Get Inspired.

Fall 2011 Catalog-Journal

Heinemann
PROFESSIONAL DEVELOPMENT SERVICES FOR K–12 EDUCATORS

School-Based, Off-Site, and Web-Based PD

Voyages in Writing
Penny Kittle

Learning to Read and Loving to Read
Debbie Miller

Rethinking a School District’s Literacy Approach
Jennifer Phillips

SECOND JOURNAL ISSUE!
edited by ELLIN OLIVER KEENE
Contents
Fall 2011 Catalog-Journal

On-Site Professional Development

6  Custom PD
8  Web-Based PD
10 Fountas and Pinnell
20 firsthand Professional Support
23 Math and Science Professional Support
24 School-Based Seminars
35 Heinemann Speakers

Off-Site Professional Development

46 Multi-Day Institutes
49 One-Day Workshops
55 Workshops Schedule
56 Author Index of Offerings
inside back cover
Registration Form

Custom PD
1-800-541-2086 X1402
Web-Based PD
1-800-541-2086 X1151
firsthand Professional Support
1-800-541-2086 X1402
School-Based Seminars
1-800-541-2086 X1402
Math & Science
1-800-541-2086 X1402
Speakers
1-800-541-2086 X1402
Multi-Day Institutes
1-800-541-2086 X1151
One-Day Workshops
1-800-541-2086 X1151
Features

4 Voyages in Writing
Challenge Writers to Make Choices
By Penny Kittle

16 Learning to Read and Loving to Read
Early-in-the-Year Possibilities for Both
By Debbie Miller

33 Rethinking a School District’s Literacy Approach
By Jennifer Phillips
Dear Colleagues:

I have been thinking a great deal about the power of modeling lately. I read and listen to news from around the world and am stunned by devastation inflicted on millions of people by leaders who should be models. I’m also cognizant of the extraordinary models that are visible in public life in this country and around the world. I have come to realize that modeling is only successful if those learning from the model are able to live and work more meaningfully and independently.

In this, our second issue of the combined Heinemann Professional Development Catalog-Journal, it is my pleasure to introduce three extraordinary models of great teaching.

Penny Kittle, author of, among others, *Write Beside Them*, writes eloquently of modeling with her secondary students in Conway, New Hampshire. She tells them, “I’m trying on topics, so that you’ll see one writer’s process . . . It’s the first step—imagining.”

Debbie Miller, author of *Reading with Meaning* and *Teaching with Intention*, joins us in this edition. She writes of working with primary grade children, "I believe in intellectually honest teaching. For me, that means striving to create learning environments where children do intellectually honest kinds of things—things that are authentic, worthy of their time and effort, and mirror, in some form, what we do in the world.”

We are proud to welcome Instructional Coach Jennifer Phillips who writes about the power of modeling in making districtwide changes in her school district, Blue Springs, Missouri. She describes the power of teacher collaboration as a model for districtwide professional learning and tells us, “These teachers work in collaborative groups each year to hone their skills by exploring pressing questions related to literacy learning.”

I am delighted to share the second edition of the Catalog-Journal. We were heartened by the responses we received from so many of you who found that publishing a journal and a catalog between the same covers was useful. Our hope is to continue to offer you an opportunity to read stimulating and practical articles while viewing Heinemann’s options for your professional growth.

Ellin Oliver Keene
Dear Colleagues:

Teacher Ian Fleischer’s first-grade classroom at New Franklin School in Portsmouth, New Hampshire is the kind of place where children learn to express themselves with the confidence and voice all of us who have young writers in our lives dream for them. His is a model workshop classroom. And so, on the brilliant blue Friday morning preceding Memorial Day weekend, Heinemann colleagues gathered there to learn. We were there to discover what is possible for young children who have spent a year developing the habits of mind skilled writers engage.

We were there to discover what is possible. This is the promise of modeling. Our theme this issue of the PD Catalog-Journal, modeling is perhaps the most critical part of the teaching-learning transaction. It’s equally important to professional learning. This is why my colleagues and I, who are part of a professional learning community that meets monthly via phone and twice annually face-to-face, seek opportunities to visit classrooms like Ian’s. We are listening for the instructional language, looking for the habits of mind and classroom routines that point the way toward teaching excellence. It’s the same journey you are on, and we gather these experiences like touchstones along the way, reflecting them back to you in the services and resources we offer as we find our way together.

Lev Vygotsky, the Russian developmental psychologist whose work influences so many of us, wrote, "Through others, we become ourselves." The articles in this issue are here to remind you of the importance of modeling, a teaching routine that can help guide your students toward the personal and academic excellence you dream for them. We hope the services and resources described alongside them remind you that as you seek to become the teacher you most desire to be, Heinemann is here to give you heart and vision. We offer a reflection of your deepest aspirations and model the language and moves that bring you closer to them.

A delightful journey to you and your students toward the teachers and learners you seek to become this year. May the road rise to meet you.

Vicki Boyd
Voyages in Writing
Challenge Writers to Make Choices

By Penny Kittle
What is a voyage? A launch into the unknown. You can plan ahead; you pack what you think you might need. You consider routes, dangers, backup plans. But you know you know nothing, really. Each voyage will unravel as it will. There’s no counting on the weather. Suitcases will fray, split, and heave their contents onto the floor of a train. The uncertain is certain. That’s what raises the pulse a little.

Today we begin a voyage in writing. The crew is uneasy. We have a compass and a few maps from folks who’ve traveled this way before, but there are many routes. Who has the courage, as Erica Jong says, to follow talent to the dark places where it leads? Few in the beginning. In fact, few in the end, I’ve noticed, if the captain doesn’t go first. “I want to write about so many things,” I tell my students. “I don’t know how to choose.” There’s my father, and my friend Don Graves who died last fall, and there’s all I’m learning and thinking about reading.


“I’m not asking for your help choosing,” I say, “because you can’t help me with that. A writer needs to own his topic.” They’ve heard this before. When struggling to say what they mean about something important or capture an experience in rich, accurate detail, they’ll bleat, “Just tell me what to write! It’s so much easier if you give me a topic.” Yes, exactly. But that’s not a voyage, is it?

Ever been on a bus tour? A few weeks ago, I was riding into the Yucatan peninsula to visit Chichen Itza, home of Mayan ruins. We hurtled along past fields of blue agave, old men pedaling bicycles loaded with firewood, and even a town of tiny houses with chickens and barefooted children running across dirt floors. But there was no stopping. Our destination was planned, no time for detours. Today’s work in uncovering topics will be individual to you. The only limit is your creative mind. Spend some time listing, sketching, and imagining possibilities in your notebook today. Give yourself time to think about writing journeys you haven’t taken yet. What territory awaits your discovery? I pick up my pen and open my notebook as I sit on my stool in the midst of the class. It’s important that I write beside them. Don Graves discovered that students are more engaged with their writing when the teacher is writing with them.

Teaching skills like the use of specific nouns and verbs to enliven writing is best done in the midst of composing something the writer is invested in. We can move writers from “What do I have to do to get this done?” to “How can I make this writing better?” Engagement in practicing skills that clarify meaning makes an imprint on thinking that lasts. It allows writers to own an understanding of the use of word choice to clarify, tighten, surprise, and delight the reader; especially that most important first reader: the writer.

I think it is in our nature as teachers to embrace voyages. After all, each year, a class is unpredictable, yet we charge forward with pencils sharpened, ready for anything. We need to teach writing with this same boldness. Swallow your fears. Let loose of the script. Show students how to trust a path that you can’t see yet, but know as a writer can lead you to discover what you didn’t know you could write. It emboldens you for the next piece of writing. And the one after. Let us give writers the challenge to make choices and then lead them through our own engagement with the unknown. There’s nothing else quite like it.

“Make voyages! Attempt them . . . there’s nothing else.”

— Tennessee Williams
Custom Professional Development

PD that Responds to Need and Transforms Practice

Heinemann knows schools, the teachers and administrators that make them up, are as different as the students and communities they serve. That’s why virtually every professional development partnership Heinemann has with schools and districts across the country, and around the world, is unique.

When you choose Heinemann as your PD partner, our team, authors, and consultants collaborate with you in planning and implementing a custom-designed and delivered plan. You benefit from a combination of superior resources—professional books, classroom materials, DVDs, and consulting—to manifest the vision you have for transforming your classroom instruction.

Think of the services described in this catalog-journal as building blocks, or even a springboard, and call us to dream your PD plans out loud. Here’s what you can expect when you contact us:

How Custom Plans Start

1. **The Heinemann PD team first listens** to understand your broader goals with an aim to design a targeted PD approach to meet your immediate and long-term needs.

2. **We evaluate your needs** and tap into the knowledge and experience of expert authors and author-trained consultants to develop a plan for your review.

3. **Our plan includes recommendations** for professional development that builds teachers’ and administrators’ capacity over time, using a combination of professional print and DVD resources, as well as face-to-face and online consulting support.

***Consult with a Heinemann PD specialist who will help customize the right plan for your school or district.***

Visit heinemann.com/pd/pdplans, or call 800.541.2086 ext. 1402
The Kinds of Support Custom Plans Provide

Custom PD from Heinemann often includes:

- **Asset mapping** that helps identify your faculty’s strengths as a starting point for further professional growth.

- **On-site (school-based), custom-tailored seminars** (see pp. 24–32) designed to launch a study of a particular Heinemann foundation text, on a topic of high interest to faculty, with the aim to deepen teachers’ knowledge and understanding.

- **Classroom-based demonstration lessons** that model the language, routines, and moves your teachers seek to understand and emulate.

- **Classroom observations** by expert authors and consultants who can help identify both areas of strength and opportunities for growth, as well as help fine-tune teacher practice.

- **Collaborative analysis of student work**, where our authors or consultants show how formative assessment data can be used to inform instruction.

- **Online support**, in the form of both webinars and video conferencing, that aims to sustain and extend professional learning over time.

Common Areas of Focus for Custom Plans

- **Developing a common language** for and understanding of the reading process.

- **Launching, renewing, or refining** your reading workshop.

- **Developing a common language** for and understanding of the writing process.

- **Launching, renewing, or refining** your writing workshop.

- **Understanding the continuum of literacy learning** and how reading and writing develop over time.

- **Implementing** small-group instruction.

- **Using formative assessment** to guide instructional decision making.

- **Implementing lab or demonstration classrooms** as a tool for ongoing professional growth and development.

- **Building a repertoire** of strategies for differentiating instruction.

- **Addressing Common Core State Standards** in reading/writing workshop classrooms.

- **Reading and writing** in the content areas.
Web-Based Professional Development

Webinars
Live, Interactive, Collaborative.

Heinemann’s live webinars deliver superior PD with no travel or substitute costs. Interact directly with our authors and consultants on crucial topics that enhance your expertise.

How Our Webinars Work

- Heinemann’s webinars offer a user-friendly, convenient format and the option for educators to gather as a group at school or to participate individually at home.

- Each webinar series consists of five clock hours of streaming webcast (usually spread over four sessions) including live discussion with the presenter, video demonstrations, and comprehensive presentation materials.

- CEU credit is awarded for the completion of our webinar series.

- Individual tuition for our author-led and consultant-led webinar series is $219.00 per person. When three or more participants register at once, the enrollment fee is discounted to $209.00 per person.

For more information on Heinemann open-enrollment webinars, please go to Heinemann.com/PD/webbased or call 800-541-2086 ext. 1151.

Consider a Custom Webinar

Heinemann e-learning experts will customize a live webinar course to meet the specific needs of your staff, district, or study groups. Follow up to any Heinemann on-site PD service you schedule with a custom webinar and continue to build upon the work our consultant or author has done with your school or district.
<table>
<thead>
<tr>
<th>START DATE</th>
<th>WEBINAR</th>
<th>PRESENTER</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12, 2011</td>
<td>With Rigor for All: Teaching Challenging Literature—Both Classic and Contemporary—to Today's Students</td>
<td>Carol Jago</td>
<td>8–12</td>
</tr>
<tr>
<td>Sept. 19, 2011</td>
<td>Teaching Comprehension Well in an Overcrowded Curriculum</td>
<td>Ellin Keene</td>
<td>K–8</td>
</tr>
<tr>
<td>Sept. 29, 2011</td>
<td>Comprehension Connections: Bridges to Strategic Reading</td>
<td>Tanny McGregor</td>
<td>K–8</td>
</tr>
<tr>
<td>Oct. 5, 2011</td>
<td>The Reading Workshop: Creating a Space for Reading Instruction: Grades 3–8</td>
<td>Frank Serafini</td>
<td>3–8</td>
</tr>
<tr>
<td>Nov. 2, 2011</td>
<td>Guided Reading: Good First Teaching for All Children</td>
<td>Kathy Northcutt (A Fountas and Pinnell-trained consultant)</td>
<td>K–2</td>
</tr>
<tr>
<td>Nov. 7, 2011</td>
<td>Meet the Common Core Writing Standards for Adolescent Writers</td>
<td>Laura Robb</td>
<td>5–9</td>
</tr>
<tr>
<td>Nov. 10, 2011</td>
<td>Conferring with Student Writers</td>
<td>Carl Anderson</td>
<td>2–8</td>
</tr>
<tr>
<td>Dec. 6, 2011</td>
<td>Nonfiction Reading and Writing: Meeting the Common State Standards K–5</td>
<td>Georgia Heard</td>
<td>K–5</td>
</tr>
</tbody>
</table>
Increase the level of engagement and achievement for all your readers.

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

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

For complete details go to Heinemann.com/PD/FountasandPinnell 800-541-2086 ext. 1402
**Benchmark Professional Development**

*For the Fountas & Pinnell Benchmark Assessment System*

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

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

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

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

---

**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.

---

**Role of the Principal in the Implementation of Benchmark Assessment**

Principals 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 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.

Course goals:

- Become familiar with the Benchmark Assessment system and ways to support teachers implementing the assessment
- Learn how to look for evidence of the link between assessment and effective classroom instruction

Please call for pricing information.
Leveled Literacy Intervention (LLI) Professional Development

Once you’ve assessed your readers’ needs, intervention can raise their performance. The groundbreaking new 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 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 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.

Please call for pricing information.

Role of the Principal in the Implementation of Leveled Literacy Intervention

 Principals 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 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.

Course goals:
- Become familiar with the LLI system and ways to support teachers implementing the system
- Learn what to look for when LLI is effectively implemented in a school

Save 20% on LLI Professional Development if you purchase the LLI product at the same time. Call 800.541.2086, ext. 1402.
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:

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 to learn how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell’s newest 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:
Guided Reading
Grades K–2 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–2
• 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 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

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 newest 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:
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 newest 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:
Literacy Beginnings
Grades PreK–K
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

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 their colleagues to implement Phonics Lessons in their school
- Explore ideas and suggestions for organization of materials needed in the implementation of the Phonics Lessons

Related Resource:
In the end of the third week of school in this K–1 classroom, and it’s independent reading time! Children are seated at tables—four or so children at each—and already most eyes and hands are on books for twenty delicious minutes.

In the middle of each table sits a bright red plastic tub, filled with books—mouthwatering books—that seem to say, “Choose me!” And children do.

Jaime’s choices include How to Heal a Broken Wing, Extremely Weird Spiders, The Lady with the Alligator Purse, The Little Yellow Leaf, and Actual Size. But it’s Chicka Chicka Boom Boom he’s holding now, singing the ABC song and pointing to the bright and curvy letters on the inside cover.

Next to Jaime, Molly and Naomi giggle as they read what they remember from multiple read-alouds by their teacher of The Recess Queen... “Mean Jean was Recess Queen, and nobody said any different. Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until Mean Jean bounced.” Next up for Molly and Naomi might be Hush Little Baby; Puffins Climb, Penguins Rhyme; Dr. Seuss’s ABC; Pete the Cat; or an array of others—the choice is theirs.

Jaime, Molly, and Naomi haven’t cracked the code—not yet. But they’re participating in what David Perkins would call a “junior version” of reading, where they “get to see the whole game and participate around the edges, developing a sense of its shape and rhythm however much of it they are playing.”

And yes, a few children are a bit outside the edges, like Max and Harper, who appear to be building a series of houses out of their books....

In Making Learning Whole, David Perkins quotes a statement from the eminent cognitive and developmental psychologist Jerome Bruner, who wrote in 1973, “We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development.”

Like Perkins and Bruner, I believe in intellectually honest teaching. For me, that means striving to create learning environments where children do intellectually honest kinds of things—things that are authentic, worthy of their time and effort, and mirror, in some form, what we do in the world.

How might teachers create authentic learning environments that lay the groundwork for learning to read, and learning to love it, too? Even when children still have much to learn about letters, sounds, and words? How can we keep in mind the whole of reading and not focus our attention on these surface structure systems alone?

I believe in intellectually honest teaching. For me, that means striving to create learning environments where children do intellectually honest kinds of things—things that are authentic, worthy of their time and effort, and mirror, in some form, what we do in the world.
How Do Active Readers Read a Book?

Before reading, active readers:
- Read (or find out) the title and author
- Think: What am I noticing about what’s on the cover and the back?
- Ask: What do I already know about this kind of book? This story? This topic? The author?
- Read and predict: What might this story be about? What might I learn?

Good Morning Readers and Writers!
Happy Monday! Did you know that read and spell also read and spell say
- May

Say May
We immerse children in amazing books. Picture books, alphabet books, song books, predictable books, early readers, nonfiction, poetry, and rhyme.

Remember the books from those bright red tubs at children’s tables? Books like *Pete the Cat*, *Extremely Weird Spiders*, and *Hush Little Baby*? Most of them have been read aloud. I’ve read aloud ten to fifteen books a day since the first day of school, and now, near the end of the third week, children have heard over 125 titles, many of them more than once. (How many times can you sing *The Lady with the Alligator Purse* in one day?)

Hear me out. I’m not saying I read all ten in one sitting! Depending on their length, I might read one, two, three, or even four books during reading time, and also any time I can fit one or two in throughout the day—before and after lunch and recess; during writing workshop, social studies, and science; and ten minutes or so before the final bell. Selecting a stack of books before the school day begins ensures I’ll be ready with a variety of thoughtful choices.

Why so many read-alouds?

In addition to making the book itself accessible to children, reading aloud also builds background knowledge for:

- how stories go
- what fluent reading sounds like
- different types of text
- content
- vocabulary
- reading behaviors
- comprehension strategies/listening comprehension
- conversation and collaboration about books and big ideas
- joyful reading!

At the same time I’m reading aloud, I’m modeling and thinking aloud about what I do and think about before I read, while I’m reading, and when I finish a book.

At the same time I’m reading aloud, I’m modeling and thinking aloud about what I do and think about before I read, while I’m reading, and when I finish a book. (See anchor chart on next page.)
For example, before reading aloud The Recess Queen, I say to children, "Readers everywhere, whether they’re just learning to read or they’ve been reading for a long time, do some important thinking before they read, and I want you to learn how to do this, too. Let me show you what readers do and think about before they read.”

I locate and read the title and author’s name, take a close look at the cover and the back of the book, mention the type of text, and say:

I’m thinking this girl has got to be the recess queen—see the look on her face, and, oh! See how all the other kids are running away? I’m thinking they look like they’re scared of her. Do you see?

And look at the back—look at this little girl! She reminds me of Odd Velvet. Remember that book we read last week, this one on the shelf here? Hhm, she doesn’t look scared of the Recess Queen, does she? I wonder if she’s going to be an important character in the story. What do you think?

Let’s peek inside and make some more predictions. . . .

These before-, during-, and after-reading strategies give young readers tools for accessing a variety of books early in the reading process, providing focus during independent reading time, increasing children’s stamina, practicing reading behaviors, and highlighting meaning making. The before-and-after strategies apply to all readers, but the during-reading strategies listed on the anchor chart are designed specifically for children who haven’t yet cracked the code.

In addition to these kinds of lessons, emerging readers are engaged in focused, fun, and fast-paced skill lessons and activities, where the emphasis is on letters, sounds, and words. I keep these lessons to around fifteen minutes a day, and although they occur outside the workshop, children practice applying their learning from these lessons during the independent practice time described here.

Putting great books front and center early in the reading process engages and motivates kids to want to learn to read. Do you remember Max and Harper, the two children who built houses from their books? They’ve teamed up again, only this time, Tough Boris is much more than just a roof. And Noisy Nora is so much more than a door. They’ve discovered there are stories inside!

Debbie Miller is the author of a number of books and coauthor of Heinemann’s Comprehension Going Forward. She taught and learned from children in the Denver Public Schools for thirty years and has also been an adjunct professor at The University of Denver and Regis University. Debbie now works extensively with schools and districts on long-range planning and development of literacy programs. Debbie’s next Heinemann book on guided practice is in development now and informs this article.

To continue to engage with Debbie on this topic go to www.Heinemann.com/pd/journal.

Notes:
Deepen teacher understanding of Heinemann's remarkable *firsthand* classroom materials.

Our *firsthand* materials and expert support services give instructors the ready tools and guidance to teach with greater skill. Classroom-based, custom-designed follow-up support is available for every *firsthand* offering.

**Designed by our renowned authors and delivered on-site by author-selected, Heinemann-trained consultants.**

For complete details go to heinemann.com/pd/firsthand
800.541.2086 ext. 1402
The Comprehension Toolkit
Developing Language and Lessons
for Active Literacy
Grades 3–6

and

The Primary Comprehension Toolkit
Language and Lessons for Active Literacy
Grades K–2

Developed by Stephanie Harvey and Anne Goudvis

The Comprehension Toolkit by Stephanie Harvey and Anne Goudvis is an intensive course of study designed to help students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the Toolkit provides a foundation for developing independent readers and learners across the curriculum and throughout the school year.

The Comprehension Toolkit and its companion for younger readers, The Primary Comprehension Toolkit, emphasize active literacy—reading, writing, talking, listening, and investigating—and in this firsthand course, teachers will discover how to use the Toolkits to develop these crucial comprehension skills.

Exploring the resources provided in the Toolkits, participants will learn how the authors’ model of instruction moves students toward strategic reading and deeper comprehension. The Toolkit course offers ways to make comprehension lessons explicit by using instructional strategies such as modeling, guided practice, collaborative practice, independent practice, and finally application with a wide variety of texts.

Course goals:
• Increase teachers’ understanding of how they can help their students get more from their reading
• Explore ways in which the ideas and models in the Comprehension Toolkit, and The Primary Comprehension Toolkit can be

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

Developed by Linda Hoyt

Linda Hoyt’s Interactive Read-Alouds, for grades K–1, 2–3, 4–5, and 6–7, is a powerful resource that helps teachers recast read-alouds of treasured favorites as springboards to deeper understanding of comprehension strategies, literary devices, and writing traits. This course reveals the principles behind the resource and how to put those principles into practice. Teachers will learn how to use Interactive Read-Aloud lessons to introduce a strategy, writing trait, or literary device, then extend the targeted learning in a shared reading at the overhead and a reader’s theater experience, where fluency is addressed in combination with the targeted standard.

In addition, teachers will look at how to create a physical space that supports effective interactive read-aloud, how to fit interactive read-aloud into their existing curriculum, and how to link it to small-group instruction and independent reading. The resource’s assessment tools and rubrics for analyzing oral language development, questioning strategies, fluency, evaluative retelling, comprehension strategies, and writing traits will also be explored, as well as how the shared readings and reader’s theater scripts link to science and social studies standards.

Course goals:
• Learn how to choose exemplary mentor texts
• Develop targeted lessons to specific standards and learning outcomes
• Engage children deeply in conversation that pushes their thinking and ensures every child the chance to use content vocabulary while gaining control over the target learning
• Extend and sustain read-aloud lessons across other texts and content areas to promote deeper understanding

Related Resource:
Smart Conversations That Move Young Writers Forward  

**Grades 3–6**  

*Developed by Carl Anderson*

“The most powerful way to teach students to be better writers is to sit beside them and confer with them as they write.”  
—Carl Anderson, 2009

This seminar will provide teachers with the tools they need to decide what strategies to teach a young writer, and how to teach these strategies in the “writing conference.” Discover and practice the two essential parts of a writing conference: identifying an area of need in a student’s writing, and teaching the student a writing strategy to help them grow as a writer. Teachers will learn how to use Carl Anderson’s *Strategic Writing Conferences*—a collection of over 100 conferences, and his two DVDs—as a scaffold for their own teaching. This seminar will help you acquire the skills to conduct focused and effective writing conferences that allow teachers to truly differentiate writing instruction and students to become powerful writers.

**Course goals:**  
- Recognize common areas of need for writers using a diagnostic guide: finding topics to write about, writing a focused draft, using punctuation, writing for an audience, and effectively revising  
- Learn how to use model texts in writing conferences  
- Apply effective record keeping during the conference that focuses on who that student is becoming as a writer, and not their writing  
- Identify a writing strategy or craft technique to help the student grow as a writer  
- Develop your skills in being strategic and effective in the most important part of the writers’ workshop, the writing conference

**Related Resource:**

Teaching the Qualities of Writing  

**Grades 3–8**  

*Developed by Ralph Fletcher and JoAnn Portalupi*

Whether your teachers are novices or veterans, *Teaching the Qualities of Writing* will increase their confidence and flexibility by focusing on the key characteristics all well-written pieces share. Developed with Ralph Fletcher and JoAnn Portalupi, this first-hand course shows how to meet individual and whole-class needs by weaving the qualities of writing into responsive minilessons.

*Teaching the Qualities of Writing* informs and energizes teachers’ writing instruction by:  
- examining the qualities of good writing and discovering how they affect student voice  
- offering guidance on evaluating students’ writing abilities  
- demonstrating that the writing process proceeds fluidly according to student needs  
- connecting evaluation of student work to instructional planning  
- illustrating how the minilessons of *Teaching the Qualities of Writing* support writing workshop

**Course goals:**  
- Learn that the steps of the writing process are fluid according to student needs, and that these needs are met through the components of a writing workshop  
- Become comfortable with the qualities of good writing (ideas, design, language, and presentation) and learn how each quality affects voice in student writing  
- Develop an understanding of how to evaluate writing and learn how to determine the next teaching point based on the quality of student work

**Related Resource:**
Inspire deeper student thinking and engagement in math and science through problem solving and inquiry.

*Heinemann’s Math and Science authors and consultants can help you take your mathematics and science teaching—and your students’ understanding—to new depths.*

**Mathematics**

- **Honi J. Bamberger**
  Author of *Math Misconceptions: From Misunderstanding to Deep Understanding*

- **Susan O’Connell**
  Author of *Mastering the Basic Math Facts*

- **Arthur Hyde**
  Author of *Understanding Middle School Mathematics, Comprehending Math, Best Practice,* and coauthor of *Mathwise.*

- **Lucy West**
  Coauthor of *Content-Focused Coaching*

**Science**

- **Marlene Thier**
  Author of *The New Science Literacy: Using Language Skills to Help Students Learn Science*

- **Jo Anne Vasquez**
  Author of *Tools and Traits for Highly Effective Science Teaching, K–8*

- **Brian Campbell & Lori Fulton**
  Coauthors of *Science Notebooks: Writing About Inquiry*

PD designed by our renowned authors and delivered on-site by authors and author-selected Heinemann-trained consultants.

For complete details go to heinemann.com/pd/math  800.541.2086 ext. 1402
Examine pressing instructional topics and energize your team.

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

Designed by our renowned authors and delivered on-site by author-selected, Heinemann-trained consultants.

For complete details go to heinemann.com/pd/seminars 800.541.2086 ext. 1402
Writing Workshop

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.

The following are examples of Writing Workshop seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Writing Workshop with Our Youngest Authors

**Grades K–2 / Developed by Katie Wood Ray and Lisa B. Cleaveland**

This seminar shows how primary students can learn from professional writers, work with intention, and think about their own process in a writing workshop. Teachers will discuss the characteristics of a developmentally appropriate writing workshop, and learn the procedures for implementing a workshop and managing it throughout the year.

In Pictures and In Words

**Grades PreK–2 / Developed by Katie Wood Ray**

In this seminar, teachers will learn how to make illustration study a vital part of the primary writing workshop. Through illustration study, children can grow to more deeply understand both the process of writing and the qualities of good writing when forward-thinking teachers make the “composing connection” between writing and illustrating clear.

A Framework for Planning Units of Study in the Writing Workshop

**Grades K–8 / Developed by Katie Wood Ray**

This seminar focuses on how to facilitate a close study of text that leads students to a better understanding of the traits of good writing, and motivates them to become more accomplished writers. Participants explore the understandings, practices, and resources necessary to apply the popular mentor-texts approach to support student learning.

Essentials of the Writing Workshop

**Grades 3–8 / Developed by Ralph Fletcher and JoAnn Portalupi**

Essentials of the Writing Workshop explores the principles of a quality writing workshop—time, minilessons, choice, structure, conferring, and responding—and offers smart advice and strategies for assessing student writing, linking writing and literature, responding to students’ drafts, and more.

Write Beside Them 2009 James N. Britton Award Winner

**Risk, Voice, and Clarity in High School Writing**

**Grades 6–12 / Developed by Penny Kittle**

Writing with a purpose, understanding the elements of craft, and carefully analyzing the intentions of a text lead students to a deep understanding of writing for a variety of audiences and needs. In this course, teachers will learn how to establish a writing workshop for adolescents where students develop voice and craft in all genres.
Reading

Learn how master teachers bring the structures of the reading workshop to life. Consider and practice various ways to assess readers and track their development. Incorporate activities that enable students to develop a tool belt of reading strategies. Practice how to use differentiation and flexible grouping strategies. Explore literacy instruction within the context of content areas. Discover effective strategies that support students in deciphering difficult texts.

The following are examples of Reading seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Implementing the Reading Workshop
Grades K–5
Heinemann professional books share the principles, research, and classroom experiences that our expert authors have discovered lead to highly effective reading workshops. This course will provide the professional understandings teachers need to establish and maintain a strong and efficient yearlong reading workshop curriculum. Participants will learn to design units of study, teach minilessons, and lead small-group work, as well as discover ways to use assessment to match books to readers. The course will include discussions based on the teachings of your selection of related Heinemann professional books.

Do-Able Differentiation
Varying Groups, Texts, and Support to Reach Readers
Grades K–8 / Developed by Michael F. Opitz and Michael P. Ford
Readers often present widely different strengths and needs. What teachers bring to these readers in terms of supports, texts, and grouping makes all the difference. Do-Able Differentiation surveys what is known about differentiating instruction and then provides Opitz and Ford’s down-to-earth advice on how to apply that knowledge in simple, practical ways.

Flexible Strategies for Small Group Reading Instruction
Grades K–6 / Developed by Michael F. Opitz and Michael P. Ford
In the seminar teachers will explore and expand their ideas about flexible grouping strategies. Considering roles and goals, assessment and grouping, and various ways to match texts to readers, participants will be able to meet the needs of all students, successfully manage small-group instruction, and incorporate these practices across the curriculum.

Reading Workshop in the Intermediate and Middle Grades
Month by Month
Grades 3–8 / Developed by Frank Serafini
This seminar, based on Around the Reading Workshop in 180 Days by Frank Serafini and Suzette Youngs, provides teachers with a month-by-month look at the structure, planning, and instructional approaches of the reading workshop—the perfect organizational framework for enacting the components of quality literacy instruction.
A Guide to Content-Area Reading

Grades 6–12 / Developed by Harvey Daniels and Steven Zemelman

A Guide to Content-Area Reading shows teachers in every discipline how to energize learning by giving students tools for considering the important ideas in each subject. Its practical activities go beyond the textbook and encourage student cooperation while ensuring that kids read and succeed.

This seminar demonstrates how teachers of all students can improve students’ reading, support comprehension, and match instruction to students’ needs. Participants explore techniques for selecting a balanced diet of texts that invite students into literate practices and hold their interest.

Mini-Lessons for Literature Circles

Grades 6–12 / Developed by Harvey Daniels and Nancy Steineke

Using the adult reading group model, literature circles promote habits of choice, independence, and resourcefulness while putting strategic reading to work. Working from Mini-Lessons for Literature Circles seminar participants explore proven activities and interactions that invite students into the world of books, writers, and ideas. Teachers learn how to get started with book discussion groups, how to use mini-lessons to teach social skills, reading strategies, and literary appreciation.
Comprehension

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.

The following are examples of Comprehension seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Comprehension Connections: Bridges to Strategic Reading

Grades K–8 / Developed by Tanny McGregor

Inferring, questioning, determining importance. It’s not easy to teach these abstract thinking strategies, yet research tells us that by teaching kids to think, we are offering them access to the world. Comprehension Connections: Bridges to Strategic Reading is a guide to developing children’s ability to fully understand texts by making the thinking process achievable, accessible, and incremental. In this seminar, participants will learn how to sequence their teaching to take students from a fun object lesson to a nuanced and lasting understanding of text.

Comprehension & Collaboration

Inquiry Circles in Action

Grades K–12 / Developed by Stephanie Harvey and Harvey “Smokey” Daniels

This seminar will give teachers the tools they need to guide students in powerful and effective inquiry projects. In carefully structured “inquiry circles,” kids read with care, think deeply, and collaborate to build knowledge about the curriculum—and their own questions. This program shows how to explicitly teach strategy lessons in comprehension, collaboration, and inquiry so that kids are well equipped to seek, understand, remember, and actively use a wide range of knowledge throughout the content areas.
The Power of Comprehension Strategy Instruction

Grades K–12 / Developed by Ellin Oliver Keene and Susan Zimmermann

This seminar will give teachers the opportunity to delve into some compelling text in order to reflect on their own skills as proficient readers. As teachers pay attention to their own metacognition, we will learn how to best equip our students with the comprehension strategies they need to understand complex materials. This seminar will help you acquire the skills to feel confident in imparting the power of comprehension strategy instruction to your students.

To Understand

Grades K–12 / Developed by Ellin Oliver Keene

In this seminar, participants will have an opportunity to explore the “outcomes” of comprehension strategy instruction and the behavioral “dimensions of understanding” as described in To Understand. Teachers will learn how to help children explore concepts and insights from text in more depth than they may have thought possible. Participants will learn how to focus instruction on the most essential content in literacy learning in order to free the time in daily readers’ workshops for more in-depth comprehension work.

Comprehension Strategy Instruction for K–3 Students

Grades K–3 / Developed by Gretchen Owocki

The ultimate goal for teaching comprehension is to support children in fully experiencing the world of text. This seminar guides K–3 teachers through an exploration of the processes involved in comprehending and through an exploration of practical teaching ideas for supporting comprehension through whole-class and small-group instruction, literature circles, partner reading, and independent reading.

Making Sense of Informational Texts

Grades K–6 / Developed by Linda Hoyt

Working through ideas and practices described in Linda Hoyt’s popular Make It Real, teachers learn how to use a range of reading experiences to equip students with a tool belt of content-area reading strategies designed to help them work through virtually any nonfiction text. This seminar provides teachers with practical, classroom-friendly tools to make informational texts more attainable, scaffold vocabulary, and deal with content-specific challenges.

Time-Tested Strategies for Teaching Reading Comprehension

Grades K–6 / Developed by Linda Hoyt

Based on the updated edition of Linda Hoyt’s Revisit, Reflect, Retell, this seminar introduces teachers anew to the most reliable and teacher-friendly resource for helping students experience deeper levels of engagement with and understanding of text. Participants will gain a thorough grounding in the research supporting comprehension instruction. They’ll learn how to quickly match the right instructional strategy to their teaching objectives using the updated edition’s important new correlation tables.
Writing

Strengthen abilities to nurture and support young writers. Identify the qualities of good writing at all grade levels. Practice strategies to help reluctant students to become motivated writers. Learn to use both writing conferences and assessment to support and extend students’ writing skills. Advance skills to teach through the full writing process—planning, drafting, revising, and editing. Learn techniques to help students find their writing topics and ideas.

The following are examples of Writing seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

High Definition
Unforgettable Vocabulary-Building Strategies Across Genres and Subjects

Grades 4–10 / Developed by Sara Holbrook and Michael Salinger

Sara Holbrook and Michael Salinger present this seminar based on the High Definition way, proving that well-chosen words, collaborative discussion, genre writing, and performance are a powerful formula for active vocabulary learning. Gone are the days of solitary students defining and using words in written sentences. This seminar shows how to shake up your classroom and get even the most reluctant kids into the act of making words unforgettable.

Content-Area Writing

Grades 6–12 / Developed by Harvey Daniels, Steven Zemelman, and Nancy Steineke

This course guides teachers strategically through the two major types of writing that every student must know—writing to learn and public writing. Participants explore and practice various lessons for encouraging growth in both types of writing with subject-specific ideas for planning, organizing, and teaching. This seminar also describes different ways to use the lessons from Content-Area Writing and strategies in the writing process, and how they prepare students for testing and other on-demand writing situations.

Nurturing Writers in Preschool and Kindergarten

Grades PreK–K / Developed by Katie Wood Ray and Matt Glover

Participants explore how to support preschoolers and kindergarteners as writers in ways that help them develop powerful understandings about texts and their characteristics, the writing process, and what it means to be a writer. This seminar demonstrates the importance of bookmaking with young children and how to organize time, space, and materials to support this work.

Engaging Young Writers

Grades PreK–1 / Developed by Matt Glover

Children in preschool, kindergarten, and first grade are motivated to write in various ways. Some children are natural storytellers, ready to share their narrative in books. Others are more interested in telling people everything they know about a particular topic. Regardless of the type of writer, teachers can increase children’s energy for writing when they consider how they invite children to enter into writing.
Assessing Writers  
*Planning for Writing Instruction*  
**Grades 3–8 / Developed by Carl Anderson**  
Assessment is the challenging work of getting to know students as writers and using what we learn about them to help us decide what they need us to teach them next. Assessing students well is essential if we’re going to be excellent writing teachers. This course provides ready-to-use advice for how to determine what students know and are able to do as writers and how to plan for instruction accordingly.

Inside the Teaching of Writing  
**Grades 2–6 / Developed by Donald H. Graves and Penny Kittle**  
Effective teachers of writing model the craft in front of their students and make explicit the kinds of decisions made by proficient writers. Don Graves and Penny Kittle’s *Inside the Teaching of Writing* seminar helps teachers discover new insights about high-quality writing instruction and explores how to model the central elements of the craft: topic choice, rereading, details, response, conventions, and most of all, the writing life.

Teaching Revision Techniques  
**Grades 2–8 / Developed by Georgia Heard**  
Based on *The Revision Toolbox: Teaching Techniques That Work*, the seminar gives teachers ready-to-use strategies that take the mystery out of revision and help even the most reluctant writers to revise. The key is to teach specific revision strategies that enable students to resee and reshape their writing on multiple levels. Using three main revision toolboxes—words, structure, and voice—this seminar offers dozens of specific tools to inspire students to revise their work.

Writing to Persuade  
**Grades 3–8 / Developed by Karen Caine**  
In this seminar teachers will learn how to teach students to express an opinion, support their ideas with evidence, elaborate, and convince. Whether students are writing personal persuasive letters, editorials, essays, or public service announcements, the art and science of persuasion is one that students will be asked to use over and over again in their lives and one worth studying.
English Language Learners

Gain insights from the current research on differences among English language learners (ELL). Learn how to model and practice language structures to aid your ELL students’ reading and writing development. Discover how to establish classroom environments and routines that help ELL students to thrive. Practice how to teach new language through meaningful content.

The following are examples of ELL seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Academic Language for English Language Learners and Struggling Readers

Grades K–12 / Developed by Yvonne S. Freeman and David E. Freeman

English language learners now comprise 10% of the K–12 school population. As a result, nearly every teacher works with some or many ELLs. These students face double the work of native English speakers. ELLs must learn academic content, and they must develop the academic language needed to discuss, read, and write about academic subjects. Academic Language for English Language Learners and Struggling Readers prepares teachers to meet the challenge of successfully educating all their students, including their ELLs. Teachers will learn how to teach both language and content in curriculum organized around themes drawn from the content standards.

English Language Learners Day by Day, K–6

A Complete Guide to Literacy, Content-Area, and Language Instruction

Grades K–6 / Developed by Christina Celic

This seminar delivers an authentic and meaningful answer to the question, “How can I teach the grade-level curriculum in a way that makes my English language learners successful?” Participants will learn and practice the practical foundations clearly detailed in Christina Celic’s book English Language Learners Day by Day, K–6, and learn what best practices look like on a day-to-day basis, starting day one. The course underscores and illustrates the value of establishing schedules, routines, rules, and procedures sensitive to English language learners.

See our website for other ELL courses including ESL/EFL Teaching: Principles for Success. Go to heinemann.com/pd/seminars.
Six teachers and a student sit around a small table that has been pulled into the hallway outside a fourth-grade classroom in Blue Springs, Missouri. The teachers gathered here have discussed a common problem and have chosen to tackle it together. Their insights will extend far beyond this child, however. They are exploring new approaches that may well be utilized by their colleagues throughout the district. These teachers work in collaborative groups each year to hone their skills by exploring pressing questions related to literacy learning.

When we think about the best teaching and learning in this country, we can often name superb teachers in a handful of classrooms or a school that has been remarkably successful, but it is rare to hear about districtwide improvements. Change on this scale—change in a district’s culture—takes flight because of simultaneous leadership from the central office and classroom teachers. Blue Springs teachers have discovered that collaboration is central to that change.

The teachers gathered in the hallway on this particular morning have asked: “How can we set more meaningful, individual reading goals for students?” They want to improve their skills in pinpointing students’ needs as readers and to refine their instruction accordingly.

The philosophy that drives teachers in this school and across the district is that two heads, even six, are better than one!

Rewind to the fall of 2005. The Blue Springs School District was in the first year of a Heinemann Residency with Ellin Keene. Each school used an asset mapping process to identify existing strengths in three areas: learning communities, teaching practices, and student learning. The asset mapping process supported honest reflection on existing assets and provided the basis for each school to set its own goals based on a shared framework across the district.

The direction early in the residency was straightforward: Give teachers an opportunity for job-embedded collaboration. Teachers from each building volunteered to be residency members. This...
commitment allowed them to attend district workshops with Ellin Keene in which they focused on literacy theory and research as well as the Reader’s Workshop model.

This Curriculum Department rolled out an intense literacy focus by describing it as a process, not an event. Over the last six years, that process has been multifaceted, but the following components were critical:

1. **Professional reading.** The Heinemann consultant recommended books that were purchased for school professional libraries. Those early titles included *Mosaic of Thought* by Keene and Zimmermann, *Reading with Meaning* by Debbie Miller, *Strategies That Work* by Harvey and Goudvis, and *Choice Words* by Peter Johnston. Groups of teachers convened to read and discuss those most relevant to their school’s goals.

2. **Knowledge building.** Every elementary teacher was given job-embedded opportunities to work with consultants such as Ellin Keene, Debbie Miller, and Laura Robb. The support was tailored to each school's asset map goals. In addition, the district provided awareness training for new teachers and advanced workshops for those teachers who were ready to take their instruction to the next level. Importantly, the district did not invest in scripted programs—Blue Springs chose to invest in teachers' knowledge of research and best practices rather than programs.

3. **Reading is for US!** Teachers in each school grew into the new district culture through staff conversation about adult texts. Teachers and principals read fiction and essays, editorials and non-fiction, and discussed their own reading processes. When teachers began to be metacognitive in their own reading, classroom lessons became more focused and authentic for students.

4. **Seeing is believing.** Missouri is the Show Me State! Throughout each school year, the Heinemann consultant provided demonstration lessons to model key components of the workshop model. Teachers who attended were expected to return to their schools and share new learning with colleagues.

5. **Time to reflect.** District literacy leaders also found that teachers engaging in a change process need time to reflect. During half-day, classroom-based collaboration, teachers participated in a pre-lesson conference, observed a demonstration lesson, and engaged in a lesson debrief. They joined the consultant to talk through the demonstration lesson, focusing on what might have gone differently, what teaching moments were missed, and what next steps might look like in their own classrooms.

6. **Lab Schools.** The district has supported schools that fully embraced the changes from the beginning by providing additional resources to improve classroom environments, purchase books for classroom libraries, and receive additional support from the Heinemann consultant. In return, these Lab Schools accepted visitors from around the district and across the region who came to observe more fully developed classrooms. In Lab Schools, a visitor can walk into nearly every classroom and observe highly successful instruction.

And...the results are in! In each of the last five years, Blue Springs’ literacy scores on the Missouri...have gone up! In addition to statewide assessments, teachers are now working in collaborative groups to develop very precise assessments to track students’ progress on specific goals. Whether assessed on statewide tests or more descriptive classroom-based measures, Blue Springs students are showing dramatic improvements each year.

Let’s return to the crowded hallway where six adults—four classroom teachers, one district instructional coach, and a school-based literacy coach—met with one student and discussed a common question. I’m reminded of the joke about lightbulbs and how many “whatever” it takes to change one. How many teachers does it take to teach a student to read? I’m not sure, but in Blue Springs, Missouri, educators collaborate routinely and the changes we have made are woven into every child’s daily learning experience.

---

**Heinemann Residency Programs**

*In-Depth • Customized • Highly Effective*

Heinemann Residency Programs deliver custom designed long-range plans to enhance the existing strengths of a school or district and address its specific literacy needs.

A Heinemann author or author-selected consultant will share expertise over time as well as demonstrate, observe, provide feedback, and partner in crafting a plan for continuing professional learning following the residency.

To inquire about a Heinemann Residency Program, go to [heinemann.com/pd/residencies](http://heinemann.com/pd/residencies) 800-541-2086 ext 1402

---

Jennifer Phillips is an Elementary Instructional Coach in Blue Springs School District in Missouri and a Heinemann Professional Development consultant.

Bring our experts to you.

Heinemann speakers are internationally noted author educators skilled at delivering leading-edge thinking on the topics that matter now in teaching and learning, in the most engaging manner. Whether you seek an inspiring keynote, breakout workshop presenter, or multiple days of custom-designed, on-site professional support, Heinemann is ready to assist you.

Heinemann’s speakers services make the process of selecting and hiring a speaker simple.

For complete details go to heinemann.com/pd/speakers 800.541.2086 ext. 1402
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 the Assistant Superintendent for Middle Schools in the Fresno Unified School District where she leads fifteen middle schools. She has provided staff development training to teachers 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* (2008) and most recently *Teaching Writing in a Title I School* (2009).

**Topics include:**
- Effective content and comprehension instruction
- Vocabulary instruction to ensure learning for all students
- Working with English learners in the classroom
- Planning units of study in reading, writing, vocabulary, and content areas
- Planning and teaching effective minilessons for all subject areas
- Teaching in a Title I school
- Leadership for learning in Title I programs
- Effective leadership at all levels: inspiring teaching and learning that matters

----------

Carl Anderson

**Grades K–8**

Carl Anderson is currently an education consultant and writer. He recently worked for Teachers College Reading and Writing Project at Columbia University as a Lead Staff Developer, providing staff development in the teaching of writing for teachers of grades K–8. He has spent time in New York City elementary and middle schools demonstrating effective teaching in the writing workshop and coaching teachers. Carl is the author of several Heinemann titles including *How’s It Going? A Practical Guide to Conferring with Student Writers* (2000), *Assessing Writers* (2005), and the recent firsthand product *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward* (2008).

**Topics include:**
- Conferring with student writers
- Assessing student writers
- Designing standards and assessment-based writing curriculum

**Related PD:**
See Featured Authors Chart (page 56)

----------

Janet Angelillo

**Grades 1–8**

A middle- and upper-grades classroom teacher for years, Janet Angelillo is now a literacy consultant who has worked throughout the United States and Canada. She was a senior staff developer for the Teachers College Reading and Writing Project and worked beside teachers in New York City schools and the surrounding suburbs. She has taught advanced sections and given keynote addresses at the Teachers College Summer institutes and has presented at many conferences. With Heinemann she authored several books including the popular *Writing About Reading: From Book Talk to Literary Essays*.

**Topics include:**
- Writing about reading: thinking and talking about texts that lead to insightful writing about texts
- Whole-class instruction in reading and writing
- Teaching punctuation and other conventions with purpose and precision
- Curriculum planning in reading and writing
- Teaching revision through study of mentor texts
- Teaching students to write book reviews, literary essays, and other literary genre
- Launching a writing workshop
Kylene Beers and Robert E. Probst
Grades 4–12

Kylene Beers and Bob Probst have worked together on adolescent literacy issues for the last ten years. 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. Their newest Heinemann publication, a firsthand product, is titled Book by Book (Heinemann, 2011).

Topics include:
- The literacy demands of the twenty-first century
- Struggling readers
- Closing the achievement gap
- Reluctant readers
- Teaching reading
- Teaching literature

Related PD:
See Featured Authors Chart (page 56)

Katherine Bomer
Grades K–12

Katherine Bomer’s latest 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. She also authored Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests (2005), 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. Schools invite her to coach them in creating visions for their yearlong curriculum in reading and writing, and to help them form teacher and administrator study groups to continue their learning.

Topics include:
- Writing and reading process/workshop model
- Genre studies
- Looking at student writing
- Standards-based instruction
- Literature-based reading instruction
- Writing to think and learn in content areas
- Writing for social action

Jim Burke
Grades 6–12

Jim Burke is the author of the Heinemann title What’s the Big Idea? The question he’s always tried to answer is “How can we teach our students better?” He began this search in his own classroom at Burlingame High School in California, where he still teaches. He shares his experiences there in best-selling professional titles with Heinemann such as The English Teacher’s Companion; Reading Reminders; and Writing Reminders as well as through Heinemann Professional Development Services. Looking to his peers for still more answers, he founded the English Companion Ning, described by Education Week as “the world’s largest English department.” Jim continues to find and support best practices in many other ways, including serving on national commissions related to adolescent literacy and standards, such as the Advanced Placement English Literature and Language Course and Exam Review Commission with the College Board, and by being a senior author on the Holt McDougal Harcourt Literature series.

Topics include:
- Adolescent literacy: teaching the essentials
- Teaching with tools: helping students read, write, and think
- Teaching with questions: improving engagement, comprehension, and retention
- Can we talk? Using discussion to help students read, write,
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 his most recent book Texts and Lessons for Content-Area Reading, coauthored with Nancy Steineke (2011).

Topics include:
- Literature circles and book clubs, K–12
- Mini-lessons for literature circles
- Content-area reading
- Writing to learn across the curriculum
- Kids want to know: from literature circles to inquiry groups
- Best practices in reading and English language arts

Related PD:
See Featured Authors Chart (page 56)

Patricia Edwards
Grades PreK–5

Patricia Edwards is a Distinguished Professor of Teacher Education and a Senior University Outreach Fellow at Michigan State University. She is currently President of the International Reading Association (IRA). Dr. Edwards was also the first African American President of the National Reading Conference (NRC). A nationally recognized expert in parent involvement, home, school, community partnerships, multicultural literacy, early literacy, and family/intergenerational literacy, especially among poor and minority families, Dr. Edwards is the author of A Path to Follow: Learning to Listen to Parents (Heinemann 1999); Children’s Literacy Development: Making it Happen Through School, Family, and Community Involvement (Allyn & Bacon, 2004), and Tapping the Potential of Parents: A Strategic Guide to Boosting Student Achievement Through Family Involvement (Scholastic, 2009).

Topics include:
- Beyond the basic needs: from food, clothing, shelter to home literacy practices
- Building literacy for the twenty-first century
- Engaging hard-to-reach families
- On new shores: involving immigrant parents in understanding American schools
- It takes a village to raise a child: connecting the home,

Related PD:
See Featured Authors Chart (page 56)

Michael P. Ford
Grades K–6

Michael 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, most recently Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers (2008).

Topics include:
- Best practices in reading and writing programs: what we can learn from exemplary teachers
- From daunting to do-able differentiation: classroom models to reach all readers
- Opening small packages: what is really important in teaching children
- Reaching readers: expanding the vision of guided reading
- Success for all readers: differentiating instruction through flexible grouping

Related PD:
See Featured Authors Chart (page 56)
David and Yvonne Freeman
Grades K–12

Dr. Yvonne Freeman is a professor of bilingual education and Dr. David Freeman is a professor of reading and ESL at the University of Texas at Brownsville. Both are interested in literacy education for English language learners. In addition to doing staff development with school districts across the country, they present regularly at international, national, and state conferences.

The Freemans have published books, articles, and book chapters jointly and separately on the topics of second language teaching, biliteracy, bilingual education, linguistics, and second language acquisition. Their most recent publication, *Academic Language for English Language Learners and Struggling Readers*, was published with Heinemann in 2008.

Topics include:
- Academic language for English language learners and struggling readers (grades 3–12)
- Closing the achievement gap for English language learners (grades 4–12)
- Working effectively with long-term and limited formal schooling English learners (grades 4–12)
- Principles of second language acquisition and second language teaching (K–12)
- Developing reading proficiency for English language learners (K–12)
- Dual language essentials (K–6)
- Keys for developing bilingualism and biliteracy (all levels)
- Linguistics for teachers (all levels)

Barry Gilmore
Grades 6–12

Barry Gilmore, a National Board Certified Teacher, has taught English and social studies for over fifteen years. He currently teaches ninth grade and is Humanities Chair at Hutchison School in Memphis, Tennessee. Gilmore also serves on the faculty of the Tennessee Governor’s School for International Studies each summer and regularly presents his teaching ideas to groups around the country. He is the author of six books for teachers and students, including *Plagiarism: Why It Happens and How to Prevent It* (Heinemann, 2008). Gilmore is a past president of the Tennessee Council of Teachers of English and has received numerous honors for his teaching, including awards from NCTE, TCTE, SMCTE, and the Tennessee Holocaust Commission. In 2005, the U.S. Department of Education named him an American Star of Teaching.

Topics include:
- Is it done yet? Teaching adolescents the art of revision
- Prompt attention: what our students are writing about—and why
- Write from wrong: it’s not just about preventing plagiarism, it’s about better student writing
- Choice and voice: getting students to read and write for more than a grade
- Speaking volumes: how to get students discussing books—and much more

Matt Glover
Grades PreK–6

Matt Glover is a full-time educational consultant and author. He is the coauthor (with Katie Wood Ray) of *Already Ready: Nurturing Writers in Preschool and Kindergarten* (2008), and the author of *Engaging Young Writers, Preschool–Grade 1* (2009). 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.

Topics include:
- Nurturing writing development in the youngest writers
- Key beliefs, structures, and supports for writing development
- Fostering energy and motivation for young writers
- Essentials of writing workshop
- Conferring with young writers
- Leading literacy change in elementary schools

Heinemann.com/pd  800.541.2086  39
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 her most recent *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*, as well as: *The Revision Toolbox: Teaching Techniques that Work; Reading 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.”

Topics include:
- Planning a complete reading and writing poetry unit of study
- Weaving poetry across the school year
- Revision for all: teaching techniques that work
- A place for wonder: nonfiction in the primary grades
- Poetry literacy centers
- Ten essential writing lessons

Related PD:
See Featured Authors Chart (page 56)

Sara Holbrook and Michael Salinger

Grades 3–12

Sara Holbrook and Michael Salinger have collaborated for decades on improving vocabulary skills through writing, peer collaboration, and classroom poetry performance. “Our classroom experience has taught us that the more students discussed the clear and implied meanings of words, putting the unfamiliar words in the context of their own language through discussion, writing, and classroom performance, the more they were able to expand their vocabularies.” They are authors of the new book *High Definition: Unforgettable Vocabulary – Building Strategies Across Genres and Subjects* (2010), as well as *Outspoken! How to Improve Writing and Speaking Through Poetry Performance*. Michael is founding curriculum director of the Slam U program at Playhouse Square Foundation and the founder of Poetry Slam Inc. and SUNY Oneonta’s Poetry Cross Training Conference, while Sara is the author of thirteen poetry books for children, teens, and adults as well as the Heinemann title *Practical Poetry*. She is recognized as one of the country’s leading performance poets. Sara and Michael can be booked to speak together or separately.

Topics include:
- Becoming outspoken! Improving literacy skills through writing and classroom poetry performance
- High definition: writing toward a better vocabulary

Related PD:
See Featured Authors Chart (page 56)

Mary Howard

Grades K–8

Mary Howard is the author of *Moving Forward with RTI* (2010) as well as *RTI from All Sides: What Every Teacher Needs to Know* (2009). 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.

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

Related PD:
See Featured Authors Chart (page 56)
Carol Jago
Grades 6–12

Carol Jago has taught English in middle and high school for 32 years, is immediate 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 Papers, Papers, Papers: An English Teacher’s Survival Guide and her latest work is With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature. 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. She edits the journal of the California Association of Teachers of English, California English, and served on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework.

Topics include:
• Cohesive writing
• Helping English learners acquire academic literacy
• Expository reading and writing
• Perspectives in multicultural literature
• Opening the doors to AP language and literature

Barbara King-Shaver
Grades 4–12

Dr. Barbara King-Shaver worked for more than 30 years as a classroom teacher, a supervisor, and an administrator. She also taught for 25 years as an adjunct faculty member at Rutgers University Graduate School of Education, and served as a trainer for the New Jersey State Department of Education. Barbara has worked with Grant Wiggins on Authentic Assessment and Understanding by Design, serving as a team leader in a New Jersey school district. Her most recent book, Adolescent Literacy and Differentiated Instruction, as well as her earlier publication Differentiated Instruction in the English Classroom, were coauthored with Alyce Hunter. Barbara also authored the Heinemann title When Text Meets Text: Helping High School Readers Make Connections in Literature.

Topics include:
• Differentiated instruction
• Reading and writing across the curriculum
• When text meets text: helping adolescent readers make connections in literature
• Cooperative learning in the English/language arts classroom
• Best practices for teaching in the block
• Socratic seminar

Penny Kittle
Grades K–12

As a professional development coordinator for the Conway, New Hampshire School District, Penny Kittle acts as a districtwide literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School. Penny is the author of four books with Heinemann, most recently Write Beside Them: Risk, Voice, and Clarity in High School Writing (winner of the 2009 James N. Britton Award).

Topics include:
• Writing workshop and writing process K–12
• Genre studies
• Independent reading and reading workshop
• Adolescent literacy
• Writing notebooks
• Digital composition

Related PD:
See Featured Authors Chart (page 56)
**Lester L. Laminack**  
*Grades K–6*

Lester L. Laminack is a retired professor from the department of Birth-Kindergarten, Elementary, and Middle Grades Education, at Western Carolina University where he taught graduate and undergraduate courses in literacy education. He is currently editor of the Children's Book Review Department of the NCTE journal *Language Arts*. He is the coauthor of *Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day*, and most recently the firsthand product *Climb Inside a Poem: Reading and Writing Poetry Across the Year* (2007).

**Topics include:**
- The author’s craft
- Children’s literature
- Emergent literacy
- Literature circles
- Memoir
- Read-aloud
- Reading
- Using children’s literature in the writing workshop
- Writing workshop

---

**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 three most recent 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* (Heinemann), and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools* (Heinemann). ReLeah’s first two books, coauthored with Gloria Pipkin and published by Heinemann, *At the Schoolhouse Gate: Lessons in Intellectual Freedom* and *Silent No More: Stories of Courage in American Schools*, won the American Library Association’s Intellectual Freedom Award and the NCTE/Slate Intellectual Freedom Award. Her latest project with Jimmy Santiago Baca is a new teaching resource for reaching at-risk adolescents, which includes a book and DVD titled *Adolescents on the Edge, Stories and Lessons to Transform Learning*.

**Topics include:**
- Creating professional learning communities focused on literacy
- Engaging adolescents in relevant, authentic and deep learning
- Student study groups; twenty-first-century learning in content areas
- Reading for meaning and writing to learn across the content areas

**Related PD:**  
See Featured Authors Chart (page 56)

---

**Tanny McGregor**  
*Grades K–8*

Tanny McGregor has been teaching and learning in the West Clermont School District near Cincinnati, Ohio, for the past eighteen years. She currently supports twelve schools as a K–12 literacy specialist, coaching teachers, providing demonstration lessons, and facilitating laboratory classrooms. In addition, Tanny is an adjunct professor for Ashland University, teaching graduate courses in creativity. Tanny is author of *Comprehension Connections: Bridges to Strategic Reading* published by Heinemann.

**Topics include:**
- Comprehension strategy instruction
- Comprehension across the curriculum
- Making thinking visible
- Literacy leadership
- Thinking strategies
- Creativity, comprehension, & collaboration

**Related PD:**  
See Featured Authors Chart (page 56)
Michael F. Opitz
Grades K–6

Former elementary school teacher and reading specialist, Dr. Michael F. Opitz is a professor of elementary education and reading at the University of Northern Colorado. He is the coauthor of multiple Heinemann titles, including Good-bye Round Robin, Updated Edition and Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers. 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–5 classrooms.

Topics include:
- Flexible grouping in reading
- Differentiated reading instruction
- Fluency, the smart and sensible way
- Phonological awareness
- Listening
- Effective oral reading teaching strategies
- Using oral reading to boost English Language Learners comprehension and language proficiency

Related PD:
See Featured Authors Chart (page 56)

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.

“How can we teach children to make the highest-quality and most authentic meaning out of what they read and write?” Stephanie has found the answers to this question are as diverse as the teachers and children she meets every day. In her books and consulting, Stephanie navigates the space between a standards-based curriculum and the individual needs of real-life children learning to read and write, so that educators come away with a perfectly tailored and individualized road map to the same destination—children engaged in meaningful reading and writing experiences.

Topics include:
- An introduction to the tools and structures of reading and/or writing workshop
- How to use and develop units of study for reading and/or writing
- How to reflect on and improve practices of reading and/or writing workshops

Related PD:
See Featured Authors Chart (page 56)

Katie Wood Ray
Grades K–8

Katie Wood Ray is author or coauthor of many bestselling Heinemann titles, most recently In Pictures and in Words (2010), Already Ready: Nurturing Writers in Preschool and Kindergarten (2007), and Study Driven: A Framework for Planning Units of Study in the Writing Workshop (2006). A former Associate Professor at Western Carolina University, Katie is now a full-time writer and researcher of the teaching of writing. With a particular focus on the study of writing craft, she leads teacher workshops and summer institutes related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at the Teachers College Reading and Writing Project.

Topics include:
- The essentials of writing workshop
- Understanding the craft of writing
- A framework for planning units of study in the writing workshop
- Nurturing writing development in the youngest writers
- Using illustrations to teach qualities of good writing

Related PD:
See Featured Authors Chart (page 56)
Regie Routman
Grades K–6

Regie Routman’s intimate knowledge of teaching and learning, down-to-earth style, and dedication to children’s success have made her one of the most vibrant and respected names in literacy education. Her books, *Teaching Essentials; Writing Essentials; Reading Essentials; Conversations; Literacy at the Crossroads; Invitations; The Blue Pages; and Transitions,* have encouraged hundreds of thousands of teachers to take charge of their professional learning and create efficient, joyful practices. Currently she is dedicating herself to a new, dynamic framework to support teachers’ professional development. The DVD-based *Regie Routman in Residence* supports in-depth, yearlong literacy staff development that replicates the demonstration teaching she conducts in weeklong residencies and brings to life the practices she advocates in *Teaching Essentials*. Regie continues to inform and inspire teachers as a language arts coach in schools across the country, as a speaker at national conferences, and as a presenter of one-day workshops through Heinemann.

**Topics include:**
- Transforming teaching and learning
- The reading/writing connection
- Struggling learners
- Coaching
- Whole-school and district change
- Teaching reading
- Teaching writing

**Related PD:**
See Featured Authors Chart (page 56)

Frank Serafini
Grades 2–8

Frank Serafini is an Associate Professor of Literacy Education at Arizona State teaching courses in children’s literature and literacy instruction. He has been an elementary teacher and a literacy specialist in K–8 classrooms. Frank is the author or coauthor of numerous Heinemann titles including *Around the Reading Workshop in 180 Days*, and most recently *More (Advanced) Lessons in Comprehension: Expanding Students’ Understanding of All Types of Texts* (2008).

**Topics include:**
- Around the reading workshop: creating space for interpretation, dialogue, and instruction
- The role of informational texts in the reading workshop
- Lessons in comprehension: creating space for reading instruction
- Promoting interactive discussions
- Building capacity for literacy instruction
- The role of children’s literature in the writing workshop

**Related PD:**
See Featured Authors Chart (page 56)

Jennifer Serravallo
Grades 1–6

Jennifer Serravallo is the author and coauthor of the Heinemann titles *Teaching Reading in Small Groups* and *Conferring with Readers*. Jen first moved to New York City after graduating from Vassar College to develop her passion for urban education reform. While working toward her MA at Teachers College, Columbia University, she taught grades 3–5 in two Title I schools with swelling class sizes, high numbers of ELLs, and an enormous range of learners. For the past seven years she’s been a full-time staff developer and a national consultant with the Teachers College Reading and Writing Project, where she helps urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshop. Jen is a popular Heinemann PD provider where she delivers expert professional development both on-site and through webinars. She is available to support your school or district in a variety of formats including: workshops, school-based modeling and coaching, and multi-day institutes.

**Topics include:**
- Assessing readers and planning for reading instruction
- Differentiating reading instruction and meeting the demands of RTI
- Teaching reading in small groups: using methods that match purposes
- Introductory or advanced seminars on reading conferring
- Reaching struggling readers
Sharon Taberski  
**Grades K–5**

In her latest work, *Comprehension from the Ground Up*, Sharon 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*.

**Topics include:**
- Balanced literacy: strategies to maximize the effectiveness of our balanced literacy program
- Reading comprehension: it’s ALL about comprehension—moving beyond the strategies to what else is involved
- The reading workshop: a framework for providing high-quality, effective, and differentiated (Tier 1) instruction
- The reading-writing connection: mining the reciprocity between the two

**Related PD:**  
See Featured Authors Chart (page 56)

Susan Zimmermann  
**Grades K–12**

An internationally-known speaker and workshop leader, Susan Zimmermann is coauthor of *Comprehension Going Forward* (2011) and the educational bestsellers *Mosaic of Thought*, Second Edition (2007) and *7 Keys to Comprehension* (with Chryse Hutchins, 2003). 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.

**Topics include:**
- Comprehension strategy instruction from a staff development perspective
- Going deeper with the comprehension strategies
- Help your child learn to love to read
- The heart of literacy: an overview of the comprehension strategies
- What is essential in teaching the comprehension strategies?

---

Heinemann’s speakers services make the process of selecting and hiring a speaker simple.

For complete details go to  
[heinemann.com/pd/speakers](http://heinemann.com/pd/speakers)  
800.541.2086 ext. 1402
Extend your learning with Heinemann’s expert authors over two or more days and 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 in a variety of compelling topics.

For complete details go to heinemann.com/pd/institutes
800.541.2086 ext. 1511
Content-Area Learning: Reading and Writing Nonfiction

Grades K–12
Santa Fe, NM • January 13–16, 2012

Join us in Santa Fe, New Mexico for an intensive and personal workshop with two of today’s most trusted teacher-authors.

Get ready to take the next big step in your classroom and your school toward fully progressive, “best practice” instruction for content-area literacy.

This will be a lively, practical, hands-on program over two and a half days. We’ll approach content-area reading and writing from all angles: the research and theory guiding us; the tools and structures teachers need; ways of finding just-right texts for a range of kids; the specific lessons that build kids’ understanding; how to create units of study that engage kids and enact the standards; and all the choices we have in arranging time, space, materials, books, and kids.

So that we understand all these practices from the inside, we’ll experience every recommended strategy firsthand by reading, discussing, and writing short pieces of fiction and nonfiction. For our own inquiry topic, we will draw on the extraordinary sights, sounds, people, and history of New Orleans itself. We’ll also be using new video clips of students at work in classrooms around the country to deepen our understanding.

Related Resource:

The 4th Annual Boothbay Literacy Retreat

Boothbay Harbor, ME • June 24–27, 2012

Join Kylene Beers and Bob Probst for the 4th Annual Boothbay Literacy Retreat. This summer we’ll ask how we balance new common standards with the skills and competences students need in this technology-driven world.

In particular, this retreat will be guided by these questions:
- If literacy skills have shifted since the twentieth century, how did they shift and what is the definition of literacy now in 2011?
- What are the skills and habits of mind students need now to be better readers and writers in this changing world?
- What activities develop those skills and habits of mind?
- What technology tools can I use when I don’t have access to much technology?

Our goal at the retreat is to slow down, think carefully but inventively, listen intently, and speculate with colleagues about strategies that help all students achieve at the highest levels.

Unlike workshops and conferences in which participants gather to listen to speakers, you will find this retreat is organized around . . .

- Presentations (large-group gatherings where we learn about literacy strategies and technology tools);
- Meditations (blocks of time so you can read, write, and reflect);
- Conversations (small-group meetings to think with others about your reading and writing); and
- Summations (the popular evening distinguished lecture series)

As always, we'll offer a “lagniappe” session—that little bit of something extra that takes place the afternoon and next morning after the retreat ends. Stay an extra day as we work with writers to improve our own writing and learn how to help our students improve theirs.

To see the growing list of 2012 institutes, check www.heinemann.com/institutes.
Linking Assessment to Instruction

Using the Continuum of Literacy Learning to Guide Teaching

Grades 1–8
Location and Date TBD*

Fountas and Pinnell will show participants how to use and deeply understand three of their revolutionary new resources:

- Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading
- The Continuum of Literacy Learning, K–8: A Guide for Teaching
- The Fountas & Pinnell Prompting Guide 1: Teaching for Strategies in Reading and Writing

These professional books provide support for powerful teaching that will help readers engage in active thinking—within, beyond, and about the text. The institute will emphasize teaching for twelve systems of strategic action across the instructional contexts described in each volume.

Participants will:

- learn how to plan for and select books to use in reading mini-lessons, as mentor texts in writing minilessons, for interactive read-aloud, for small literature discussion groups, and for guided reading
- explore using intentional conversation in the interactive read-aloud and specific teaching points in reading minilessons, to help students bring new understandings to their independent reading

Participants will receive complimentary copies of each of the three Fountas and Pinnell professional books.

Systematic Intervention to Help Struggling Readers

Implementing Leveled Literacy Intervention (LLI) for Levels A–N

Grades K–2
Location and Date TBD*

In this institute participants will be introduced to a supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for struggling readers.

Leveled Literacy Intervention (LLI) is a system for improving the reading and writing achievement of the lowest-achieving children in the early grades. In this highly interactive, three-day institute, participants will:

- receive a thorough introduction to the components of the LLI system, including the principles on which they are based
- learn how to use the LLI system, including the planned lessons that ensure results in accelerated student progress
- use several of the resource components featured in each LLI System (Orange, Green, and Blue)
- deepen their understanding of many research-based ways to help struggling readers

* For updated details for these institutes, check www.heinemann.com/pd/institutes
O NE -DAY WORKSHOPS

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.

Heinemann workshops cover a vast array of topics for teachers at every grade level.

For complete details go to heinemann.com/pd/workshops
800.541.2086 ext. 1151
In Pictures and In Words: Teaching the Qualities of Writing Through Illustration Study  
**Grades PreK–4**  
*Presented by Katie Wood Ray*

In this one-day workshop based on her newest book, Katie will demonstrate how illustration study provides an engagingly parallel context in which young writers can be introduced to both good habits of process and the craft of good writing. As participants explore illustrations together, Katie will show how illustrators make the same kinds of decisions as they compose pictures that writers make as they compose words. When teachers are explicit about this composing connection, children can be introduced to key concepts about good writing as they study the decisions illustrators have made. Katie will suggest ways teachers might infuse the primary writing workshop—or even the upper-grades workshop—with illustration study that will deepen the decision making children are able to do as they compose, in pictures and in words.

**Related PD:**  
See Featured Authors Chart (page 56)

---

**Already Ready**  
**Teaching Practices That Support Our Very Youngest Writers**  
*Grades PreK–1*  
*Presented by Katie Wood Ray and Matt Glover*

When very young children are given paper and markers and invited to make books, interesting thinking starts to happen. Katie Ray and Matt Glover will show you how to nurture this thinking so that children begin developing important understandings about the act of composition as they use drawing and writing to make books. With examples from children representing a wide range of beginning development, Ray and Glover will demonstrate how they watch for and support emergent understandings about texts and their characteristics, about writing as a process, and about what it means to be a writer. And finally, Katie and Matt will show how they utilize three familiar teaching structures—read-aloud, side-by-side teaching, and share time—to further support children’s growing understandings as writers.

**Related PD:**  
See Featured Authors Chart (page 56)

---

**Engaging Young Writers**  
*Grades PreK–2*  
*Presented by Matt Glover*

Many children come to school wanting to write. But some are unsure about getting started or don’t realize they have something to say. Motivating students to put markers to paper is the key that unlocks a lifetime of writing. By presenting multiple entry points for writers, Matt Glover helps you match your teaching to children’s individual interests and patterns of learning. He shows how you can:  
- nudge writers into action through meaning, choice, and purpose  
- invite preschool children to write through conversation and invite primary students through units of study  
- spark imaginative writing through read-aloud and dramatic play  
- inspire kids to write stories from personal experiences  
- give students the chance to share their passions and interests through nonfiction writing.

**Related PD:**  
See Featured Authors Chart (page 56)
When Readers Struggle
Teaching That Works (Levels A–N)

**Grades K–3**

*Presented by Irene C. Fountas and Gay Su Pinnell*

Using their newest book, *When Readers Struggle*, Fountas and Pinnell will help you learn how to use this powerful guide to teach your lowest-achieving students. They will address the range of difficulties that interfere with effective literacy learning, particularly 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. You will also learn how to think about three levels of effective teaching: demonstrating, prompting, and reinforcing effective reading behaviors. Key areas to be covered will include word analysis skills, comprehension, and fluency.

Participants at this workshop will be required to bring a copy of *When Readers Struggle*.

**Related PD:**
See Featured Authors Chart (page 56)

It’s ALL About Comprehension
Teaching It Wisely and Well

**Grades K–3**

*Presented by Sharon Taberski*

While strategy instruction definitely has its place, Sharon suggests instead that it plays a supporting role rather than a starring role in children’s literacy development.

In order to better comprehend text, children also need opportunities to engage in real reading, writing, and talking experiences, and within that context, expand their oral language and vocabulary, develop accurate and fluent reading, acquire and use background knowledge, and sustain reading-writing connections. We’ll explore daily classroom practices and routines that help children do just that.

Participants will also consider ways to teach the cognitive strategies in developmentally appropriate ways, and gain ideas for developing a cohesive schoolwide plan for addressing them.

**Related PD:**
See Featured Authors Chart (page 56)

RTI from All Sides: What Every Teacher Needs to Know

**Grades K–6**

*Presented by Mary Howard*

This workshop will explore *RTI from All Sides* by identifying the critical features that turn RTI from a good idea on paper to a powerful framework of coordinated efforts based on instructional responsiveness and differentiation.

In this one-day workshop, you will learn how to:

- design and utilize a “ tiered” intervention model for long-term success
- identify and implement effective instructional interventions and strategies
- integrate literacy instruction across the curriculum within and across tiers
- ensure coordination of tiers for maximum achievement gain

Mary will illustrate the success factors with a detailed description of each tier, and the tools and steps that are essential for a schoolwide view of literacy excellence within an RTI model.

**Related PD:**
See Featured Authors Chart (page 56)
Reading, Writing, and the Common Core
Grades K–8
Presented by Lucy Calkins and Mary Ehrenworth

In this workshop Lucy Calkins, Founding Director, and Mary Ehrenworth, Deputy Director of the Teachers College Reading and Writing Project, will work together to help you understand the implications of the Common Core State Standards (CCSS) and devise a plan for aligning your reading, writing, and content-area instruction to the CCSS.

Lucy and Mary will show ways in which your reading and writing workshop instruction is already aligned to the CCSS, and they will guide you to see steps you can take to revise your literacy curriculum so that it supports the new dimensions of learning called for in the standards. Above all, Lucy and Mary will show you how to teach the higher levels of comprehension and composition skills called for by the standards—teaching students to compare and contrast, to theorize and analyze, to interpret and to think critically. You will learn how to plan for instruction not only in narrative writing but also in argument and information writing, and not only in fiction but also nonfiction reading.

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 text 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.

Tapping the Power of Thinking to Teach Reading Comprehension
Grades K–8
Presented by Ellin Oliver Keene

Hundreds of thousands of teachers have made Ellin Oliver Keene’s best-selling Mosaic of Thought (coauthored with Susan Zimmermann) their central resource for comprehension teaching. Drawing from the newly published Second Edition of Mosaic and her newest book, To Understand: New Horizons in Reading Comprehension, this one-day workshop will invite you on a journey through the intricacies of the mind, particularly in relation to how we comprehend text. And at journey’s end, you’ll have new tools for making comprehension instruction stick.

Related PD: See Featured Authors Chart (page 56)
Units of Study Across the Year in Upper-Grade Reading

Grades 3–5

Presented by Lucy Calkins

Atlanta, GA
Sept. 26, 2011
Kansas City, MO
Oct. 24, 2011

In this workshop Lucy Calkins will help participants plan and teach a yearlong curriculum for readers grades 3–5. You’ll hear about ways in which thousands of teachers are creating rigorous, accountable reading workshops based on the work of Lucy Calkins and the Teachers College Reading and Writing Project. You’ll learn ways to design units of study, teach minilessons, and lead small-group work so as to provide learners with the explicit instruction they need in prediction, envisionment, determining importance, synthesis, and interpretation, among other skills.

This workshop will emphasize the importance of data-driven, assessment-based instruction. You’ll hear about ways to use assessment on the run as you teach, and to assess not only to match readers to books but also to inform your teaching of higher-level comprehension strategies.

Above all, Lucy will share her newest thinking on units of study in reading. You’ll receive practical, day-to-day support with units on character, historic fiction, nonfiction, and book clubs.

Conferring with Student Writers

Grades 2–8

Presented by Carl Anderson

Buffalo, NY
Nov. 15, 2011
Reston, VA
Dec. 5, 2011

Teachers all over the United States have read How’s It Going? A Practical Guide to Conferring with Student Writers and learned how to confer with students about their writing. Drawing from this book, and Carl’s new firsthand series, Strategic Writing Conferences, this workshop will help participants develop essential understandings about conferring and translate these understandings into effective classroom practice.

Through explanations, stories, classroom video clips, samples of student work, and participant interaction, Carl will show how to have writing conferences with students that help them grow as writers.

Related PD:
See Featured Authors Chart (page 56)

Units of Study Across the Year in an Intermediate Writing Workshop

Grades 3–5

Presented by Lucy Calkins

Newark, NJ
Oct. 17, 2011

In Units of Study Across the Year, Lucy Calkins will help participants plan and teach a yearlong curriculum for upper-elementary writers. She will show that such a curriculum involves ongoing structures such as minilessons, conferences, small-group strategy sessions, and changing units of study—and she’ll convey her newest thinking on each of these structures. Lucy will share new rubrics and assessment structures and suggest that these can give new direction to writing conferences, small-group work, and minilessons.

Above all, Lucy will share her newest thinking about a sequence of monthlong units of study that support yearlong curriculum.
Teaching Adolescent Writers: Shaping Practices to Meet Common Core and More

Grades 4–9

Presented by Laura Robb

Using the Common Core Standards, student writings, literacy vignettes, video clips, and collaboration, this workshop will engage everyone in ways to meet the Common Core Standards and more. Laura’s new workshop emerges from the many sources that form the foundation of her most recent Heinemann title: Teaching Middle School Writers. Reflecting on the Common Core Standards for writing, the results of Laura’s national survey, and the wealth of information Laura has what students, teachers, and districts need and want in a writing curriculum, she will show participants how this information shapes classroom practices. Topics include:

- Writers notebooks and compelling questions
- The Common Core Standards
- The benefits of brainstorming and writing plans
- Teaching the persuasive essay
- Involve students in setting criteria
- Peer partnership for revision and editing
- The art of conferring: making the rounds

Chicago, IL
Nov. 30, 2011
Indianapolis, IN
Dec. 1, 2011

Teaching Struggling Readers in the Twenty-first Century

Grades 4–10

Presented by Kylene Beers and Bob Probst

In this hands-on workshop, Kylene Beers and Bob Probst will demonstrate some tools we all can use with students to help them enter this tech-savvy world when our classrooms sometimes lack necessary equipment. As we move through the day, one of our major issues will be engagement. We know that students learn best when they are deeply engaged with the material, and so we’ll explore several strategies for the literacy classroom that are designed to strengthen the students’ engagement with texts. At the same time, we know that engagement without effective comprehension and vocabulary strategies will not create the skilled readers students must be. So we’ll also model strategies for deepening comprehension and building word knowledge that can be used with all students but best serve struggling readers, including second language learners.

Portsmouth, NH
Dec. 7, 2011
Philadelphia, PA
Dec. 5, 2011

Related PD:
See Featured Authors Chart (page 56)

Lessons That Change Writers

Grades 5–9

Presented by Nancie Atwell

In her workshop, Lessons That Change Writers, Nancie Atwell focuses on the minilesson: the powerful, whole-group meeting that begins each day’s writing workshop. The minilesson is a key influence on the quality of the student writing produced in the workshop, and Nancie shares dozens of lessons that her own students cited as transformative in their writing lives.

With her warm, patient, encouraging manner Nancie offers advice, models, activities, and language that kids can understand and put to work in their writing. These relevant, practical approaches have helped her students become more engaged, more productive, and more purposeful writers, and achieve publication and recognition beyond their classroom and school. These strategies have helped Nancie become a better teacher, and they’ll help you too.

Milwaukee, WI
Oct. 7, 2011
Hartford, CT
Dec. 9, 2011
## Fall 2011 Workshops

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Location</th>
<th>Date</th>
<th>Topic</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Buffalo, NY</td>
<td>11/15/11</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Anderson</td>
<td>Reston, VA</td>
<td>12/5/11</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Atwell</td>
<td>Milwaukee, WI</td>
<td>10/7/11</td>
<td>Lessons That Change Writers</td>
<td>5–9</td>
</tr>
<tr>
<td>Atwell</td>
<td>Hartford, CT</td>
<td>12/9/11</td>
<td>Lessons That Change Writers</td>
<td>5–9</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Philadelphia, PA</td>
<td>12/5/11</td>
<td>Teaching Struggling Readers in the Twenty-first Century</td>
<td>4–10</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Portsmouth, NH</td>
<td>12/7/11</td>
<td>Teaching Struggling Readers in the Twenty-first Century</td>
<td>4–10</td>
</tr>
<tr>
<td>Calkins</td>
<td>Atlanta, GA</td>
<td>9/26/11</td>
<td>Units of Study in Upper-Grade Reading</td>
<td>3–5</td>
</tr>
<tr>
<td>Calkins</td>
<td>Newark, NJ</td>
<td>10/17/11</td>
<td>Units of Study in Upper-Grade Writing</td>
<td>3–5</td>
</tr>
<tr>
<td>Calkins</td>
<td>Newark, NJ</td>
<td>10/18/11</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–6</td>
</tr>
<tr>
<td>Calkins</td>
<td>Kansas City, MO</td>
<td>10/24/11</td>
<td>Units of Study in Upper-Grade Reading</td>
<td>3–5</td>
</tr>
<tr>
<td>Calkins</td>
<td>Indianapolis, IN</td>
<td>11/7/11</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–6</td>
</tr>
<tr>
<td>Daniels</td>
<td>Denver, CO</td>
<td>10/28/11</td>
<td>Content-Area Literacy: Comprehension, Collaboration, and Inquiry</td>
<td>K–12</td>
</tr>
<tr>
<td>Daniels</td>
<td>Charlotte, NC</td>
<td>11/3/11</td>
<td>Content-Area Literacy: Comprehension, Collaboration, and Inquiry</td>
<td>K–12</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell</td>
<td>Houston, TX</td>
<td>10/24/11</td>
<td>When Readers Struggle: Teaching That Works</td>
<td>K–2</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell</td>
<td>Dallas, TX</td>
<td>10/25/11</td>
<td>When Readers Struggle: Teaching That Works</td>
<td>K–2</td>
</tr>
<tr>
<td>Glover</td>
<td>Milwaukee, WI</td>
<td>11/16/11</td>
<td>Engaging Young Writers</td>
<td>PreK–2</td>
</tr>
<tr>
<td>Glover</td>
<td>Minneapolis, MN</td>
<td>11/30/11</td>
<td>Engaging Young Writers</td>
<td>PreK–2</td>
</tr>
<tr>
<td>Glover &amp; Ray</td>
<td>Boston, MA</td>
<td>10/13/11</td>
<td>Already Ready</td>
<td>PreK–1</td>
</tr>
<tr>
<td>Glover &amp; Ray</td>
<td>Portland, ME</td>
<td>10/14/11</td>
<td>Already Ready</td>
<td>PreK–1</td>
</tr>
<tr>
<td>Howard</td>
<td>Manchester, NH</td>
<td>11/14/11</td>
<td>RTI from All Sides</td>
<td>K–6</td>
</tr>
<tr>
<td>Howard</td>
<td>Long Island, NY</td>
<td>11/15/11</td>
<td>RTI from All Sides</td>
<td>K–6</td>
</tr>
<tr>
<td>Howard</td>
<td>Philadelphia, PA</td>
<td>11/16/11</td>
<td>RTI from All Sides</td>
<td>K–6</td>
</tr>
<tr>
<td>Howard</td>
<td>Charlotte, NC</td>
<td>12/5/11</td>
<td>RTI from All Sides</td>
<td>K–6</td>
</tr>
<tr>
<td>Keene</td>
<td>Oklahoma City, OK</td>
<td>11/15/11</td>
<td>Tapping the Power of Thinking to Teach Reading Comprehension</td>
<td>K–8</td>
</tr>
<tr>
<td>Ray</td>
<td>Seattle, WA</td>
<td>11/30/11</td>
<td>In Pictures and In Words</td>
<td>K–4</td>
</tr>
<tr>
<td>Ray</td>
<td>Portland, OR</td>
<td>12/1/11</td>
<td>In Pictures and In Words</td>
<td>K–4</td>
</tr>
<tr>
<td>Robb</td>
<td>Chicago, IL</td>
<td>11/30/11</td>
<td>Teaching Adolescent Writers: Shaping Practices to Meet Common Core and More</td>
<td>4–9</td>
</tr>
<tr>
<td>Robb</td>
<td>Indianapolis, IN</td>
<td>12/1/11</td>
<td>Teaching Adolescent Writers: Shaping Practices to Meet Common Core and More</td>
<td>4–9</td>
</tr>
<tr>
<td>Taberski</td>
<td>Denver, CO</td>
<td>11/30/11</td>
<td>It’s ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
<tr>
<td>Taberski</td>
<td>Rochester, NY</td>
<td>12/2/11</td>
<td>It’s ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
</tbody>
</table>
### Featured Authors

**NOTE:** Reference the page numbers below for details about author events.

<table>
<thead>
<tr>
<th>Author</th>
<th>OFF-SITE</th>
<th>ON-SITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One-Day Workshops</strong></td>
<td><strong>Multi-Day Institutes</strong></td>
<td><strong>School-Based Seminars</strong></td>
</tr>
<tr>
<td>Nancy Akhavan</td>
<td>p 53</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Carl Anderson</td>
<td>p 53</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Janet Angelillo</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Nancie Atwell</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Honi J. Bamberger</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Kylen Beers</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Katherine Bomer</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Jim Burke</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Karen Caine</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lucy Calkins</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Brian Campbell</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Christina Celic</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lisa B. Cleaveland</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Harvey Daniel</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Patricia Edwards</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Ralph Fletcher</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Michael P. Ford</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Irene C. Fountas</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>David &amp; Yvonne Freeman</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lori Fulton</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Barry Gilmore</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Matt Glover</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Anne Goudvis</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Stephanie Harvey</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Georgia Heard</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Sara Holbrook</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Mary Howard</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Linda Hoyt</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Arthur Hyde</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Carol Jago</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Ellin Oliver Keene</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Barbara King-Shaver</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Penny Kittle</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lester L. Laminack</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>ReLeah Cossett Lent</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Tanny McGregor</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Susan O’Connell</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Michael F. Opitz</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Gretchen Owocki</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Stephanie Parsons</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Gay Su Pinnell</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>JoAnn Portalupi</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Robert Probst</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Katie Wood Ray</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Laura Robb</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Regie Routman</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Michael Salingr</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Frank Serafini</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Jennifer Serravallo</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Nancy Steineke</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Sharon Taberski</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Marlene Thier</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Jo Anne Vasquez</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lucy West</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Steve Zemelman</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Susan Zimmermann</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Nancy Steineke</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Sharon Taberski</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Marlene Thier</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Jo Anne Vasquez</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Lucy West</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Steve Zemelman</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
<tr>
<td>Susan Zimmermann</td>
<td>p 54</td>
<td>pp 22, 31</td>
</tr>
</tbody>
</table>

Note: Heinemann webinars are also presented live by authors and author-trained consultants. See pages 8–9 for details.
How to Register

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

Online:

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

By Phone:

Call 800.541.2086, ext. 1151, 8:30 am–5:00 pm, EST (credit card or purchase order)

By Fax:

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

By Mail:

Send your completed registration form to:

Heinemann Workshops
361 Hanover Street
Portsmouth, NH 03801-3912

For information regarding fees or tuition, schedule, cancellation policies, registration confirmation, and locations, please visit heinemann.com/pd.

Form

Workshop/Institute Title ________________________________________________________

Workshop/Institute Date____________________ Workshop/Institute Tuition Fee ___________

Workshop/Institute Location _____________________________________________________

First Name _______________________________ Last Name __________________________

Grade/Position _______________________________________________________________

Email Address ________________________________________________________________

School Name _________________________________________________________________

School Mailing Address _________________________________________________________

City _____________________________________ State _____________ Zip _____________

School Phone ______________________________ School Fax __________________________

Home Mailing Address __________________________________________________________

City _____________________________________ State _____________ Zip _____________

Home Phone ______________________________

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

Professional Development Provider 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 SB-CEU application at the one-day workshop to obtain Michigan SB-CEU credits. 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 through the Pennsylvania Dept. of Education

Graduate Credit

Graduate credit is available through Antioch University Seattle and Chapman 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

Many of our workshops and institutes offer group discounts. Please check the individual workshop and institute page on heinemann.com/pd for details.

Please note that to qualify for discounted rates your group must register at the same time.
WEB-BASED HEINEMANN PD
Live, interactive, and collaborative webinars

- Interact directly with renowned authors and in-demand consultants on crucial topics that enhance your expertise.
- Save on travel and substitute costs.
- Earn CEU credits.

See pages 8–9 inside for webinar schedule and details.

For our growing list of webinars, visit heinemann.com/PD/webbased or scan this QR code with your smartphone.

Online Book Studies
Heinemann’s books are great, but talking about them with our authors is even better. Get your group together with a best-selling Heinemann author for a virtual book club.

- You determine the number of participants (up to 100).
- Each session is fully interactive with specific learning objectives and opportunities to earn CEU credits.

SAVE on book study bundles!
For your next online book study, save 15% on 15 copies.

For more information and a price quote call 1.800.541.2086, Ext. 1151