

Heinemann

PROFESSIONAL DEVELOPMENT SERVICES FOR K-12 EDUCATORS

Outside the Realm of Time: Reading Poetry

By Georgia Heard

Think Big. Teach Smart.

By Regie Routman

Going Beyond Motivation to Engagement

By Ellin Oliver Keene

Eliciting Joy: Exploring New Territories Through Reading Conferences

By Patrick Allen



PD that inspires excellence.

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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.



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“The collaboration with Heinemann exceeded my greatest expectations.”

- Jennifer Greenberg McCluskey, M.Ed., Literacy Coach

“We started with Heinemann’s Lindsey Moses on two days of on-site language and literacy PD focused on her coauthored book *Comprehension and English Language Learners*. Lindsey and I then collaboratively spent the next year addressing the school’s most urgent needs with a blend of on-site and Skype sessions. It became clear that Lindsey’s work was having a profound impact so we invited her back. During the second year, she customized our school’s PD for specific instructional needs at all grade levels, keeping the CCSS top of mind. Heinemann is known for great authors and content, but the quality of the collaboration and customization for our school was beyond belief.”



Lindsey Moses, Ed.D.
Heinemann
Consulting Author



Jennifer Greenberg McCluskey,
M.Ed., Literacy Coach

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Introducing a New Group of Educators



Stephen Perepeluk

The Heinemann Fellows will undertake original research projects in their classrooms, schools, and districts, publish insights on Heinemann’s Digital Campus, and inform Heinemann’s editorial and PD staff about life in American schools.

Among the many benefits of being an educator is the annual built-in opportunity for renewal and reflection. The end of each year offers time to look back and reflect with knowledge and satisfaction about your students’ achievements. Of course, at the start of a new school year, your thoughts will shift toward focusing on a new set of challenges, learning new curricula, or perhaps even new grade-level content.

The same cycle of reflection happens for us at Heinemann. My colleagues and I are constantly evaluating our efforts, discussing ways to improve and to make our Professional Development opportunities more accessible. That process this year included the forming of a new group of educators called “Heinemann Fellows.”

The Heinemann Fellows will collaborate with other thoughtful educators, undertake original research projects in their classrooms, schools, and districts, publish their insights on Heinemann’s Digital Campus, and inform Heinemann’s editorial and professional development staff about life in American schools. Ellin Keene (Heinemann author, national literacy expert, and editor of this journal) is the chairperson of the group.

After our inaugural meeting this past June, it was entirely clear that our first cohort collectively embodies the best the teaching profession evokes: a respect for and love of children and youth, a desire to learn how to listen deeply and respond thoughtfully to children, and an insatiable curiosity about what conditions create the deepest learning. Throughout the year, we will be posting frequent updates and about the Fellows on Heinemann.com.

We are especially pleased with our latest array of professional development offerings. In addition to the expanded set of articles in this latest issue of our *PD Catalog-Journal*, we hope you are enticed to attend one of our workshops, seminars, or online PD opportunities, and we look forward to seeing you there.

My colleagues and I wish each of you a successful year.

—Stephen Perepeluk

Rediscover the Spirit of Continual Learning

When, in the spring of 2011, we decided to weave articles by leading writers and new voices into what had been the catalog of professional learning options, my colleagues and I hoped you would find the articles both provocative and edifying, and our professional learning options intriguing.

The reaction to our *PD Catalog-Journal* has been far more enthusiastic than we had imagined. Schools and districts regularly contact Heinemann for additional copies or download them from our landing page so that school study groups can read the articles, view the online components, and make connections to their own classrooms and districts.

As we invited authors to write for this issue, we didn't plan for a theme, but it developed organically. (More on that in a moment.) My hope is that you will take a few moments to lose yourself in these short and stimulating articles and in doing so, rediscover the spirit of joy and spirit of continual learning that brought you to teaching in the first place.

In her beautiful article, "Outside the Realm of Time: Reading Poetry," Georgia Heard invites us to create time worlds in the classroom—moments when the world around children disappears and they feel "an illusion of infinite time." In my article, I also focused on increasing the opportunities for students to be deeply engaged by differentiating between compliance, participation, motivation, and engagement.

Patrick Allen opens his new thinking about reading conferences as a way to engage and challenge children to become the readers they want to be. And Regie Routman rounds out the issue with a very important discussion about curriculum development and the Common Core. She reminds us to put students' needs and interests at the forefront and build curriculum around those needs.

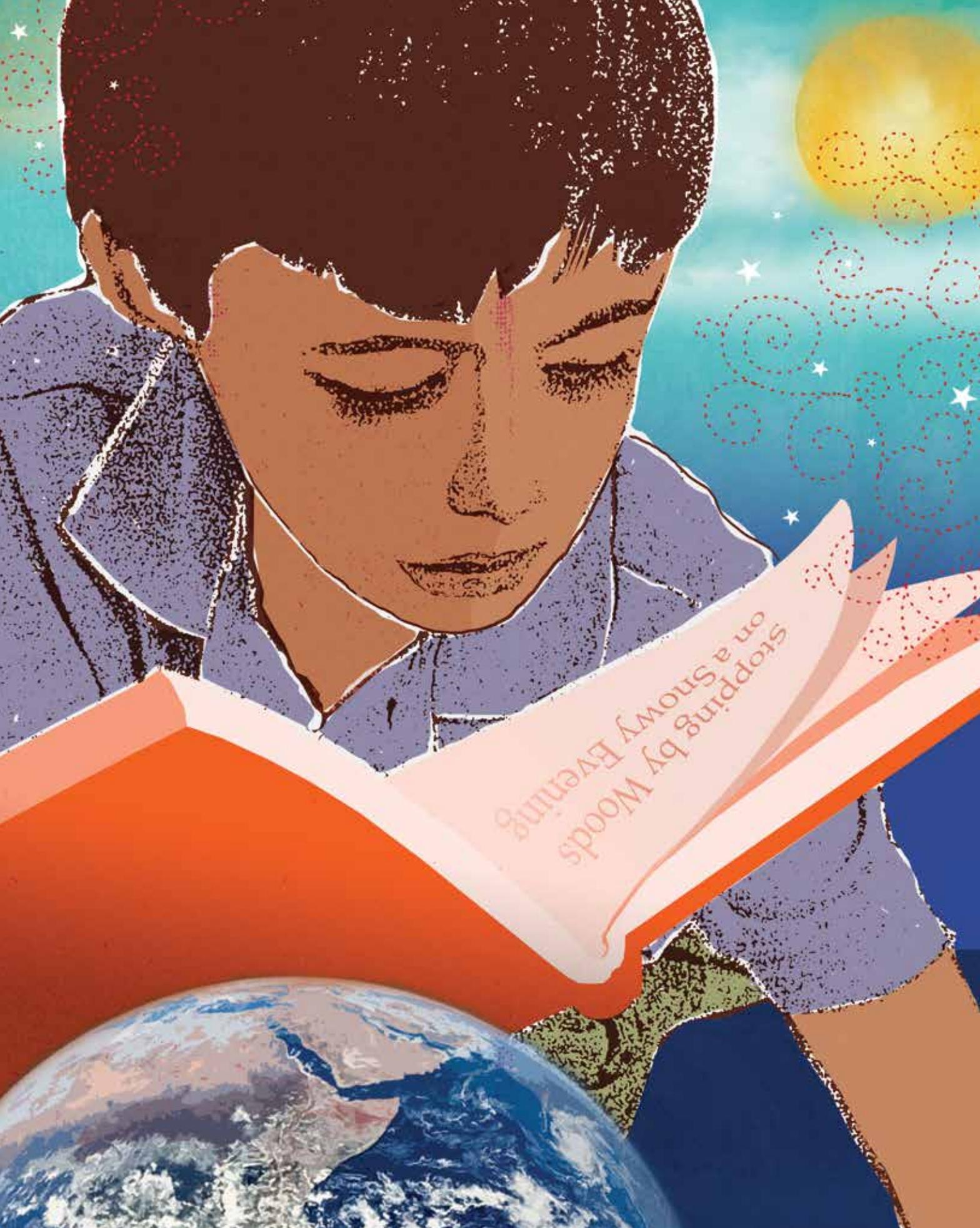
So, what is the theme we all stumbled into? I believe that each of us has written about finding your "true north"—the values that sustain you as an educator. I hope that while reading these pieces, you will be reminded of what matters most to you, what you're willing to speak out for, and what your students need from you to become thoughtful, independent, and world-conscious people. You know your true north; let the words in this issue assure you that you are not alone. Children need you to follow your true north more than ever.

—Ellin Oliver Keene



Ellin Oliver Keene

Let the words in
this issue assure you
that you are not alone.
Children need you
to follow your true north
more than ever.





Outside the Realm of Time:

Reading

Poetry



By Georgia Heard

I stagger into Debbie Futterman's third-grade class, lugging a big bag of poetry books. I have visited Debbie's wonderful class before, and I know how enthusiastic the students are about reading. I spread the books out on tables and ask the students to choose what they want to read, either alone or in pairs. I've categorized the books into anthologies, thematic anthologies, and books by individual poets.

The kids race to grab a book. They spread around the room, under tables, in corners. I show them my notebook, where I have collected favorite lines, poems, feelings, and ideas that come to mind as I read. From the start, I've encouraged them to keep their own reading notebooks. Judging by the looks on their faces, you would think I just brought in a banquet.

As I walk with Debbie around the room I notice two boys reading Myra Cohn Livingston's *Celebrations*. They take turns reading it aloud to each other. I ask, "Why did you decide to read the poems aloud?"

"You can hear it," one boy says. "You read stories quietly and poems out loud."

The other boy says, "By reading it out loud you feel the meaning of the poem. You hear yourself saying a poem that somebody else has written."

"What made you choose this book?" Debbie asks.

"Because I like books about special holidays."

Nearby, Alicia is copying a poem into her notebook. When I ask her why, she says, "I like to read things to my mother. I want to read this poem to my mother, who doesn't know about poems."

Jenny has written "favorite lines" in a box in her journal, followed by lines from Robert Frost's "Stopping by Woods on a Snowy Evening." When I ask why she picked those lines, she answers, "I wrote them down because they rhyme, and because it gives me a picture without a picture."

Janice writes down names of her favorite poems from Carl Sandburg's *Early Moon* (1958). "Most of my favorite poems are quiet poems," she says.

"What do you mean by quiet?"

"If the poem's personality is quiet, calm, like the poem 'Sea Wash.'"

One group is preparing a choral reading of a poem they like. It's short, so they decide to memorize it and recite it to the class. A girl in the group says, "We want to show that if you really like a poem, you can memorize it."

Henry is sitting in a corner reading. He says about "Sea Wash," "It's like a river, like a washing machine that cleans things. It gives me a little feeling of something special."

I don't have to say too much. If the books are there, the children are eager to read and discover many ways to enjoy them. (Heard 1989)

These words were written years ago in my book *For the Good of the Earth and Sun*. I can still picture the classroom, sunlight streaming through the window, kids sitting cross-legged on the floor reading poems, some lying on their stomachs with noses buried inside a poetry book, others lounging on beanbag chairs reading a poem out loud and trying on the sounds with their mouths, a group of boys

chuckling as they whisper a few lines from a Shel Silverstein poem into each other's ears like passing on a secret.

Robert Grudin, author of *The Grace of Great Things: Creativity and Innovation* (1991), writes about how creative people carve out regularly scheduled periods of time during which there is the "illusion of infinite time." He calls these *time worlds*. Fifteen minutes, an hour, a day when you can hear the clock ticking minute by minute and there are no looming deadlines. Reading is a creative act, and that day in Debbie's class felt like what Grudin describes as a time world.



As I look to the future, my question is, "How many of our classrooms will make time for joyful, slow reading, especially of poetry, that's not tied to a reading assessment or to the Common Core State Standards?"



As I look to the future, my question is, "How many of our classrooms will make time for joyful, slow reading, especially of poetry, that's not tied to a reading assessment or to the Common Core State Standards?"

The only way anyone could have assessed Henry's poetic description of Sandburg's poem "Sea Wash" is to lean in closely and listen carefully to his words—a snapshot of wisdom. No standardized assessment, no matter how technologically sophisticated, can capture what Sandburg's poem gave Henry: "It gives me a little feeling of something special." Or measure the value of Alicia's wish to share a poem with her mother because she "doesn't know about poems." Although we can't ignore the CCSS, it doesn't have to consume every minute of every day. We need to make room for Grudin's time worlds because it is in this slowness, or illusion of infinite time, where deep thought and reflection happen.

When children have these kinds of conversations and connections around poetry, they do so because teachers value the life lessons around poetry can teach. At the same time, students learn authentically how to interpret a complex poem or discover how a poem's craft such as repetition or figurative language supports its meaning.

In an interview in *The Paris Review*, Richard Powers speaks about how the act of reading slows down time:



Let's remember to read poems that give children time worlds—opportunities to let artistic language permeate their inner lives. We will see it on their faces when they're gathered around us listening, taking in the cadences and the words.



Reading is the last act of secular prayer. Even if you're reading in an airport, you're making a womb unto yourself—you're blocking the end results of information and communication long enough to be in a kind of stationary, meditative aspect. A book is a done deal and nothing you do is going to alter the content, and that's antithetical to the idea that drives our society right now, which is about changing the future, being an agent, getting and taking charge of your destiny and altering it.

For so long as you are reading, you are also outside the realm of the time. (2002–2003)

We need to carve out time for reading poetry—once a day, once a week—for students to read for pleasure, for validation, and for transformation. In these time worlds, they are learning, and we are teaching, something far deeper than a reading standard or what can be measured on a one-size-fits-all assessment, to slow down, to reflect, to respond to literature authentically, intuitively, and with their hearts.

Recently, I heard someone speak about poetry as being perfect for “close reading practice.” I understand what she meant, and I would agree that the process of reading poems is to delve in deep and close, but we also don't want to turn poetry into practice time for close reading just because poems can be short and dense with meaning and nuance. Instead, we want to include poetry in our classrooms because it can be transformational, validating, and is, ultimately, soul work.

Let's invite students to explore a poem through natural talk, curiosity, and revelation and encourage students to generate questions that will help them understand a poem. Let's help our students revive those old responses to poetry, and let's trust them again. Does the poem make your body sway or break into dance? Does it make your insides move? Does it bring you to tears, whether

from grief or from joy? Reading or hearing a poem should feel like jumping into a cool lake on a hot summer day.

Let's remember to read poems that give children time worlds—opportunities to let artistic language permeate their inner lives. We will see it on their faces when they're gathered around us, listening, taking in the cadences and the words, sometimes without even knowing it at first, the way a child hears a lullaby as she drifts to sleep unaware of the passing of time. Let's remember to include poems that will act as a key to open the doors to students' feelings, their imaginations, and their voices—and let students linger in the illusion of infinite time.

My hope is that Henry and Alicia are sitting someplace right now—waiting at an airport, on a train or bus, or on a living room couch—with a poetry book in their hands, not because they will be tested on it next week but because poetry deeply matters to them, and it will always matter, because they remember the joy and wisdom it brought them years ago.

Frost, Robert. 1923. *The Poetry of Robert Frost*. New York: Henry Holt and Company.

Grudin, Richard. 1991. *The Grace of Great Things: Creativity and Innovation*. New York: Mariner Books.

Heard, Georgia. 1989. *For the Good of the Earth and Sun*. Portsmouth, NH: Heinemann.

Livingston, Myra Cohn. 1987. *Celebrations*. New York: Holiday House.

Powers, Richard. 2002–2003. “The Art of Fiction No. 175.” *The Paris Review* 164 (Winter). www.theparisreview.org/interviews/298/the-art-of-fiction-no-175-richard-powers.

Sandburg, Carl. 1958. *Early Moon*. New York: Harcourt, Brace & World.



As a consultant, visiting author, and keynote speaker in school districts and conferences around the world, Georgia Heard brings a poet's ear and a teacher's know-how to every aspect of writing

instruction. Her latest books from Heinemann, *The Revision Toolbox, Second Edition* and *Finding the Heart of Nonfiction*, are a fine addition to *Writing Toward Home*; and *Awakening the Heart*—which *Instructor Magazine* called one of its “12 Books Every Teacher Should Read.” In addition to her Heinemann professional books, Georgia is the coauthor of *Climb Inside a Poem*, classroom materials from Heinemann/*firsthand*. A founding member of the Teachers College Reading and Writing Project, Georgia worked for seven years as Senior Staff Developer in New York City schools.

To continue to engage with Georgia on this topic, go to www.heinemann.com/pd/journal.

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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.



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

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Digital Campus



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



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- access easy-to-use reporting features to help monitor and differentiate staff development
- ensure continuity in the classroom and contain spending on substitute teachers

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Digital Campus **online** courses can be taken **on their own**, with a **group of educators**, or within a **Blended Professional Development** plan customized by Heinemann's Professional Development Services Department.



Each course contains approximately **six sessions**, and each session requires approximately **one hour** to complete, with additional opportunities to **read** and **reflect** offline as well as to **practice** with students.



Participants should plan to engage in each Digital Campus course over a **six-week** period to benefit from **sustained PD** over time.



Each weekly session includes demo **teaching videos**, examples of **student work**, and time for reflection.

WEEK/SESSION 1

WEEK/SESSION 2

WEEK/SESSION 3

Reference Library

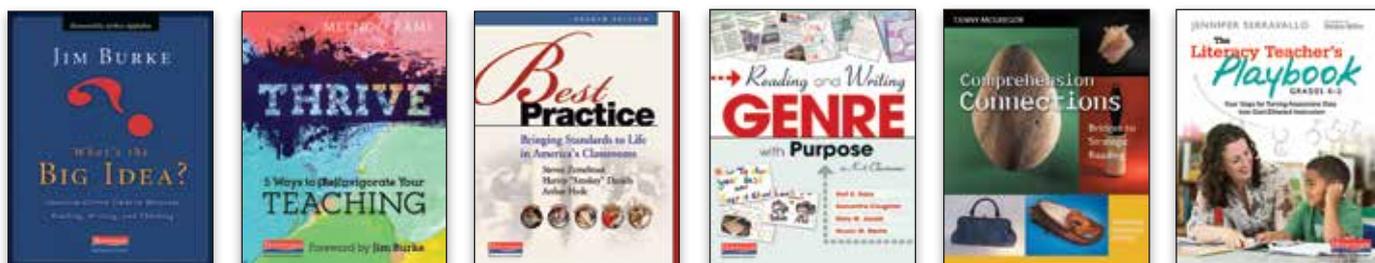
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WEEK/SESSION 4
WEEK/SESSION 5
WEEK/SESSION 6



After reviewing the online session, educators then spend time implementing the **modeled** and **guided** elements into their classroom teaching experience, and return to the course to **review** and **reflect** upon the **experiences**.



Add in a subscription to the **Reference Library** and enjoy unlimited online access to 100+ **books, articles, video clips and more**—great for extended learning, ongoing book studies, and PLC work.



At the end of each course, educators leave with tools to use in the classroom—their **notes and reflections**, as well as **organizational charts and planning tools**.



NEW! Smarter Charts: Bringing Charting to Life
Grades K–5



PRESENTED BY MARJORIE MARTINELLI AND KRISTINE MRAZ

Self-Study / DCOCN0012
\$279.00 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

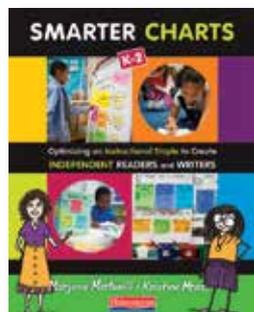
COURSE STRUCTURE

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



NEW! Putting the Practices into Action
Grades K–8

Implementing the Standards for Mathematical Practice

PRESENTED BY SUSAN O'CONNELL

Self-Study / DCOCN0013
\$279.00 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

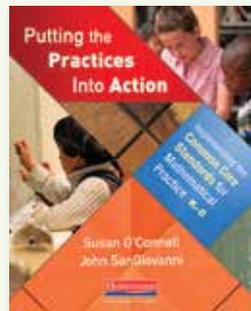
COURSE STRUCTURE

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
\$279.00 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

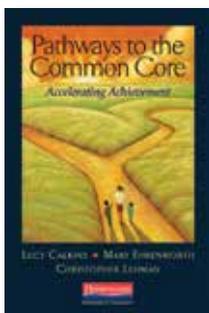
COURSE STRUCTURE

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
\$279.00 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

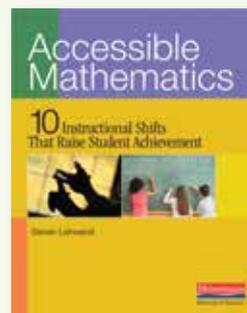
COURSE STRUCTURE

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
 \$279.00 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

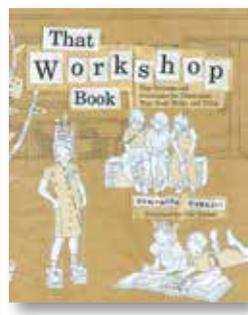
COURSE STRUCTURE

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
 \$279.00 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

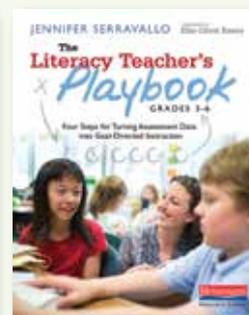
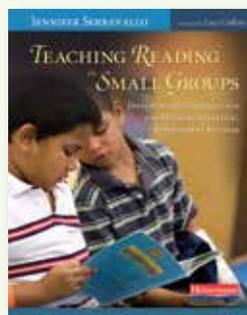
COURSE STRUCTURE

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

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Introduction to the Writing Workshop Upper Elementary Grades

PRESENTED BY STEPHANIE PARSONS

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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

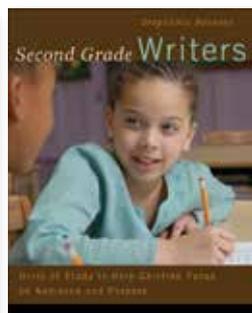
COURSE STRUCTURE

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

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GRADES 3–5

Self-Study / DCOCN0011 \$279.00 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**

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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 whether readers are improving over time
- Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit

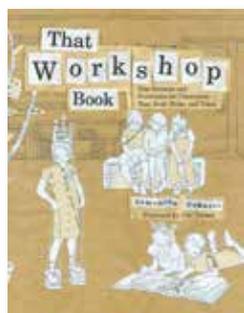
COURSE STRUCTURE

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

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Penny Kittle

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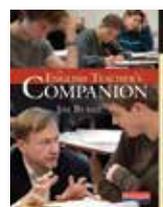
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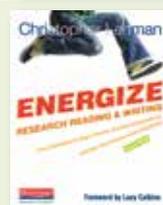
Literacy Webinars



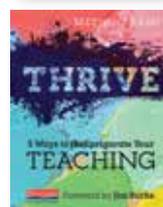
Jim Burke
The English Teacher's Companion (3–8)



Chris Lehman
Energize Research Reading and Writing (3–8)



Meenoo Rami
Thrive (K–12)



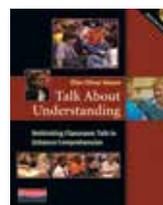
Reading Webinars



Harvey "Smokey" Daniels
Texts and Lessons for Content-Area Reading (6–12)



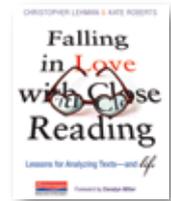
Ellin Oliver Keene
Talk About Understanding (K–8)



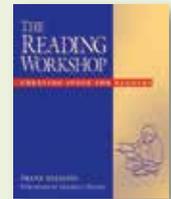
Reading Webinars



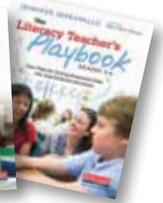
Chris Lehman and Kate Roberts
Fall in Love with Close Reading (4-12)



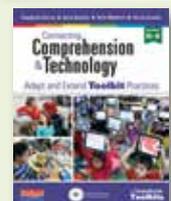
Frank Serafini
Reading Workshop 2.0 (K–8)



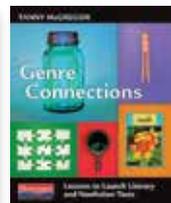
Jennifer Serravallo
Teaching Reading in Small Groups (3–5)
The Literacy Teachers Playbook (K–2 and 3–6)



Kristin Ziemke
Connecting Comprehension and Technology (K–6)



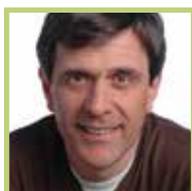
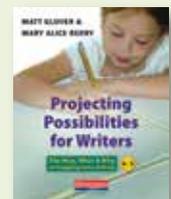
Tanny McGregor
Comprehension Connections



Writing Webinars



Matt Glover
Projecting Possibilities for Writers:
Designing Units of Study (K–5)



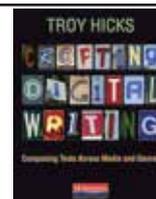
Carl Anderson
Today's Writing Workshop: Linking Conferences to the
New Writing Standards (3–8)



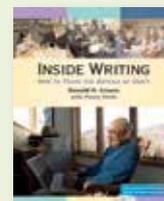
Writing Webinars



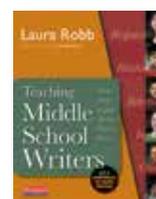
Troy Hicks
Crafting Digital Writing (4–12)



Penny Kittle
Inside Writing (2–6)
Write Beside Them (9–12)



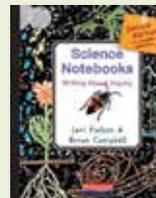
Laura Robb
Middle School Writing Strategies (4–8)



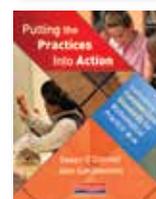
Math & Science Webinars



Lori Fulton and Brian Campbell
Science Notebooks (K–5)



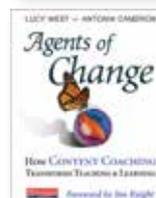
Susan O'Connell
Putting the Practices into Action (K–8)



Jo Anne Vasquez
STEM Lesson Essentials (3–8)



Lucy West and Antonia Cameron
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Transforms Teaching and Learning (K–8)



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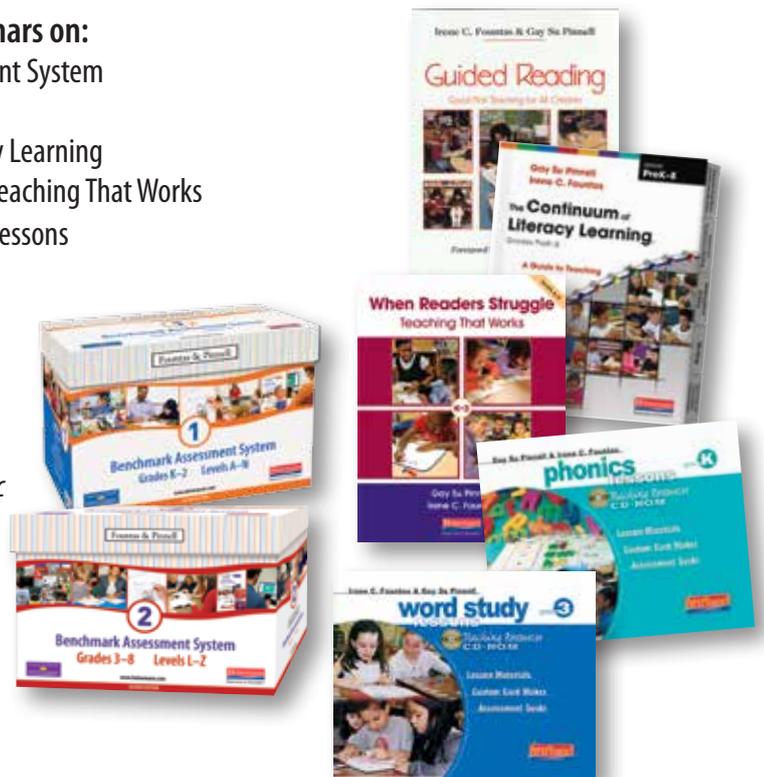
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Regie Routman



Matt Glover



Sue O'Connell



Tanny McGregor



Stephanie Parsons

Stephanie Parsons coaches and inspires teachers during the transition to a writing workshop classroom.

Stephanie Parsons is a literacy consultant, a former staff developer with Lucy Calkins and the Teachers College Reading and Writing Project, and is currently a fourth grade teacher at the Brooklyn School of Inquiry. She is a coauthor on Lucy Calkins' *Units of Study for Primary Writing* and is the author of *First Grade Writers* and *Second Grade Writers*.

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Introduction to Writing Workshop Upper Elementary Grades



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

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Linda Hoyt



Stephanie Parsons



Penny Kittle



Frank Serafini

Think big. Teach smart.

by REGIE ROUTMAN



I have just returned from a weeklong teaching and coaching residency in a diverse school where teachers and the principal are poised to take a big leap in their thinking, teaching, and assessing. Seeing what's been possible for all students as writers and readers has begun to cause a seismic shift in beliefs and practices. In just one week, teaching and learning have accelerated, students and teachers are more joyful, and some students who were thought to be low performing have outperformed those labels.

Think big and work backward from there. Instead of thinking of all the literacy pieces that need to be put into place, teachers at the school are putting students' interests, needs, and potential first and making curriculum more relevant for their students. Teachers are beginning to think big and teach smart by simplifying the work, getting to the essence of what's most important across the curriculum, and making more of the work authentic, meaningful, and personal. As well, they are beginning to take the long view while focusing on short-term gains.

Thinking Big Schoolwide

A culture that supports shared learning, shared beliefs, and ongoing collaboration is the first step to thinking big schoolwide. Such a culture is embedded in an ongoing Professional Literacy Community of formal and informal conversations, collaboration, and coaching throughout the day. That is, teachers and the principal meet for professional study; view, discuss, and analyze exemplary literacy practices; plan, try out, and apply those practices with support; examine and analyze student work; use summative and formative assessments to celebrate gains, note needs and next steps, and move learning forward across a whole school (Routman 2014).

Not to be minimized, in schools that think big, we create an “I can do it!” environment for our students as well as teachers. Our vulnerable students especially need to know by word and deed that we believe in them and will do everything we can to ensure their success.

In schools where all students achieve, trust levels are high; teachers collaborate throughout the day; teachers and principals have the know-how of excellent instruction; teaching and learning are authentic; strong principal leadership and teacher leadership coexist; tasks and lessons are authentic and related to real-world purposes—as much as is possible—and students know, understand, and value the purpose of the lesson. In every school I have worked where worthwhile literacy and learning achievement gains have been sustained, embedded Professional Literacy Communities are

the culture and daily life of the school, and focus is on students and student learning, not standards.

Of course, we teach with the Common Core State Standards in mind but not as a prescription. We implement the ambitious and worthy CCSS but as a framework and guide for what students need to know and be able to do—and what we as educators need to expertly teach and assess. I keep a double-sided, laminated copy of the CCSS anchor standards in reading and writing close by and keep my focus on those big ideas. I know that if I adeptly address these big ideas, the skills will be embedded.

Not to be minimized, in schools that think big, we create an “I can do it!” environment for our students as well as teachers. Our vulnerable students especially need to know by word and deed that we believe in them and will do everything we can to ensure their success. For that to happen, we have to be respectful of all students' background and cultures, fully present and alive in the teaching moment, and knowledgeable enough to deal with the unpredictable nature of teaching and learning.

When we think big and teach smart, we:

- **Raise expectations.** Adults in the school believe and act upon the belief that it's possible for students—and teachers as well—to achieve on a high level if we provide a safe and trusting climate; relevant and challenging curriculum; necessary supports for all learners; first-rate texts and resources; and expert instruction and feedback that move learning forward. We also ensure that we provide adequate demonstrations and shared experiences before students are released to “try it out” on their own—what I call The Optimal Learning Model. Acting upon raised expectations also includes applying the language of effective feedback, that is, using respectful and specific language that focuses first on celebrating students' strengths and intentions and what students are attempting to do before moving to what needs improvement.
- **Prioritize.** Readers read and writers write. If we want students to be readers and writers, they must spend most of their time each day in sustained reading and writing of meaningful texts. We work backward from there: sustained time to read and write is the priority, and we ensure that happens and that choice is built in. We try to schedule daily writing for younger students in the morning because they have more energy then, as writing—unlike reading—can require more effort; the child does not generally have a text to view as an intermediary support. We use guided reading only as a means to an end, that is, guided reading is where students are doing most of the work and we are quickly checking to ensure they can apply the strategies and habits of readers that we have been teaching. That is so when students are on their own as literacy learners, which is most of the time, they are successful problem solvers who can direct their own learning.
- **Make the work authentic.** We teach and investigate what's worth knowing; our curriculum and texts are connected to real-world purposes and genuine inquiry. Resources used to support the instruction are of excellent quality, and align with established beliefs and practices. Teachers check for understanding before, during, and after the lesson and make adjustments, as needed.

As well, we embrace the reading-writing connection and notice, name, discuss, and apply what authors do as writers and what readers do as thinkers to understand and engage with text.

As an example, in a recent residency we connected all our reading and writing with what it means to be a champion. The Olympics had just ended and the Paralympics were about to begin. Reading and discussing carefully chosen literature, current news articles, and well-written texts on websites raised the level of thinking and engagement. Making the work current and relevant yielded great results. Each student wrote and sent a letter to someone who was a champion in their life, and most of these letters were exemplary in content, tone, and editing. The work mattered, and students took it seriously. The mother of a fifth grader who received a letter from her son wrote to his teacher and the school's principal:

As proud of him as I am, he's proud of me too. Who knew? And not often do you get to hear it. . . . Thank you for this beautiful gift. My kids have not only received an amazing education, but you have made them better human beings.

- **Embrace whole-part-whole teaching.** We begin with meaningful and whole texts in reading and writing, and we embed the explicit teaching of skills and strategies that students need to know in meaningful contexts. By contrast, when we teach part-to-whole, we embrace the misplaced hope that focusing on skills in isolation will add up to a meaningful whole. In fact, we make learning more difficult when we break it into small pieces, which is especially egregious to our struggling students and second language learners. Too many learners never see how all the parts fit together, and their achievement and confidence remain stalled. The whole truly is greater than the sum of its parts; learning is more effective, efficient, and joyful.
- **Aim for self-determining learners.** We aim for learners who self-monitor, self-evaluate, self-correct, and self-direct their own learning. Otherwise, students remain overly dependent on others and do not reach optimal performance or become fully confident and competent. We ensure learners have daily, sustained time for deliberate practice in reading and writing texts—mostly of their own choosing—to become self-teaching and to set worthwhile goals that often go beyond themselves. Note that it is not sufficient that learners can independently complete a task. Too often the tasks we give students are not worth their time and effort. I always begin my planning in any residency with this big question in mind: *How can I engage students' hearts and minds?* If I do that successfully, I can teach them everything they need to know, and they will make the effort to do the hard work needed to complete those authentic tasks.

Coming to Think Big

For more than four decades, I've had the continuing privilege of teaching reading and writing in diverse K–6 classrooms and schools. In the last two decades, that teaching has expanded to coaching and mentoring teachers, principals, and coaches in both literacy instruction and leadership in a school-based residency model. I created that model in the mid 1990s when I realized that no one was

If we want students to be readers and writers, they must spend most of their time each day in sustained reading and writing of meaningful texts. We work backward from there: sustained time to read and write is the priority.

demonstrating for teachers and principals and that student achievement was languishing in too many places, especially in high-challenge schools with large numbers of students of color and second language learners. We educators were often just expected to implement a new program, set of standards, or resource after minimal “training” that rarely offered continuing support and guidance with application to the classroom.

As well, when I went into schools, I was chagrined to learn that even when a whole school had done a professional book study on, for example, *Reading Essentials* (Routman 2003) or *Writing Essentials* (Routman 2008), the overall knowledge level of the staff was generally low. That is, teachers and principals could talk about reading and writing practices and skills but, most often, they lacked the know-how for what highly effective practices would look like and what productive instructional and feedback language might sound like in a classroom where learning is meaningful and accelerated for all students. The missing piece was “seeing” the instructional moves and “hearing” the language of responsive teaching so that application of effective teaching could become a reality in the classroom.





A Residency Model for Thinking Big

A residency model provides the framework and content for embedded and ongoing professional development and raises the knowledge and expertise of teachers, coaches, and principals. The residency framework in *Regie Routman in Residence: Transforming Our Teaching* (Routman 2008, 2009, 2013) supports any curriculum and standards in place at the school or district. The end result is more effective, engaging, and joyful literacy instruction, assessment, and achievement and worthwhile change that is sustainable.

I always begin my planning in any residency with this big question in mind: *How can I engage students' hearts and minds?* If I do that successfully, I can teach them everything they need to know, and they will make the effort to do the hard work needed to complete those authentic tasks.

Final Thoughts

My current thinking and practices continue to be influenced by my students, classroom experiences, collaboration with colleagues, valid and reliable research, and ongoing reflection. Without thinking big, studying professionally, collaborating with colleagues, and being reflective and mindful about what's going well, what needs our attention, and how to best move forward, we will continue to end up on the usual educational treadmill—running in place without getting to a worthwhile destination. When we think big and are highly knowledgeable about teaching and learning, we engage our students and bring the joy and energy back into our classrooms and schools.

- Routman, Regie. 2003. *Reading Essentials*. Portsmouth, NH: Heinemann.
- . 2008. *Regie Routman in Residence: Transforming Our Teaching through Writing for Audience and Purpose*. Portsmouth, NH: Heinemann.
- . 2008. *Writing Essentials*. Portsmouth, NH: Heinemann.
- . 2008. *Regie Routman in Residence: Transforming Our Teaching through Reading/Writing Connections*. Portsmouth, NH: Heinemann.
- . 2009. *Regie Routman in Residence: Transforming Our Teaching through Reading to Understand*. Portsmouth, NH: Heinemann.
- . 2013. Now available in an online-only version. *Regie Routman in Residence: Transforming Our Teaching through Reading to Understand*. Portsmouth, NH: Heinemann.
- . 2014. *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success*. Alexandria, VA: ASCD.



Regie Routman has more than four decades of experience as a mentor teacher, literacy coach, and leader working in diverse classrooms and schools across the U.S. and Canada. Her many books

and resources encourage teachers and leaders to take charge of their professional learning and create effective, efficient, and joyful practices where all learners thrive. Her current focus is on raising and sustaining whole-school literacy achievement through embedded professional development. To support that work, she developed the video-based, literacy series: *Regie Routman in Residence: Transforming Our Teaching* (Heinemann, 2008, 2009, 2013). Her newest publication is *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success* (ASCD, June 2014). For full information on Regie's publications, PD offerings, blog, and to contact Regie, see www.regieroutman.org.

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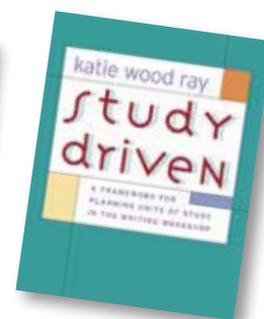
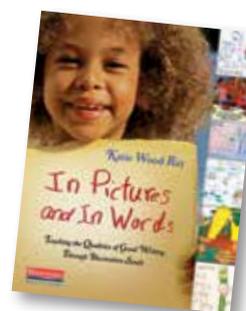
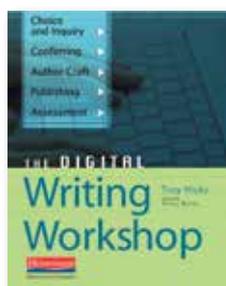
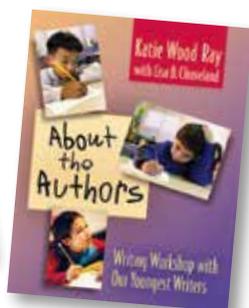
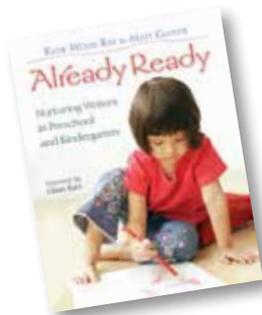
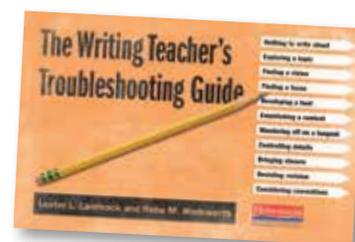
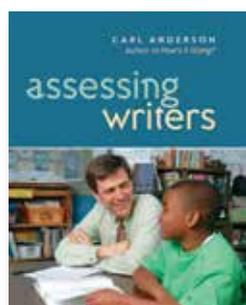
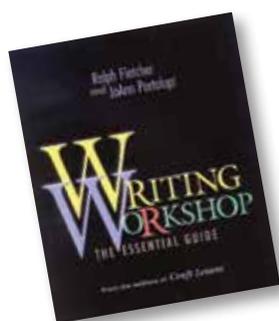
Writing Workshop

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 Reif



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

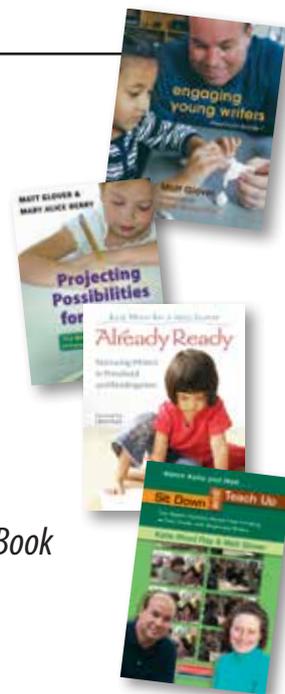
Already Ready

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

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- 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 Seminars 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*; 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 long-time 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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Chris Lehman



Harvey "Smokey" Daniels



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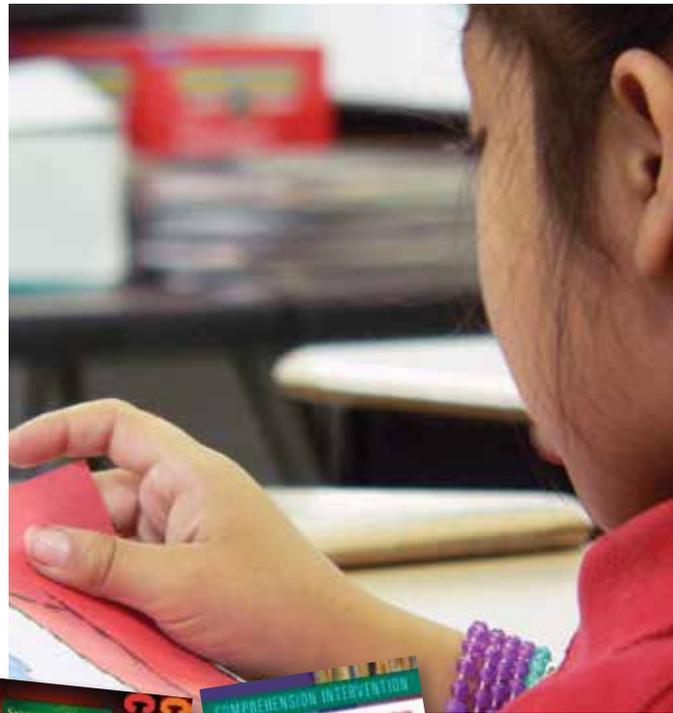
Vicki Vinton

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.

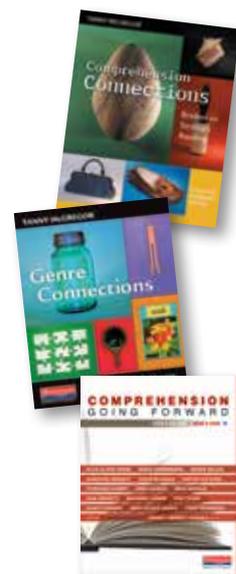
For more than two decades, Tanny taught full-time in grades 1–5 and has served as a literacy coach and gifted intervention specialist in grades K–12. She has facilitated hundreds of lab classrooms visits, and has taught as many demonstration lessons in classrooms across the country.

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 seminar 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:

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- 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 Seminar texts:



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



Jim Burke



Georgia Heard



Tasha Tropp Laman



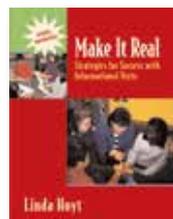
Karen Caine



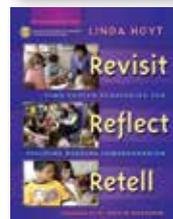
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Bring a Linda Hoyt-trained PD consultant to your school and watch the attention level and energy in your classrooms take off!

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 Hoyt-trained consultants. Hoyt is the best-selling author/coauthor of twenty-four professional books, eight video programs, and multiple *firsthand* products all informing the Hoyt team's customized seminars on reading, writing, and comprehension instruction.



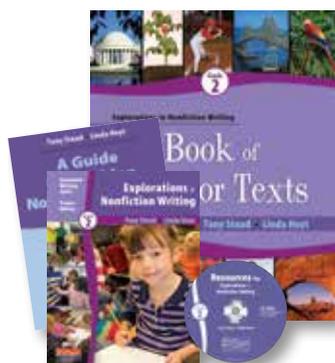
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Grades K–6



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



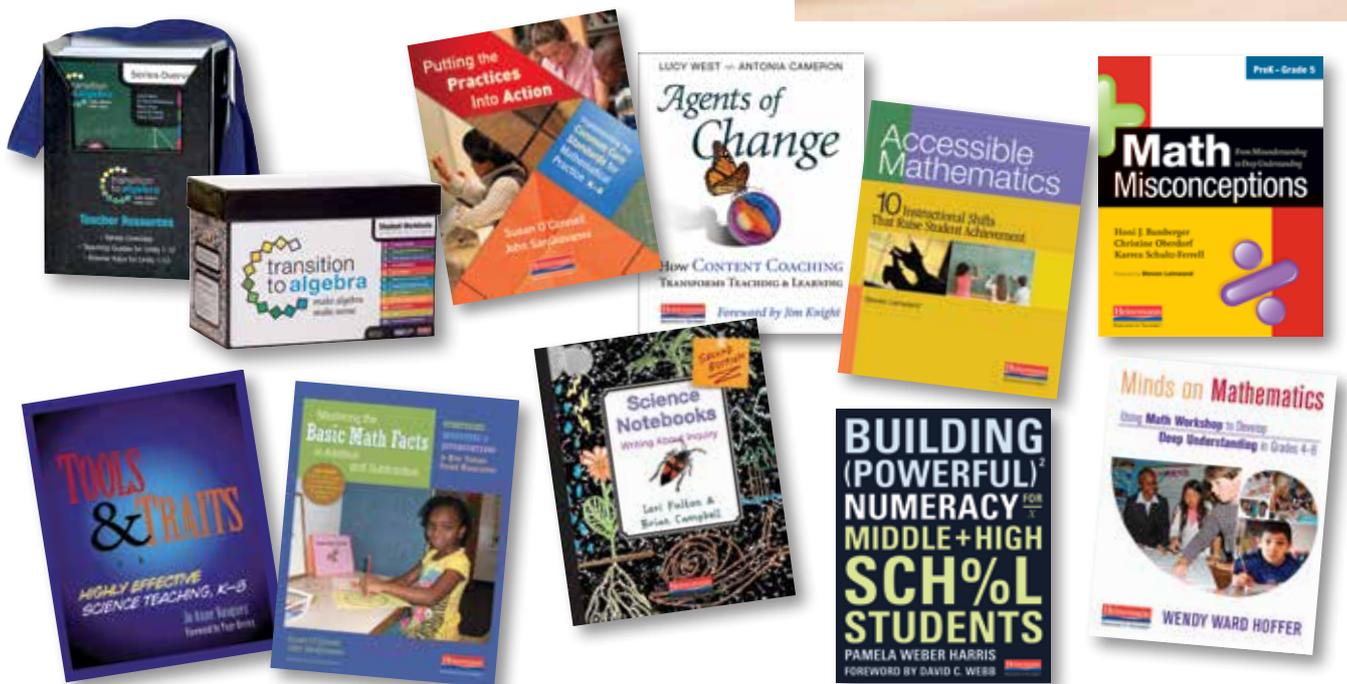
Penny Kittle

Math & Science Seminars

Customized seminars will help you:

- learn how to incorporate the Standards for Mathematical Practice into your teaching.
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- 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

Sue 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. Sue 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*. Sue 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



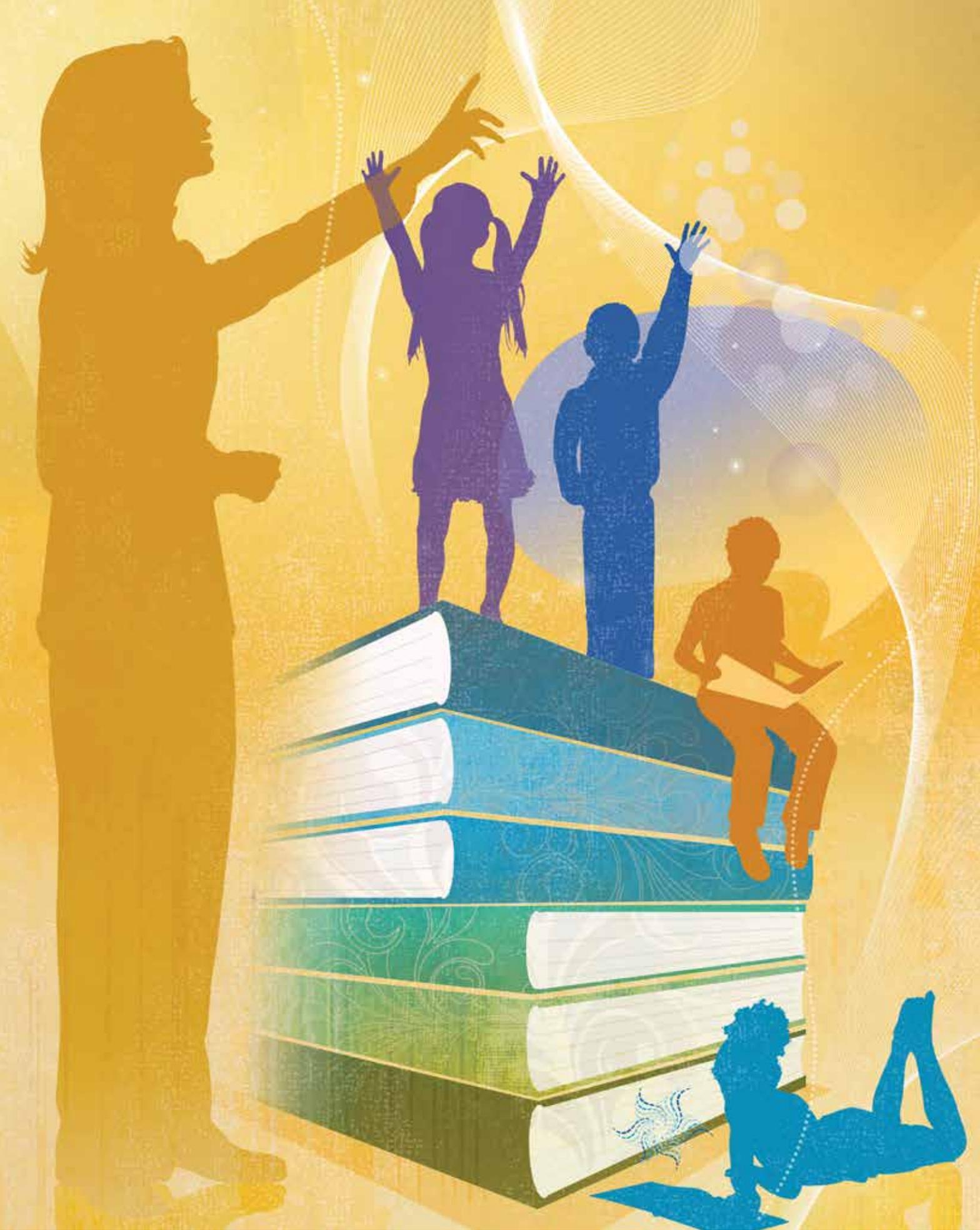
Susan O'Connell



Brian Campbell



Lori Fulton



Going Beyond Motivation to Engagement

Small distinctions make all the difference

By Ellin Oliver Keene

I've been thinking about motivation. From my early years as a teacher, I thought of motivation as something I did to students. If a lesson didn't go as planned, I was the one who hadn't motivated them enough. I hadn't gotten them "into it."

I now understand that learning itself isn't something

we do to students; neither is motivation. Learners meet us halfway—we set up the conditions for learning and make certain that the content is important and relevant, but I always tell students, “You choose what is important to remember.”

The same is true with motivation, at least the kind that comes from the inside. I wonder whether it's even possible to cause another person to feel internally motivated. We can try to get students to work for rewards, but we can't ignite the fire of internal motivation.

I believe that there is an important difference between compliance, participation, motivation, and engagement. Some students are more than motivated and we seem to have very little to do with it. They are lost in thought; they're not just participating, they are urgently “after” understanding. “They are fervent and it comes from within. These kids are engaged” (Keene 2008).

It's also interesting to note that “to motivate” implies an action done to others—passive form—whereas “to comply,” “to participate,” and “to engage” are about an active form—a choice we make to respond to others.

Small Distinction, Big Difference*

Engage: to occupy the intentions or efforts of a person(s) – syn. absorb, engross, interest, involve

Motivate: to incite or impel – syn. provoke, cause, propel

Participate: to take or have a part, to share, as with others, partake – syn. share

Comply: to act in accordance with wishes, demands, requirements, or conditions – syn. acquiesce, conform, obey

*Adapted from Dictionary.com.

Pause and Ponder . . .

Think about a student you've known who personifies, more or less, each of the definitions above. Jot some notes that describe each student. What patterns do you notice when you compare the four profiles?

What Is a Working Theory of Engagement?

Where does this capacity for deep engagement come from, and can it be learned by those who don't seem to have it? Let's start by describing engagement in the context of teaching and learning.

- Engagement is born of *intellectual urgency*—engaged children often tell us through talk and action that they “have to know more.” They are willing to put time and considerable effort into learning more. In these situations, children may want to take action to mitigate a problem in their community or the world.
- Engagement is born of *emotional response to ideas*—engaged children can describe experiences when a concept is imprinted

in the heart as well as the mind. They are certain (and I believe them) that they will remember the ideas because a strong emotion is tied to a concept they're learning.

- Engagement is deepened by *perspective bending*—engaged children are aware of how others' knowledge, emotions, and beliefs shape their own. They are willing to change their thinking and particularly relish the idea that their ideas can impact other learners.
- Engagement is, in some way, dependent on our *sense of the aesthetic*—engaged children are able to describe moments when they find something beautiful or extraordinary, hilarious or unusually meaningful. They speak of a book or an illustration that seems to have been created just for them.

Can Engagement Be Learned?

In her seminal book, *Mindset*, psychologist Carol Dweck (2006) shows that people can learn behaviors associated with engagement. She quotes Robert Sternberg who suggests that achieving success “is not some fixed prior ability, but purposeful engagement.” Engagement.

If we accept their argument, the question for educators becomes, how do we foster engagement? We know that engagement emanates from within the learner, but that doesn't mean we are passive observers.

We model intellectual engagement.

We begin by thinking aloud and modeling. So many educators have become skillful in these areas—for example, thinking aloud about how to generate questions as a reader, or modeling ways a writer crafts a magnetic lead.

Do we, however, even *mention* how it feels to be engaged? Even very young children can learn to identify when they feel intellectual urgency or an emotional response to an idea. We put up the posters in the classroom and give lip services to phrases like “We all work together!” and “Persevere!” but do our students have ample opportunity to discuss what it means to be engaged with their teacher and other learners? Have we thought aloud about how someone “bent our perspective,” changed our thinking or beliefs in some significant way? Do we talk with students about our aesthetic experiences and invite them to share theirs?

We label children's behaviors and thoughts.

We can also catch kids in the act. Students show signs, even brief flashes, of engagement all the time. Do we notice and label those moments with the children? I'll never forget watching Kevin, a kindergartner in Alabama, spend days with a book trying to figure out why seasons change. As he closed in on an explanation (an accurate one, by the way), his teacher and I decided that the best way to capitalize on Kevin's important new learning was to help other children understand that he was captivated by his question and to recognize the energy he put in to solving it. It wasn't a priority for every child in that kindergarten to understand the vernal and autumnal equinox, but they could absolutely learn about and strive toward Kevin's curiosity, independence, and intensity.

No one can be engaged all the time but, in the coming school year, I hope we can pause to consider the small distinctions between compliance, participation, motivation, and engagement. If we devote

Dimensions of Understanding

Behavioral Markers of Deep Understanding and Engagement That Can Be Observed in the Classroom

- **Learners are deeply engaged.** We experience a sense that the world around has disappeared, and we are subsumed by the world of the text. We choose to focus on particular ideas for longer periods of time; we may need to focus in silence and/or in conversation with others. We apply fervent attention. We can observe others concentrating with a focus that is nearly impenetrable.
- **Learners want to take action in the world based on what they have read.** Through discussions, writing, drama, or art, we feel an urge to do something or act in some way to mitigate or resolve related conflicts in the world. We can talk about how a book changed us, caused us to think and act differently in our own lives. We may want to leave a written, artistic, or dramatic legacy. We want to make an observable contribution to the world around us based on what we read.
- **Learners show willingness to struggle.** We choose to challenge ourselves to understand more deeply. We consciously fight any influence of negative self-judgment, and we seek with a sense of efficacy to solve complex problems.
- **Learners can describe their progress.** We can describe our own processes, preferences, and progress. We can describe, for example, how we used a comprehension strategy and how such use improved our understanding. We define and describe how our thinking has changed and can ascribe those changes to particular experiences or insights.
- **Learners engage in rigorous discourse.** We speak with others to develop deeper understanding and/or defend our ideas. We remain open to multiple perspectives (perspective bending) and consider others' ideas seriously, often integrating them into our own background knowledge. We argue/defend. We may discuss, challenge others' ideas and beliefs, and/or defend our own with evidence from the text and from background knowledge (schema).
- **Learners experience a renaissance.** We meander among a wide range of topics, interests, genres, and authors, and we pursue study in areas we find compelling or aesthetically rewarding. We pursue a compelling question. We may decide to tackle a topic of intense interest to build a knowledge base or satisfy curiosity.
- **Learners achieve insight.** We experience and can describe a moment of clarity, of "seeing" for the first time, possibly due to our efforts to recognize patterns in text or conceptual material.
- **Learners remember.** We reapply previously learned concepts and ideas in new learning situations.

even a bit more time to modeling and labeling moments of true engagement when we see or hear them, the dividends in children's learning and their sense of agency will make all the difference. We have far more capacity to foster engagement than we may believe. It isn't up to us to "motivate" students, but it is our job to show them how we and others live fully engaged lives.

For a shareable document with expanded content from Ellin on this subject, go to heinemann.com/pd/journal and download "Outcomes of Understanding."

Dweck, Carol. S. 2006. *Mindset: The New Psychology of Success*. New York: Random House.

Keene, Ellin O. 2008. *To Understand: New Horizons in Reading Comprehension*. Portsmouth, NH: Heinemann.

Sternberg, Robert J. 2005. "Intelligence, Competence and Expertise." In *The Handbook of Competence and Motivation*, edited by Andrew Elliot and Carol S. Dweck. New York: Guilford Press.



Ellin Oliver Keene is author of *Talk About Understanding* and *To Understand* and coauthor of *Mosaic of Thought* and *Comprehension Going Forward* as well as numerous

chapters on the teaching of reading for professional books and education policy journals. For sixteen years, she directed staff development initiatives at the Denver-based Public Education & Business Coalition (PEBC). Ellin has been a classroom teacher, staff developer, nonprofit director, and adjunct professor of reading and writing. She currently serves as Director of Research and Development for the PEBC. As an editor and senior advisor to Heinemann Professional Development, Ellin consults with schools and districts throughout the country and abroad. She also serves as the Chairperson for Heinemann Fellows, a chosen group of educators from around the country who share the goal of advancing the teaching profession. These educators were chosen for their originality, insight, and potential impact on the teaching profession. Heinemann Publishing's primary purpose in establishing this group is to keep current with and expand on what we have learned from practicing educators.

To continue to engage with Ellin on this topic, and to download additional related content, go to 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, transform teaching and learning for teachers and students alike.

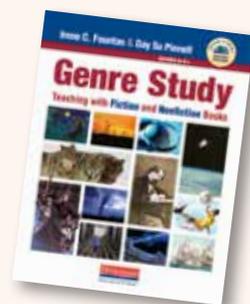
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NEW!

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.



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.



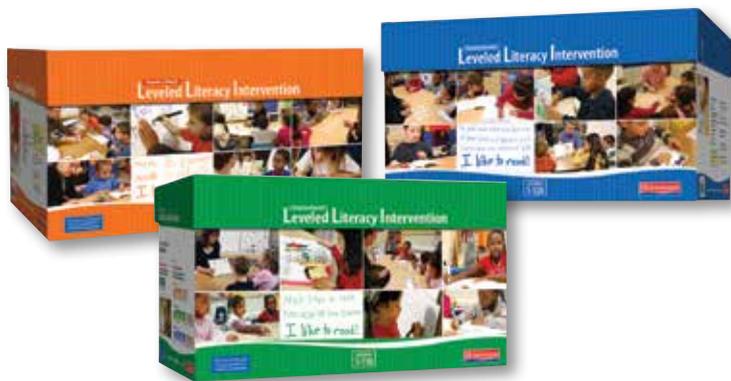
Leveled Literacy Intervention (LLI) Primary Systems for Grades K–2, Levels A–N Professional Development

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.



Leveled Literacy Intervention (LLI) Intermediate Systems for Grades 3–5, Levels L–W Professional Development

The newly released *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*, currently in development for a 2014 release, is designed for grade 5 students reading below level. Designed to bring children up to grade-level performance in as little as 18–24 weeks, *LLI Red*, *Gold*, and *Purple* form a powerful, research-based early intervention program designed specifically for intermediate children 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)** — (Available Fall 2014)

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 new *LLI Intermediate* 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.



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.

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

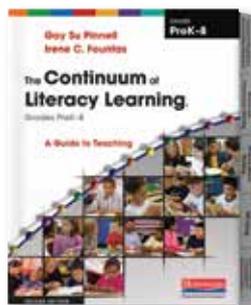
Where other assessment and benchmark systems leave you wondering “Now what?,” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. Their professional book, *The Continuum of Literacy Learning: A Guide to Teaching*, is included 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:



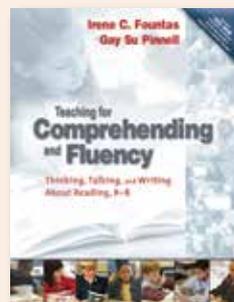
Teaching for Comprehending and Fluency Grades K–8

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

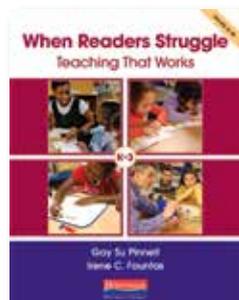
Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell's book (also included in the 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:



Literacy Beginnings

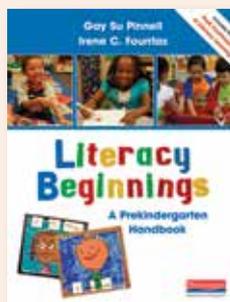
Grades PreK–K

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:



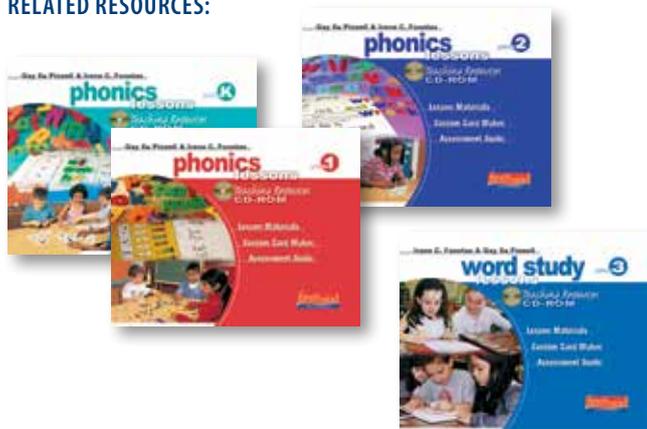
Phonics Lessons and Word Study Lessons Grades K–3

Fountas and Pinnell's *firsthand* 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:



Guided Reading Grades K–3 and Guiding Readers and Writers Grades 3–6

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.

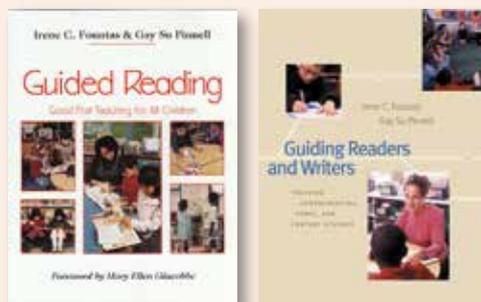
COURSE GOALS, GUIDED READING:

- 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:



Fountas & Pinnell

— SELECT —

High-quality books to develop independent reading
of increasingly challenging texts

K 1 2 3



COLLECTIONS and
GENRE SETS using
the popular PM Readers
hand-selected and organized
by literacy leaders,
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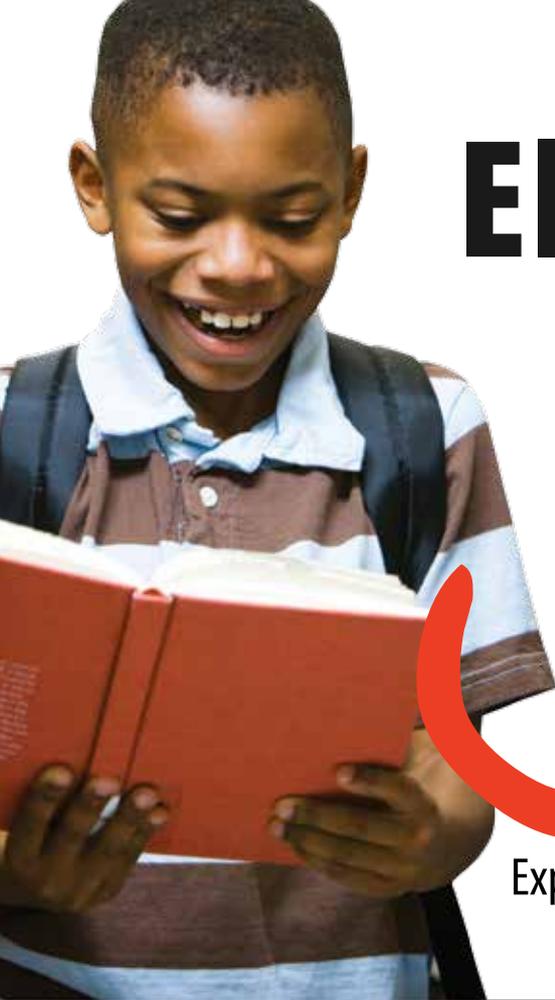
For guided reading,
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GENRE SETS
provide experiences
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texts and make
comparisons of genre
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Exploring New Territories Through Reading Conferences

By Patrick Allen

“Reading conferences help me . . . we get to the point where we can show others what we know . . . believe it or not, there’s no such thing as normal. Everybody has things to say in their own way.” —*Kain, grade 4*

Kain is right—there’s no such thing as normal when kids interact about books. Each student says important things in his or her own way; the beauty of conferring is discovering those insights with individual students. Students like Kain help me be a better teacher of readers.

I owe it to my students to move beyond “normal,” beyond the status quo, to nudge students to discover passions, apply wise thinking behaviors, and strengthen understanding of who they are becoming as readers. I owe it to my students to listen to their decision-making processes. Students like Kain help me be a better teacher of decision makers.

Conferring in reader’s workshop has changed me and improved my students’ decision-making capacity. I don’t do much small-group work anymore—don’t have to—because through conferring and wise large-group instruction, I’m not compelled to group students based on a level or a number. Because I confer every day, I know that I am meeting individual readers’ needs in the most direct and effective way.

Reading conferences are the crux of my work with readers (Allen 2009). One-on-one reading conferences add power, strength, and consistency to reader’s workshop. Conferring must guide our instruction. Why? Because . . .

- Conferring provides an opportunity for my students and me to discuss and explore ideas together
- Conferring helps me uncover a reader’s learning in a manageable, thoughtful way and leads to documentable data that drive instruction
- Conferring helps me find out new things about the reader and provides an intimate opportunity for a shared “coming to know”
- Conferring naturally becomes a thinking routine that is valued and appreciated by both my students and me. (Allen 2009, 32–33)

There’s energy when we “make discoveries, hash out thinking, and wonder together!” (Allen 2009, 24.)

Lately, I’ve been thinking about the foundational constructs of reader’s workshop and honing my conferring practice. I’ve been pondering the following four questions about conferring.

What role do flexibility and flow play in conferences?

Unambiguous routines in conferences provide predictability and encourage students to share learning with a wider reading community. Perhaps ironically, predictable conference structures also allow flexibility; they enable me to approach the conference with an open mind rather than a specific agenda ready to be rolled out.

Conferences always include: (1) time to talk about burgeoning understandings and celebrations, (2) specific instruction, and (3) a plan to ponder.

One student said, “I have a chance to ‘give out’ my thoughts to Mr. Allen . . . what’s going on in my head, what I am reading about, what I am doing, how I am using the strategies we are learning.” This “giving out” encourages flexibility. I can adjust the specific instruction and the plan to ponder in the moment. By listening, I can nudge students to share their thinking in our whole-class sharing sessions, which in turn makes sharing more powerful. The students “give” their thinking to other readers and challenge peers to apply new thinking to their own work.

When I confer with readers, the conference elicits joy. When two readers feel safe enough to juxtapose their ideas, it moves readers into new territory . . . together.

How do stamina and sustainability manifest in the reader’s workshop?

Stamina evolves through authentic literacy experiences during reader’s workshop. My students learn with a spirit of endurance. Beginning-of-the-year whole-class discussions that focus on the “grit” shown by characters in literature help students build their reading stamina and fortify their identity. The ability to sustain thought plays a role in each reader’s identity, and characters from literature show the way.

I encourage students to be increasingly mindful and therefore independent as they take on purposeful work. As they become more engaged, I help them focus on the hard work.

How can readers use juxtaposition and joy to propel themselves forward?

Juxtaposition (noticing contrasting ideas and discovering subtle contradictions within and across texts) helps keep students reading with intense interest and keeps conferences fresh. For example, fourth-grader Emily read Barbara O’Connor’s *Greetings from Nowhere* and noticed the relationship between Aggie (Sleepy Time Motel owner) and Loretta (whose mother died). Emily pointed out

that the vastly different characters had a common need for love. As we conferred, Emily explored commonalities and differences between the characters; she understood how the author had juxtaposed one character’s life upon another. Emily also revealed her metacognitive moves as a reader. The intellectual discourse we shared took on a synergy that moved the conference to a much higher level. I had to adjust my instructional goals to meet the reader and follow her lead.

The result? Joy. When I confer with readers, the conference elicits joy. When two readers feel safe enough to juxtapose their ideas, it moves readers into new territory . . . together.

How do trust and truthfulness permeate a conference?

Conferences grounded in honesty prompt decisions about book choice, help correct misconceptions, and tighten students’ use of reading strategies. When I am direct and honest with a reader, I’m showing respect and flexibility, not forcefulness. I work to provide thoughtful, formative feedback, helping the child see patterns of strength and need over time. My truthfulness encourages the reader to share his or her thinking more effectively—but ultimately the child becomes the decision maker. If we are truthful with students, we can help shape readers’ self-efficacy and risk-taking, which in turn lead to better and more independent decision making.

The more I think and learn about conferring, the more I realize that there’s no better way to tap student potential. The more I develop strategies as a conferrer, the more I realize that conferences are, indeed, the crux—the keystone—of reader’s workshop.

Believe Kain: “There’s no such thing as normal.”

Allen, Patrick A. 2009. *Conferring: The Keystone of Reader’s Workshop*. Portland, ME: Stenhouse.

O’Connor, Barbara. 2008. *Greetings from Nowhere*. New York: Farrar, Straus and Giroux.



Patrick Allen has over twenty-five years of experience teaching second to fifth grades. He is currently an elementary school teacher in Denver, where his classroom serves as a visitation

classroom for the Denver-based Public Education and Business Coalition (PEBC). Patrick frequently hosts visiting educators who are interested in learning more about reader’s and writer’s workshop, comprehension instruction, and conferring. A published author, Patrick works as a national and international literacy consultant when he is not in the classroom working with young learners.

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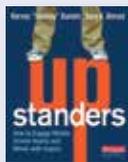
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Sara Ahmed

Grades 5–10

Sara has taught in urban, suburban, public, independent, and international schools. She is currently teaching middle school literacy and social studies using the inquiry model at The Bishop's School in La Jolla, California. Sara is coauthor with Harvey Daniels of *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry* (Heinemann 2014). She is a member of the Chicago and Southern California teacher leadership teams for Facing History and Ourselves, an international organization devoted to developing critical thinking and empathy for others. Sara's classroom is designed to help her young adolescent students to consider their own identities and to take action in the world in socially responsible ways.



Nancy Akhavan

Grades K–12

Nancy Akhavan's experience includes time as a principal, elementary school bilingual teacher, bilingual resource teacher, and professional developer. Currently Nancy is Assistant Professor in the department of Educational Research and Administration at California State University, Fresno. Previously, she was Assistant Superintendent of School Leadership for Middle Schools in Fresno Unified School District, a large urban district in California's Central Valley. She has provided staff development training to teachers of grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including *The Title I Teacher's Guide to Teaching Reading, K–3* and most recently *Teaching Writing in a Title I School*.



Carl Anderson

Grades K–8

Carl Anderson is a literacy consultant who works with elementary and secondary schools across the United States and Canada. A former elementary and middle school classroom teacher, he was the Lead Staff Developer at the Teachers College Reading and Writing Project, where he worked for eight years. Now, Carl consults with schools and districts around the world. Carl is the author of *How's It Going?: A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward*. Carl is a frequent speaker at regional and national conferences.



Kylene Beers and Robert E. Probst

Grades 4–12

Kylene Beers and Bob Probst have worked together on adolescent literacy issues for more than ten years. Coauthors of *Notice and Note: Strategies for Close Reading*, and coeditors, with Linda Rief, of *Adolescent Literacy: Turning Promise into Practice*, they bring to bear on literacy education Kylene's extensive knowledge of struggling readers, Bob's work on the teaching of literature, and their many years of experience helping teachers and school systems.

Kylene, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, author of *When Kids Can't Read—What Teachers Can Do*, and past President of NCTE. Bob, formerly a high school English teacher, is author of *Response and Analysis: Teaching Literature in Secondary School* and currently Professor Emeritus of English Education at Georgia State University.





Katherine Bomer

Grades K–12

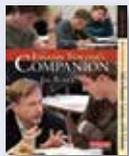
Katherine Bomer's popular book, *Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writing*, offers a transformative new approach to assessing and responding to student writing. In her latest release, the DVD *Starting with What Students Do Best*, she models the power of this approach. She also authored *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests*, and *For a Better World: Reading and Writing for Social Action*, with Randy Bomer. Katherine has taught primary and intermediate grades, and her classrooms have been featured in video productions that are broadcast across the United States. She worked as a professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, and currently consults across the country and abroad, presenting workshops in school districts as well as demonstrating and coaching inside K–8 and high school classrooms about ways of teaching reading and writing.



Jim Burke

Grades 6–12

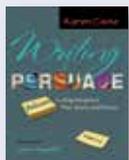
Jim Burke is the author of numerous bestselling Heinemann titles, including the *English Teacher's Companion*, Fourth Edition and *What's the Big Idea?* The question he's always tried to answer is "How can we teach our students better?" He seeks these answers daily through his work in his own classroom at Burlingame High School in California where he still teaches after twenty years. Jim has received numerous awards, including the NCTE Intellectual Freedom Award, the NCTE Conference on English Leadership Award, and the California Reading Association Hall of Fame Award. He served on the National Board for Professional Teaching Standards Committee on Adolescence and Young Adulthood English Language Arts Standards.



Karen Caine

Grades 3–8

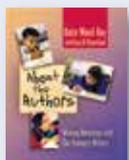
Karen Caine is the author of *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise* and a writing workshop consultant who works with upper elementary, middle, and high school teachers across the country. Karen taught for 15 years in New York City schools before becoming a district staff developer and an instructor at summer institutes for the Teachers College Reading and Writing Project. She served as the director of curriculum at a private school in Atlanta and taught in the Masters in Teaching Program at Oglethorpe University. She is a frequent presenter at conferences for NCTE, Literacy for All, ASCD, and other organizations.



Lisa Cleaveland

Grades K–2

Lisa Cleaveland is the coauthor with Katie Wood Ray of *About the Authors*, *Writing Workshop with Our Youngest Writers* and the DVD *The Teaching Behind About The Authors*. Lisa has been a teacher for 22 years and was the 2002 recipient of the prestigious NCTE/Donald H. Graves Award for Excellence in the Teaching of Writing. Lisa and Katie have worked together for 15 years, with Lisa's classroom being a place of research for Katie. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first-grade classrooms. Currently a kindergarten teacher, she understands the demands of a classroom teacher and the new Common Core Standards.

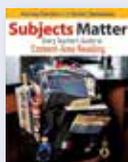




Harvey Daniels

Grades K–12

Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Daniels is the author or coauthor of many Heinemann publications, including *Comprehension and Collaboration: Inquiry Circles in Action*, coauthored with Stephanie Harvey, and *Texts and Lessons for Content-Area Reading*, coauthored with Nancy Steineke, *Best Practice*, Fourth Edition, coauthored with Steven Zemelman and Arthur Hyde, and his most recent release of *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry* with Sara Ahmed.



Michael P. Ford

Grades K–8

Michael P. Ford is a professor of reading in the College of Education and Human Services at the University of Wisconsin, Oshkosh. He has been involved with literacy education for more than thirty years as a first-grade and Title I teacher as well as a researcher and teacher-educator. His work with the international school associations has taken him to Africa, Europe, and the Middle East. He is the coauthor of numerous Heinemann titles, including *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*, *Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*, *Books and Beyond: New Ways to Reach Readers*, *Where Have All the Bluebirds Gone?*, and *Reaching Readers*.



Matt Glover

Grades PreK–6

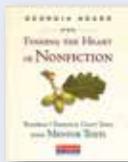
Matt Glover is a full time educational consultant and coauthor with Mary Alice Berry of the Heinemann title *Projecting Possibilities for Writers*. He is the author of *Engaging Young Writers* and coauthor with Katie Wood Ray of *Already Ready* and *Watch Katie and Matt ... Sit Down and Teach Up*, a video enhanced ebook that combines video and text to examine conferring with young writers. Matt is a frequent presenter at conferences and in school districts on topics related to nurturing young writers and supporting children’s intellectual growth and development. He has been an educator for over twenty years, including twelve years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first-grade students. Before becoming a principal, Matt taught first grade.



Georgia Heard

Grades K–8

Georgia Heard received her M.F.A. in writing from Columbia University, and is a founding member of the Teachers College Reading and Writing Project. She is the author of numerous professional books on writing including *The Revision Toolbox: Teaching Techniques That Work*; *Finding the Heart of Nonfiction: Teaching 7 Essential Craft Tools with Mentor Texts*; *Writing Toward Home: Tales and Lessons to Find Your Way*; *For the Good of the Earth and Sun: Teaching Poetry*; *Climb Inside a Poem: Reading and Writing Poetry Across the School Year* (coauthored with Lester Laminack); and *Awakening the Heart: Exploring Poetry in Elementary and Middle School*, which was cited by *Instructor* magazine as “One of the Twelve Books Every Teacher Should Read.”

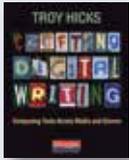




Troy Hicks

Grades K–5

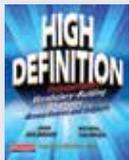
Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU’s Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts PD workshops related to writing and technology. Hicks is author of *Crafting Digital Writing* and *The Digital Writing Workshop* and a coauthor of *Because Digital Writing Matters* (Jossey-Bass, 2010) as well as numerous journal articles. In 2011, Hicks was honored with CMU’s Provost’s Award for junior faculty who have demonstrated outstanding achievement in research and creative activity.



Sara Holbrook and Michael Salinger

Grades 4–10

Sara Holbrook and Michael Salinger are veteran educators and coauthors of the Heinemann titles *High Definition: Unforgettable Vocabulary-Building Strategies Across Genres and Subjects* and *Outspoken! How to Improve Writing and Speaking Through Poetry Performance*. As sought-after speakers and professional development consultants, Sara and Michael present together and individually as they share expertise to inspire even the most reluctant students to speak clearly and write from the heart. Sara is the author of fourteen books for children, teachers and adults as well as the Heinemann title *Practical Poetry*. Michael has been writing, teaching and speaking professionally for more than twenty years for audiences in over 135 cities in twenty-one countries. His work has appeared in dozens of literary journals published across the United States and Canada. His latest publication is a collection of humorous poems defining S.A.T. vocabulary words, titled *Well Defined—Vocabulary in Rhyme*.



Mary Howard

Grades K–8

Mary Howard is the author of the Heinemann titles *Good to Great Teaching*, *RTI from All Sides* and *Moving Forward with RTI*. A “teacher’s teacher,” she’s been an educator for almost four decades. Mary combines extensive experiences as a special education, Title I, and Reading Recovery teacher with continued in-school support as a reading consultant and literacy coach. She understands the realities of today’s classroom and supports teachers across the country in creating high-quality literacy experiences for every child.



Carol Jago

Grades 6–12

Carol Jago has taught English in middle and high school for thirty-three years, is past president of the National Council of Teachers of English, and serves as an associate director of the California Reading and Literature Project at UCLA. Carol served as AP Literature content advisor for the College Board and has published six books for teachers with Heinemann. Her Heinemann titles include *With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature*; *Come to Class: Lessons for High School Writers*; *Papers, Papers, Papers: An English Teacher’s Survival Guide*; and *Cohesive Writing: Why Concept Is Not Enough*. She has also published four books on contemporary multicultural authors for NCTE’s High School Literature series. Carol has written a weekly education column for the *Los Angeles Times*, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, as well as in other newspapers across the nation.

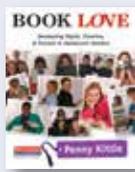




Penny Kittle

Grades K–12

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K–12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author and coauthor of numerous books with Heinemann, including *Write Beside Them*, which won the NCTE James Britton Award in 2009; *Inside Writing*, coauthored with Donald Graves; and *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Penny was a columnist for *Voices from the Middle*, an NCTE publication, for six years. She most recently coedited (with Thomas Newkirk) a collection of Donald Graves’ writing titled *Children Want to Write: Donald Graves and the Revolution in Children’s Writing*.



Tasha Tropp Laman

Grades K–5

Tasha Tropp Laman is the author of the newly released professional book *From Ideas to Words: Writing Strategies for English Language Learners*. Tasha is an associate professor in the department of Instruction and Teacher Education at the University of South Carolina where she teaches undergraduate and graduate courses in reading, writing, and critical literacy. Her research focuses on multilingual students’ literacy learning and their literate identities. Collaboration with classroom teachers is at the heart of her research and her practice. Tasha has been an educator for twenty years including time as a classroom teacher in the Navajo Nation in New Mexico and as a teacher educator in the Peace Corps in Belize where she worked in rural multilingual communities. She presents at national conferences, writing institutes, and consults in K–5 classrooms regarding writing instruction in general and English language learners in particular.



Lester L. Laminack

Grades K–6

Lester L. Laminack is Professor Emeritus from the department of Birth–Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award). Lester is now a full-time writer and consultant working with schools throughout the United States. He is an active member of the National Council of Teachers of English and served three years as coeditor of the NCTE journal *Primary Voices* and as editor of the Children’s Book Review Department of the NCTE journal *Language Arts*. Lester is the coauthor of Heinemann titles *Learning Under the Influence of Language and Literature*; *Reading Aloud Across the Curriculum*; *Climb Inside a Poem: Reading and Writing Poetry Across the Year*; *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*, and most recently *The Writing Teacher’s Troubleshooting Guide*.



Christopher Lehman

Grades 3–8

Christopher Lehman is an international speaker, education consultant and author/coauthor of several popular books including *Pathways to the Common Core* with Lucy Calkins and Mary Ehrenworth; *Energize Research Reading and Writing: A Quick Guide to Reviving Disengaged Writers*; and his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—And Life*. His background includes teaching middle school, high school, serving as a literacy coach, and supporting grades 3–8 as a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. Chris consults in elementary and secondary schools, supporting educators, coaches, and administrators in developing rigorous and passionate literacy instruction across content areas.

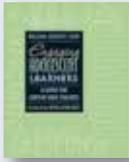




ReLeah Cossett Lent

Grades 6–12

ReLeah Cossett Lent was a teacher for more than twenty years before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now a consultant, writing and speaking about adolescent literacy issues. Her books include *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press); *Engaging Adolescent Learners: A Guide for Content-Area Teachers*; and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools*. ReLeah is coauthor (with Jimmy Santiago Baca) of *Adolescents on the Edge, Stories and Lessons to Transform Learning*, a book and DVD designed as a resource for reaching at-risk adolescents.



Tanny McGregor

Grades K–8

Comprehension Connections introduced teachers across the country to the imaginative, inspiring, and practical teaching of Tanny McGregor. *Genre Connections* brings to teaching genre the same creativity and can-do spirit that has helped hundreds of thousands of practitioners improve. Tanny has been teaching and learning in Cincinnati for more than two decades. She is a staff developer, a nationally-known keynoter and workshop presenter, and a member of Heinemann Professional Development Services. In addition to *Comprehension Connections* and *Genre Connections*, she is a coauthor of the Heinemann title *Comprehension Going Forward*. Tanny is currently working on a new book that tackles tough-to-teach instructional concepts in the literacy classroom.



Lindsey Moses

Grades K–5

Lindsey Moses is a coauthor of the Heinemann title *Comprehension and English Language Learners*. She is an assistant professor at the Arizona State University and teaches courses in Early Childhood Education, Elementary Education, Literacy, and Culturally and Linguistically Diverse Education. She is a former elementary teacher of English language learners and is passionate about supporting literacy instruction in diverse classrooms. Lindsey's research interests involve exploring how young learners construct meaning with text in various instructional settings.



Kristine Mraz

Grades K–5

Kristine Mraz is a current classroom teacher who brings her day-to-day practice into her presentations and work with teachers. She has consulted on topics as diverse as building early literacy skills, reading and writing workshop, play and playful engagement, and building independence and agency in the classroom. Kristi is the co-author of *Smarter Charts* and *Smarter Charts for Math, Science and Social Studies* (with Marjorie Martinelli); and *Non-Fiction Writing* (with Lucy Calkins and Barb Golub). In 2015, Heinemann will publish her fourth book, with coauthor Christine Hertz, about building classrooms of joyful effort. Kristi has taught kindergarten, first, second, and fifth grade, and has consulted with the Teachers College Reading and Writing Project.





Maria Nichols

Grades K–6

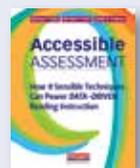
Maria Nichols works with schools, districts and educational organizations across the United States, helping educators to strengthen student engagement and literacy instruction through the development of dialogic learning environments. She currently works with the San Diego Unified School District, supporting the development of innovative learning environments. Her school experience has built a rich sense of possibility for all students, forming the foundation for her exploration of the power of talk in *Comprehension Through Conversation*. Her professional experience includes classroom teacher, demonstration teacher, literacy coach, and district administration. From workshops and coaching cycles to conference presentations and keynotes, she enjoys the opportunity to think side-by-side with teachers, administrators and coaches, developing thoughtful processes that build towards the shared goal of student success.



Michael F. Opitz

Grades K–6

A former elementary school teacher and reading specialist, Michael Opitz is professor emeritus of reading at the University of Northern Colorado where he taught undergraduate and graduate courses and supervised doctoral dissertations. He is the coauthor of multiple Heinemann titles, including *Good-bye Round Robin, Updated Edition*; *Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*; *Comprehension and English Language Learners*; and *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*. Michael works in selective classrooms in the United States and abroad planning, teaching, and evaluating demonstration lessons focused on different aspects of literacy in K–6 classrooms.



Stephanie Parsons

Grades K–5

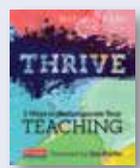
Stephanie Parsons began her teaching life studying with Lucy Calkins. She taught at P.S. 321 in Brooklyn before becoming a staff developer with the Teachers College Reading and Writing Project, where she cowrote the *Primary Unit of Study, Poetry: Powerful Thoughts in Tiny Packages* with Lucy Calkins. Since then she has written *First Grade Writers*, *Second Grade Writers*, and *First Grade Readers*. Prior to teaching, Stephanie spent a decade studying visual and performing arts. Her creative background helps her show teachers and children how to see the familiar through fresh eyes. Stephanie is currently a literacy consultant and a fourth grade teacher at the Brooklyn School of Inquiry.



Meenoo Rami

Grades K–12

Meenoo Rami is the 2014 recipient of NCTE's Conference of English Leadership (CEL) Innovative Leadership Award. She currently teaches English at the Science Leadership Academy in Philadelphia, PA. Meenoo is author of *Thrive: 5 Ways to (Re)Invigorate Your Teaching*. Mixing moments of joy, laughter, risk and encouragement, Meenoo pushes her students to think critically about their connection to the word and the world. She has shared her classroom practice at various conferences such as: NCTE, ISTE, ASCD, EduCon, Urban Sites Conference for National Writing Project, and #140edu. She also runs a weekly twitter chat for English teachers called #engchat which bring teachers from around the country together to discuss ideas related to teaching of English. Meenoo also works as a teacher-consultant for the Philadelphia Writing Project.

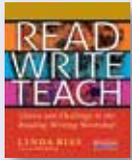




Linda Rief

Grades 6–12

Linda Rief is an instructor in the University of New Hampshire's Summer Literacy Institute and also teaches 8th grade at Oyster River Middle School in Durham, NH. She is a national and international presenter on issues of adolescent literacy. She is a national and international presenter on issues of adolescent literacy, and the author of *Read Write Teach: Choice and Challenge in the Reading Writing Workshop*; *Inside the Writer's-Reader's Notebook*; *Vision and Voice*; and *Seeking Diversity*. A recipient of NCTE's Edwin A. Hoey Award for Outstanding Middle School Educator in the English/Language Arts, her classroom was featured in the television series "Making Meaning in Literature", produced by Maryland Public Television for Annenberg/CPB. For three years, she chaired the first Early Adolescence English/Language Arts Standards Committee of the National Board for Professional Teaching Standards.



Jennifer Serravallo

Grades 1–6

A literacy consultant, researcher, and author, Jennifer Serravallo worked for eight years as a staff developer and national consultant at the Teachers College Reading and Writing Project at Columbia University. In this capacity, she helped urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. While working toward her MA at Teachers College, she taught grades 3–5 in two Title I schools with large class sizes, high numbers of ELLs, and an enormous range of learners—an experience that galvanized her to develop several professional resources for teachers: *Teaching Reading in Small Groups* and *Conferring with Readers*. She is the author of two new resources: the *Literacy Teacher's Playbook* for grades 3–5 and grades K–2.



Nancy Steineke

Grades K–12

Nancy Steineke consults nationally as a keynote speaker, workshop presenter, and literacy coach for middle and high school teachers. She specializes in content-area literacy, nonfiction writing, purposeful close reading, literature circles, and student engagement. Nancy has been featured in classroom videos for *Best Practice* and *Comprehension and Collaboration*. Her groundbreaking work with book clubs and student led discussion groups is captured in *Assessment Live!* and *Reading and Writing Together*. A frequent collaborator with Harvey "Smokey" Daniels, they have coauthored *Mini-Lessons for Literature Circles*, *Texts and Lessons for Content Area Reading*, and *Texts and Lessons for Teaching Literature*. Along with Harvey Daniels, Nancy has organized and led over 50 multi-day residential institutes for teachers in locations around the US.



Sharon Taberski

Grades K–5

In her last book, *Comprehension from the Ground Up*, Sharon Taberski cuts through the pressurized, strategy-overloaded, fluency-crazed atmosphere surrounding reading instruction to lay out reading and workshop practices that are most effective in the primary grades. The companion DVD, *Lessons from the Ground Up*, shows Sharon in the classroom, modeling effective ways to develop comprehension in real-life classroom settings through exemplary teaching techniques and is perfect for your workshop or PLC. Sharon is also the author of *It's ALL About Comprehension*, *Teaching K–3 Readers from the Ground Up*, a DVD set, *On Solid Ground: Strategies for Teaching Reading K–3*, and the video series *A Close-Up Look at Teaching Reading: Focusing on Children and Our Goals*.

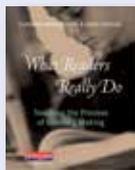




Vicki Vinton

Grades K–12

Vicki Vinton is a consultant and award-winning writer who works with schools, districts and K-12 literacy teachers around the country. She is the co-author, with Dorothy Barnhouse, of *What Readers Really Do: Teaching the Process of Meaning Making*, and with Mary Ehrenworth, *The Power of Grammar: Unconventional Approaches to the Conventions of Language*. She regularly presents and leads workshops at institutes and conferences around the world, and she has taught undergraduate and graduate students at Queens College/CUNY and the Steinhardt School of Education at New York University. She is also the voice behind the literacy blog “To Make a Prairie” (<http://tomakeaprairie.wordpress.com>), bringing resources, new ideas and work she has done in schools around the country to her audience.



Kristin Ziemke

Grades K–6

As a first grade teacher in Chicago, Kristin Ziemke engages students in authentic learning experiences where reading, thinking, collaboration and inquiry are at the heart of the curriculum. An Apple Distinguished Educator, National Board Certified Teacher and Chicago’s 2013 Tech Innovator of the Year, Kristin has extensive experience in inquiry and literacy, and seeks opportunities to transform education through technology innovation. Co-author of *Connecting Comprehension and Technology*, with Stephanie Harvey, Anne Goudvis, and Katherine Muhtaris, Kristin pairs best practice instruction with digital tools to transform learning in the classroom and beyond. Her latest book, *Integrating Technology in the Elementary Classroom*, is scheduled to be released in 2015. She is a presenter, along with Harvey “Smokey” Daniels and Nancy Steineke, at Heinemann’s Professional Development Seminars and Multi-day Institutes.



Susan Zimmermann

Grades K–12

An internationally known speaker and workshop leader, Susan Zimmermann is coauthor of *Comprehension Going Forward* and the educational best sellers *Mosaic of Thought*, Second Edition and *7 Keys to Comprehension* (with Chryse Hutchins). Currently a full-time speaker and writer, Susan gives workshops, keynotes, and summer institutes on ways to deepen the reading and writing experience for adults and children.



Math & Science Consulting and Coaching

Bring one of Heinemann's recognized leaders in math and science education to your school or district to accelerate both teacher and student achievement!

- Learn how to incorporate the Standards for Mathematical Practice into your teaching and ensure that your students develop the critical skills needed to advance.
- Determine how best to implement authentic STEM teaching and learning into your classrooms.
- Identify the most common errors children make in mathematics, investigate their source, and discover ways to avoid as well as “undo” the misconceptions.
- Develop a content-coaching model for your professional development practice around math and science.
- Create a customized plan to meet your school's or district's specific math or science PD needs.



Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice

Grades K–8

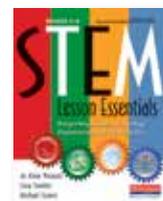
Consulting delivered by Susan O'Connell



STEM Lesson Essentials: Integrating Science, Technology, Engineering, and Mathematics

Grades 3–8

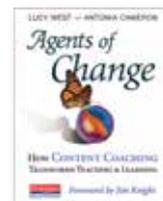
Consulting delivered by Jo Anne Vasquez



Agents of Change: How Content Coaching Transforms Teaching and Learning

Grades K–8

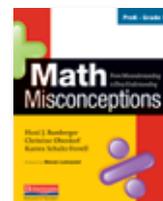
Consulting delivered by Lucy West



Math Misconceptions: From Misunderstanding to Deep Understanding

Grades PreK–5

Consulting delivered by Honi Bamberger



For complete details go to heinemann.com/pd/speakers or call 800.541.2086 ext. 1402

Residency Programs



As Kylene and Bob taught one of their many memorable sessions here at Chicago Shakespeare on their *Notice and Note* lessons, I watched a room of high school teachers get curious, slightly anxious, then completely enthusiastic about these new avenues for approaching literacy in their urban classrooms. "This is the help we've needed!" one teacher remarked. Kylene and Bob understand research AND real 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.

For complete details, go to heinemann.com/pd/residency or call 800.541.2086 ext. 1151



ReLeah 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 72–77)

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, or call 800.541.2086 ext. 1511





Comprehension, Collaboration, and Inquiry: Engaging Students, Exceeding Standards / **Grades K-12**

New Orleans, Louisiana
January 16-19, 2015

Join us over the Martin Luther King, Jr. holiday for an intensive and personal workshop, presented by Harvey "Smokey" Daniels, Nancy Steineke, Kristin Ziemke and Sara Ahmed!

All teachers and school leaders face a puzzle: how can we build the knowledge kids need for high stakes tests, and at the same time, grow thoughtful, curious, lifelong learners? Insightful teachers and districts see this as an opportunity to shift from sit-still rote learning toward more challenging and engaging inquiry. The aim of this institute is to turn curricular topics into questions so fascinating that students can't wait to explore them.

Each day is spent in job-alike groups: high school, middle, intermediate, primary, and leadership. Each participant will also join a team of colleagues in a tech-enabled, multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people and history of New Orleans itself.

STRANDS

- **Teaching with Gradual Release** – "I do it. Then we do it together. Next, you do it with my help. Finally, you do it alone."
- **Social-Academic Skills** – Explicit lessons in collaboration that ensure productive, responsible discussion, debate, and 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 need and/or 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 8th Annual Boothbay Literacy Retreat Boothbay Harbor, ME June 28-July 1 (2*), 2015



Join Kylee Beers, Bob Probst
and their master faculty for the
8th Annual Boothbay Literacy Retreat.

This yearly retreat is guided by questions such as:

- **What are the best practices for literacy education in this ever-changing, 21st-century world?**
- **What are the next best practices we should be trying?**
- **How do we engage all students, especially those who struggle with literacy skills?**
- **What are the new tech tools I should know to help my classroom be a tech-savvy place?**
- **What are the skills and habits of mind students need to be better readers and writers?**

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.

* Special Post-Retreat Session, July 1-2, 2015

The retreat officially ends at noon on Wednesday, July 1st. We hope, however, that many of you will decide to stay with us through Thursday, July 2nd at noon, when we offer what we call a "lagniappe" session. This New Orleans word (pronounced lan-yap) means "a little something extra." This year's lagniappe session will focus on expository writing. In particular, we'll discuss how we help students write informational texts with voice, how we encourage reason and analysis while nurturing creativity and passion, and, most importantly, how we help all students use writing as a way of knowing.

Agenda subject to change.



Presented by Irene C. Fountas
and Gay Su Pinnell

The Fountas & Pinnell *Leveled Literacy Intervention (LLI) Systems* deliver small-group, supplementary intervention designed for children who find reading and writing difficult.

A Comprehensive Study of the LLI Primary Systems—Leveled Literacy Intervention (LLI) for Grades K, 1, and 2 (Levels A–N/Orange, Green, and Blue)

Location and Date TBD

Teaching Readers Who Struggle and Teaching Within LLI Lessons

The focus on day one of this multi-day institute is on understanding reading and writing processes, the challenges for readers who struggle, and teaching within the LLI lessons. Gay and Irene will provide:

- an overview of the *Leveled Literacy Intervention (LLI) Primary Systems*
- a close examination of the “ladder of texts” that supports student progress across time
- an introduction to the lesson structure for *LLI* daily lessons and how to connect each part of the lessons to professional resources for learning more
- instruction on how to teach for strategies as students reread texts from the day before
- instruction on how to introduce new texts and support children as they read and discuss them, write about reading, and do hands-on work with words
- guidance on how to use a tutorial to help you code and analyze the reading behavior of children in the group.

Analyzing Reading Behaviors as a Foundation for Powerful Teaching

During day two, Gay and Irene will review sample lessons from all three *LLI Primary Systems* and you will learn instructional routines that can be incorporated into small-group teaching. In addition, you will learn about progress monitoring using technology, and how systematic observation of reading and writing behaviors can inform your teaching.

A Comprehensive Study of the LLI Intermediate Systems—Leveled Literacy Intervention (LLI) for Grades 3, 4, and 5 (Levels L–W/Red, Gold, and Purple)

Location and Date TBD

Irene C. Fountas and Gay Su Pinnell have extended their *Leveled Literacy Intervention (LLI) Systems* to the intermediate grades starting with third, fourth, and fifth graders. In this interactive two-day institute, Irene and Gay will provide participants with an introduction to the *LLI Red, Gold and Purple Systems* and show how these systems specifically address the needs of struggling older readers.

The *LLI Intermediate Systems* are designed to engage struggling readers with original, captivating books and fast-paced lessons created with the interests and needs of eight-, nine-, and ten-year-olds in mind. In this consecutive two-day institute, participants will receive an introduction to *LLI Red System* (for Grade 3/Levels L–Q), the *LLI Gold System* (for Grade 4 / Levels O–T) and the *LLI Purple System* (for Grade 5/ (Levels L–W/Red, Gold, and Purple) also presented by Fountas and Pinnell. In addition to unpacking the new systems and reviewing the components, participants will:

- explore an organized, regularly applied system for monitoring student progress
- practice teaching with the new *LLI* lessons
- learn about the *LLI Red, LLI Gold* and *LLI Purple* systems’ tools and systematic plans to use in coordinating supplementary teaching with classroom instruction
- review the *LLI* website and companion technology
- deepen their understanding of many research-based ways to help struggling readers.

The upper intermediate grade-level system of *LLI* (the Teal System) is scheduled for release starting in 2015.

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, or call 800.541.2086 ext. 1151





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

Lucy Calkins & Team / Grade Specific Workshops for Grades K-8

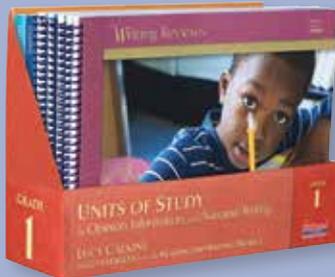
For grade specific support, or to learn more about the new *Units of Study in Opinion/Argument, Information, and Narrative Writing* series, visit UnitsofStudy.com

In these workshops, teachers and administrators will learn about both overarching plans and precise details of the writing instruction that is essential, both across years and across grades, to help students not only reach but exceed high writing standards. You'll learn about the new Units of Study curricula Lucy and her colleagues from the Reading and Writing Project at Teachers College, Columbia University, have just completed, and the ways the series addresses the newest expectations in writing instruction.

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
- Unpack writing frameworks and state standards so you can better guide students to meet and exceed high expectations

Grades K–2



Shanna Schwartz

Leesburg, VA • September 29, 2014



Amanda Hartman

Columbus, OH • December 5, 2014

Grades 3–8



Lucy Calkins & Mary Ehrenworth

Leesburg, VA • September 29, 2014



Lucy Calkins

Columbus, OH • December 5, 2014

Grades 6–8



Mary Ehrenworth & Cornelius Minor

Atlanta, GA • September 23, 2014



Mary Ehrenworth

Columbia, SC • November 17, 2014

Philadelphia, PA • November 19, 2014

For more information about these One-Day Workshops, go to Heinemann.com/PD/Workshops



Melville, NY
10/6/14
Minnetonka, MN
11/6/14

Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards Grades K–3 / Presented by Sharon Taberski



Effective comprehension is central to meeting today’s early reading standards. Sharon Taberski, the author of *Comprehension from the Ground Up*, cuts through the pressurized, strategy-overloaded atmosphere surrounding reading instruction to lay out the reading and writing practices that are most effective in developing strong readers in the primary grades.

In this workshop, Sharon reenvision the Five Pillars of Effective Reading Instruction to reflect how students actually learn to read. In addition to repositioning comprehension as the overarching goal atop the pillars, participants will examine how accurate fluent reading, background knowledge, oral language and vocabulary, reading-writing connections, and a repertoire of metacognitive strategies to use in essential and nonnegotiable ways.



Houston, TX
11/11/14
Bedford, NH
11/20/14

Projecting Possibilities for Writers: Designing Units of Study Grades K–5 / Presented by Matt Glover



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 mini-lessons. Finally, participants will have time to start developing a unit of study they will use with their actual students.



San Marcos, TX
10/23/14

Cross Curricular Strategies for Lifting Achievement and Motivation Grades K–5 / Presented by Linda Hoyt



Informational literacy is generating excitement and a strong sense of instructional urgency. This positions language arts instruction squarely in the content areas, but it isn’t just about increasing informational volume. Instead, informational literacy is focused on the development of information seekers who retain more content, think more deeply, and excel at expressing meaning across the curriculum. In this one-day workshop, Linda will guide participants as they explore strategies for improving content retention, synthesizing information from multiple sources, and crafting informational writing that sizzles with interesting structures and content.

She will highlight strategies from the recently published *Explorations in Nonfiction Writing* and *Crafting Nonfiction*.



Charlotte, NC
9/30/14

Reclaiming Read-Aloud in the Land of Standards and Common Sense Grades K–6 / Presented by Lester L. Laminack



The read-aloud is a long established practice grounded in research and common sense. In this workshop, you will examine how read-aloud experiences can be instructional and help you and your students build the scaffolding necessary for proficiency in literacy. By exploring rich texts, you will engage in the art and function of read-aloud and reconnect with the power of your “story-telling voice” to give dimension to the books you will share throughout the year.

Through read-aloud experiences, you will explore text structure and craft, comprehension and fluency, vocabulary and conceptual development. You will also explore three broad intentions for read-aloud events and examine opportunities for read-aloud experiences across the school day and throughout the curriculum.



Arlington, TX
10/17/14

Hoffman Estates, IL
10/23/14

Indianapolis, IN
11/7/14

Reading Connections: Teaching Abstract Concepts in Concrete Ways

Grades K–8 / Presented by Tanny McGregor



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.



Hoffman Estates, IL
10/29/14

Cromwell, CT
11/18/14

Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice

Grades K–8 / Presented by Sue O'Connell



The Standards for Mathematical Practice are the heart and soul of the Common Core Standards for Mathematics. Join Sue O'Connell in this dynamic one-day workshop to examine these standards, identify the key elements of each one, and discover practical strategies for making them come alive in math classrooms. Hands-on exercises will illustrate first-hand how to connect these critical practices to the math content you are teaching.

Through modeling, Sue will demonstrate questioning techniques that deepen students' math understanding. Participants will work together to explore ways to build students' problem-solving skills.

You will leave with dozens of interactive classroom tasks that engage your students in exploring and making sense of mathematics, as well as a deeper understanding of the CCSS Practice Standards and their critical impact on how we teach mathematics.

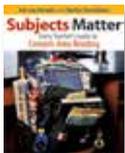


West Des Moines, IA
11/5/14

Blue Springs, MO
11/6/14

Content-Area Literacy: Comprehension, Collaboration, and Inquiry

Grades K–12 / Presented by Harvey "Smokey" Daniels



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 recent 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.



Bellevue, WA
12/3/14

Portland, OR
12/4/14

Teaching Reading in Small Groups: Assessment and Instruction

Grades 1–6 / Presented by Jennifer Serravallo



Thousands of teachers, staff developers, and administrators have appreciated Jennifer Serravallo's clear, direct, and immediately applicable style of writing in her two popular Heinemann titles, *Conferring with Readers: Supporting Each Student's Growth and Independence* (coauthored with Gravity Goldberg) and *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, and her recent *Literacy Teacher's Playbooks*.

Drawing from Jennifer's second book, *Teaching Reading in Small Groups*, this workshop will invite participants to consider the power of matching methods with those purposes to think beyond guided reading as the only way to work with readers in small groups. You will learn which methods will match the Common Core State Standards goals for improved comprehension (standards 1–9) and reading on grade level (standard 10).



Saint Charles, MO
10/7/14
Bangor, ME
12/9/14

Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards Grades 2–8 / Presented by Carl Anderson



Teachers all over the country are looking for ways to help their students meet the rigorous demands of new writing standards, such as the Common Core State Standards. How can we best help students to write the kinds of well-written opinion, informational, and narrative writing that the standards are demanding of them? How can we teach students to write the beautifully structured, finely detailed pieces that are described in the standards?

In this workshop, Carl Anderson, author of *How's It Going? A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and the *firsthand* series, *Strategic Writing Conferences*, will show participants how having writing conferences with students is one of the most powerful ways to help them improve their writing skills.



Livingston, NJ
12/9/14

Close Reading and Smart Analytical Writing: Use Multiple Texts to Meet Middle School Reading and Writing Standards Grades 4–9 / Presented by Laura Robb



This one-day workshop emerges from sources that form the foundation of Laura's recent Heinemann titles *Smart Writing: Practical Units for Teaching Middle School Writers* and *Teaching Middle School Writers: What Every English Teacher Needs to Know*. Using the Common Core Standards for writing along with what Laura has discovered about what students, teachers, and school districts need and want in a writing curriculum, she will show participants how this information shapes classroom practices.

Laura's workshop will engage everyone in ways to find topics, enlarge brainstorming, understand the benefits of writing plans, use mentor texts for lessons on leads and writing craft, use peer involvement in revision, and use short, manageable conferences to move writers forward.



Rochester, NY
10/15/14
Danvers, MA
12/2/14

Notice and Note: Strategies for Close Reading Grades 4–10 / Presented by Kylee Beers and Bob Probst



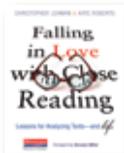
In this workshop, you will explore methods to help students, grades 4–10, become not only better readers but lifetime readers. We'll discuss the big issues of today—reading nonfiction, close reading, rigor, text-dependent questions—while also attending to the ever critical topics of engagement and lifelong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



Westminster, CO
12/9/14
Arlington, TX
12/10/14

Fall in Love with Close Reading Grades 4–12 / Presented by Christopher Lehman and Kate Roberts



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.

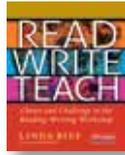
Christopher Lehman is coauthor of the best-selling *Pathways to the Common Core* and author of *Energize Research Reading and Writing* and *A Quick Guide to Reviving Disengaged Writers*. This workshop will draw on research and classroom practice from his newest book, coauthored with Kate Roberts, *Falling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



Burlington, VT
10/3/14

Read Write Teach: Choice and Challenge in the Reading-Writing Workshop Grades 6–12 / Presented by Linda Rief



What do high standards really look like? Each year, Linda asks this question as she plans, designs and implements the kind of reading and writing instruction that builds on what students know and challenges their notions of what makes effective writing and facilitates the deepest reading. We will look at the what, why, and how to help students engage closely as writers and readers.

In this one-day workshop based on her new book, Linda will show us ways to get kids to deepen their response to reading, strengthen their writing through constructive feedback and mentor texts, and expand their ideas into a variety of genres, including persuasive writing. She will teach you how to guide, challenge, and teach your students to be thoughtful readers and writers in order to be involved, articulate citizens of the world.

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Fall 2014 One-Day Workshops

Brief workshop course descriptions are listed on pages 73-77.

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 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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- Teaching for Deeper Engagement and Understanding
- Connecting Literacy Assessment to Instruction
- Teaching Math and Science Proficiency
- Strategies for Struggling Readers and English Language Learners
- Closing the Reading Achievement Gap for Middle and High School Students



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Fall 2014 Workshops

AUTHOR	LOCATION	DATE	TOPIC	LEVEL
Anderson	Saint Charles, MO	10/7/14	Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards	2-8
Anderson	Bangor, ME	12/9/14	Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards	2-8
Beers & Probst	Rochester, NY	10/15/14	Notice and Note: Strategies for Close Reading	4-10
Beers & Probst	Danvers, MA	12/2/14	Notice and Note: Strategies for Close Reading	4-10
Calkins	Columbus, OH	12/5/14	The New Units of Study in Opinion/Argument, Information, and Narrative Writing	3-8
Calkins & Ehrenworth	Leesburg, VA	9/29/14	The New Units of Study in Opinion/Argument, Information, and Narrative Writing	3-8
Daniels	West Des Moines, IA	11/5/14	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K-12
Daniels	Blue Springs, MO	11/6/14	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K-12
Ehrenworth	Columbia, SC	11/17/14	The New Units of Study in Argument, Information, and Narrative Writing	6-8
Ehrenworth	Philadelphia, PA	11/19/14	The New Units of Study in Argument, Information, and Narrative Writing	6-8
Ehrenworth & Minor	Atlanta, GA	9/23/14	The New Units of Study in Argument, Information, and Narrative Writing	6-8
Glover	Houston, TX	11/11/14	Projecting Possibilities for Writers: Designing Units of Study	K-5
Glover	Bedford, NH	11/20/14	Projecting Possibilities for Writers: Designing Units of Study	K-5
Hartman	Columbus, OH	12/5/14	The New Units of Study in Opinion/Argument, Information, and Narrative Writing	K-2
Hoyt	San Marcos, TX	10/23/14	Cross Curricular Strategies for Lifting Achievement and Motivation	K-5
Laminack	Charlotte, NC	9/30/14	Reclaiming Read-Aloud in the Land of Standards and Common Sense	K-6
Lehman & Roberts	Westminster, CO	12/9/14	Fall in Love with Close Reading	4-12
Lehman & Roberts	Arlington, TX	12/10/14	Fall in Love with Close Reading	4-12
McGregor	Arlington, TX	10/17/14	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K-8
McGregor	Hoffman Estates, IL	10/23/14	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K-8
McGregor	Indianapolis, IN	11/7/14	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K-8
O'Connell	Hoffman Estates, IL	10/29/14	Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice	K-8
O'Connell	Cromwell, CT	11/18/14	Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice	K-8
Rief	Burlington, VT	10/3/14	Read Write Teach: Choice and Challenge in the Reading-Writing Workshop	6-12
Robb	Livingston, NJ	12/9/14	Close Reading and Smart Analytical Writing: Use Multiple Texts to Meet Middle School Reading and Writing Standards	4-9
Schwartz	Leesburg, VA	9/29/14	The New Units of Study in Opinion, Information, and Narrative Writing	K-2
Serravallo	Bellevue, WA	12/3/14	Teaching Reading in Small Groups: Assessment and Instruction	1-6
Serravallo	Portland, OR	12/4/14	Teaching Reading in Small Groups: Assessment and Instruction	1-6
Taberski	Melville, NY	10/6/14	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K-3
Taberski	Minnetonka, MN	11/6/14	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K-3
Taberski	Brookfield, WI	11/7/14	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K-3

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:

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By Fax:

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FORM

Workshop/Institute Title _____

Workshop/Institute Date _____ Workshop/Institute Tuition Fee _____

Workshop/Institute Location _____

First Name _____ Last Name _____

Grade/Position _____

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School Name _____

School Mailing Address _____

City _____ State _____ Zip _____

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Method of Payment

- Check enclosed
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Account # _____

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CREDIT

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.

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

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 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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