual workshop or institute page on our website, [heinemann.com/pd](http://heinemann.com/pd).

### GRADUATE CREDIT

Graduate credit is available through  Brandman University for most one-day workshops and institutes. Additional fees apply for all graduate credit and a post-course project is required. For specific information on fees and assignments, go to [heinemann.com/pd](http://heinemann.com/pd) and click on Workshops or Institutes and “Credit Information” on the left-hand navigation bar. As always, we strongly encourage you to check with your school district or administration to determine whether the credit options we offer are acceptable toward your graduate programs or recertification.

### SUBSTITUTIONS & CANCELLATIONS

Substitutions are allowed at any time—just let us know. If you are canceling your registration up to one week prior to the date of the workshop or institute, you are entitled to a full refund. If you cancel within a week, we retain the following cancellation fee and you are refunded the balance:

#### Cancellation Fees:

**For One-Day Workshops = \$10.00**

**For Multi-Day Institutes = \$50.00**

*Please note: if you do not cancel and do not attend the workshop, there will be no refund given.*

### DISCOUNTS

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