Engaged in Books
Lessons for Literary Interpretation in Students’ Independent Reading
by Randy Bomer

The Children in Front of Us
Set Reading Goals for Individual Students First, then the Group
by Jennifer Serravallo

Go Straight to the Source
Enhance Reading Instruction with Student Reflections
by Jennifer McDonough
On-Site Professional Development

6 Custom PD
8 Web-Based PD
10 Fountas & Pinnell PD
20 Digital Campus
22 School-Based Seminars
33 Speakers & Consulting Authors

Off-Site Professional Development

40 Multi-Day Institutes
43 One-Day Workshops
48 Workshops Schedule

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Features

4 The Children in Front of Us
Set Reading Goals for Individual Students
First, Then the Group
By Jennifer Serravallo

16 Engaged in Books
Literary Interpretation in Students’ Independent Reading
By Randy Bomer

31 Go Straight to the Source
Enhance Reading Instruction with Student Reflections
By Jennifer McDonough
Dear Colleagues:

One day when my daughter Tevy was barely six, we stole away for a little one-on-one time. Our conversation turned to how people decide what they want to be when they grow up. “What about you?” I asked. “What do you want to be?”

“A research scientist,” she said.

As usual, a little time with Tevy and the heaviness of my day fell away. I was reminded of a story I had just heard on National Public Radio. I went on a roll. “You know, Tevy, I heard a story on the news about a research study that looked into the importance of relationships and conversations like we’re having today. These scientists asked whether spending time with others is important to our health. And they discovered that doing what we’re doing right now, telling stories, laughing at each other’s jokes, these interactions actually do affect our brains in positive ways. They really are good for us and our mental health. What do you think about that?”

Tevy stopped chewing, put down her sandwich, and fixed what I can only describe in hindsight as an incredulous gaze on me. “Wait,” she deadpanned, “so you’re telling me these scientists didn’t actually know this?”

Like Tevy, I am fascinated with science and research. We know more about the brain and the science of teaching and learning than ever before. And we know that being human, teaching, and learning are bigger than science. We don’t, we can’t, know it all.

Our duty as educators, then, is to read the research on teaching and learning, become familiar with the standards of best and promising practice, enter the classroom guided by the curriculum standards we agree are worthy of our students, and then be present for the children and youth in our midst.

The authors of the three articles in this latest issue of the PD Catalog-Journal show us. Each teaches introspectively. Their articles illustrate how they reflect on what their students bring to each teachable moment and how to respond to evoke the best in them.

I wish you joy in every step of your teaching journey this year. Let science and self-reflection be your compass points. When you become overloaded with the cares of the profession, as you inevitably will, take a six-year-old to lunch and be reminded of the joy that is available to us when we are wholly present for the children and youth in our lives. It’s scientifically proven to be good for you.

Vicki Boyd
Dear Colleagues:

When my daughter Elizabeth was little, I remember friends and family admonishing me to “treasure these fleeting times; before you know it, she’ll be off to college.” The time we have with them at home is unimaginably short. I tried to be present and focus on each stage and accomplishment, but I know there were times when I was distracted, stressed, and on the road. Elizabeth is twenty-three now, happy and thriving in New York, but I miss those earlier times. I hope I was fully present for her.

This journal is, to me, about the challenge of being fully present with our students. It’s about tuning in to their signals, literally asking them what they need to work on as readers and writers and adjusting our plans to match their needs. We didn’t plan a “themed” issue for this journal, but as Jennifer McDonough, Jennifer Serravallo, and Randy Bomer submitted their latest thinking, sure enough, a topic emerged. These authors help us explore the challenge of being fully present with our students, tuning in to their signals, literally asking them what they need to work on as readers and writers, and adjusting our plans to match their needs. We didn’t plan a theme, nor could I help but smile at the pure coincidence when my colleague Vicki Boyd was also drawn by the articles in this issue to recall her cherished one-on-one time with her young daughter Tevy. Without planning it, we both found that the articles in this issue called upon us to reflect on our interactions with our own daughters. Maybe not such a coincidence…

Jennifer McDonough writes of the sometimes overwhelming responsibilities of being a teacher. She captures exactly what so many of us feel, especially in the waning days of school. Her words make me wonder, are we fully present each day for our students, listening intently to what their words and work tell us?

Jennifer Serravallo approaches this dilemma in a slightly different way. She argues that our most important work is to truly make a difference for all our children. Both Jennifers point out that the most immediate and relevant course to take with a child is made clear by watching and listening to what the child says and does, today, in the moment.

In his fine piece, Randy Bomer reminds us of the importance of teaching from student-selected texts. He shows that a critical strategy such as interpretation can be taught cohesively, even (especially?) when students are reading texts that are powerfully meaningful to them. Students need to be deeply immersed in text, text they’ve chosen, if they are to be open to the book’s subtleties and overall impact.

So, for me, this unthemed issue has a message that I am determined to take to heart: Be there. The other stuff will wait. As my friend Mary says when we miss a deadline, “What are they going to do, take your birthday away?” Until that happens, I’m going to focus on the kids in my line of vision.

Ellin Oliver Keene
The Children in Front of Us

Set Reading Goals for Individual Students First, Then the Group

By Jennifer Serravallo
ike many people studying to be a teacher, I spent a lot of time in my college methods classes crafting beautiful units. To prepare for one fifth-grade social studies unit, I read through stacks of texts on the formation of the U.S. government, planned field trips to the New York state capital, and gathered up Schoolhouse Rock videos. I planned mock trials, debates, quizzes, and tests. I wrote out carefully scripted lesson plans that earned accolades from both my university supervisor and cooperating teacher.

Looking back on that experience, my students had a lot of fun and a bunch of them learned, but if I knew then what I know now, I'd have sent myself back to the drawing board. All that curriculum planning, completely devoid of the students in front of me.

I'd like to say this was a mistake I made only in my role as student teacher, but I actually repeated it time and again through my first years as a classroom teacher. Some years, I reluctantly admit, I had groups of students who made very little progress. I could never quite put my finger on why this was. I didn't understand the difference between assessing students to check for understanding and assessing students to formulate my teaching plan. Whether teaching social studies, science, reading, writing, or math—I didn't quite understand then as I now do the difference between teaching a class of children and covering curriculum.

Now I'm on a mission. I want to help teachers feel that they know every child really well and that it is from those understandings that whole-class, small-group, and individual plans are made. In my roles as literacy consultant and author, I'm trying to help shift teachers' thinking about what it means to plan and execute instruction. In this era of the Common Core State Standards, it's more important than ever that we don't have our eye strictly on the end—the end of unit project, the end of year benchmarks, the end of grade-level standards. Instead, I want us to look carefully, analytically, at the children in front of us and make plans that will truly make a difference.

**Redefine Data**

We use the phrase "data-driven instruction" constantly. However, the types of data that we often pay closest attention to and that we use to plan aren't the types of data that will help us teach.

State- and district-mandated assessments often score students, assign them numbers and letters, give rankings. We can create graphs and charts from the data we receive. But we lose the nuance of what readers do when they read.

I'd rather have a student work artifact over a test score any day. Real artifacts of student learning—reading notebook entries, jots on sticky notes, running records, a transcript of a student talking about a book with a partner—these are the essentials for data-driven instruction.

**Determine What's Goal-Worthy**

I find it most helpful to look across multiple artifacts of student work and triangulate the data. By this, I mean it's helpful to look for patterns across three or more actual artifacts of student work; the patterns that you and the student notice are often the areas most essential to focus on. These patterns become the goal.

Goals affect accomplishment—from diets to marathon training to learning how to knit, when we have a clear sense of what we want to accomplish, how we will attempt to accomplish it, and our deadline for accomplishing it, we are more likely to be motivated to succeed (Pink 2009).

Reading is no different. Hattie (1999) and Petty (2006) have shown in their research on effective teaching that "achievement is enhanced to the degree that the students and teachers set and communicate appropriate, specific, and challenging goals” (Petty 2006, 63). In a reading workshop, goals help focus students and teachers, bringing clarity and increased purpose to conferences, small-group instruction, and students' everyday work during independent reading.

**Make Plans for Individuals First, Groups Second**

Many teachers plan by thinking about the whole first and then the parts. What am I going to teach the whole class on days 1, 2, 3, and so on of my unit? I've found it most effective for teachers to think from part (individuals) to whole (class).

Once we've determined goals for each student by looking across multiple pieces of data and identifying patterns, it's time to make plans for groups—the class as a group, or smaller groups within that large group. Compare the class' list of goals against the curriculum you're using as a resource, or standards you're trying to accomplish, and then consider what would make the most sense to teach. Think about how individual and group goals dovetail with whole-class goals.

Ground your teaching in the data that matter most—student work. Study it, plan for individuals by setting goals, and plan curriculum from there. This way, your students will see relevance, and themselves, in your whole-class units of study.

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Jennifer Serravallo is author and coauthor of Heinemann titles *Teaching Reading in Small Groups and Conferencing with Readers*. Jennifer taught grades 3–5 in two Title I schools. For the past eight years she's been a staff developer and a national consultant with the Teachers College Reading and Writing Project at Columbia University. Jennifer is a Heinemann PD presenter.
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 help to meet standards and build 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.
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

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

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Common Areas of Focus for Custom Plans

- Addressing Common Core State Standards in reading/writing workshop classrooms
- 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
- Reading and writing in the content areas
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• 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.

• Early Bird registration is discounted to $199 for single registrants and when multiples of three or more participants register by the posted Early Bird date the tuition is as low as $189 each!

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

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Heinemann e-learning experts will customize a live webinar course to meet the specific needs of your staff, district, or study groups. Follow up 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.
# Fall 2012 Live Webinars

For complete webinar details and schedule, visit www.heinemann.com/pd/webbased

New webinars will be posted to our website throughout the year, so please check back for updates.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>WEBINAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK–2</td>
<td>Engaging Young Writers</td>
</tr>
<tr>
<td>PreK-MS</td>
<td>Fountas &amp; Pinnell: A selection of webinar courses are offered based on Fountas &amp; Pinnell professional books.</td>
</tr>
<tr>
<td>K–8</td>
<td>Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension</td>
</tr>
<tr>
<td>K–8</td>
<td>Fountas and Pinnell Benchmark Assessment System</td>
</tr>
<tr>
<td>K–12</td>
<td>Comprehension Going Forward</td>
</tr>
<tr>
<td>2–8</td>
<td>Assessing Student Writers</td>
</tr>
<tr>
<td>3–5</td>
<td>Teaching Reading in Small Groups</td>
</tr>
<tr>
<td>3–8</td>
<td>The Reading Workshop: Creating a Space for Reading Instruction: Grades 3–8</td>
</tr>
<tr>
<td>5–9</td>
<td>Meet the Common Core Writing Standards for Adolescent Writers</td>
</tr>
<tr>
<td>4–12</td>
<td>Crafting Digital Writing</td>
</tr>
<tr>
<td>4–12</td>
<td>Engaging Students in Deep Content-Area Learning</td>
</tr>
<tr>
<td>6–12</td>
<td>Helping Students Grow as They Read</td>
</tr>
</tbody>
</table>
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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.

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Benchmark Professional Development
For the Fountas & Pinnell Benchmark Assessment System

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

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

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

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

Role of the Administrator in the Implementation of Benchmark Assessment

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

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

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

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

• Determining students’ Spanish reading levels based on the F&P Text Level Gradient™, Levels A-N.
• Assessing and understanding students’ reading performance in both fiction and nonfiction genres
• Connecting assessment to Spanish literacy instruction using the Continuo de adquisición de la lectoescritura.

This professional development introduces participants to the thinking behind the Sistema de evaluación de la lectura and provides training not only in how to administer and analyze the assessment, but how to turn the analysis into sound instructional decision-making.
Leveled Literacy Intervention (LLI) Orange, Green and Blue Systems for Grades K-2, Levels A-N Professional Development

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

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

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

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

Leveled Literacy Intervention (LLI) Red System, for Grade 3, Levels L-Q Professional Development

The newly released Leveled Literacy Intervention (LLI) Red System is designed for Grade 3 students who are reading below grade level. The Red System may also be used to help children at higher grade levels who are reading below level Q. Designed to bring children up to grade-level performance in as little as 18–24 weeks, LLI Red is a powerful, research-based early intervention program designed specifically for intermediate children who have been struggling and lagging behind their peers for a number of years.

- **Red, Levels L–Q (Grade 3)**
  24 lessons at each reading level, L through Q
  144 original, high interest titles
  Novel Study lessons, text preparation lessons

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

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

Administrators play an important role in determining the success of school initiatives, including the implementation of the LLI system. In order to support the implementation process and the teachers using the materials, principals must have 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.

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:
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 workshop and its components: reading mini-lessons, independent reading, guided reading, and literature study
- Explore the sustaining and expanding systems of strategic actions that allow readers to think within, beyond, and about text
- Begin to understand the supports and demands of leveled text and how to match books to readers
- Discuss different management and assessment tools for creating dynamic guided reading groups and planning for targeted instruction

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**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

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**Related Resource:**

*Literacy Beginnings: A Prekindergarten Handbook*
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:**
- *Teaching for Comprehending and Fluency*
- *Phonics Lessons* and *Word Study Lessons*
ENGAGED in BOOKS

Lessons for Literary Interpretation in Students’ Independent Reading

By Randy Bomer
What if we focused our teaching of reading more on the mental actions we want students to use, rather than talking about the text itself? Then we can have meaningful discussions about how readers make decisions as they read. At the same time, we can tap into the high motivation to read that comes from allowing students to choose texts that interest them.

In fact, students’ independent reading provides an especially fertile context for teaching reading strategies that everyone should know such as envisioning what’s happening in the text or critiquing the social worlds of texts. We don’t always have to teach those strategies with shared texts. When students are engaged in books they really want to read and understand, our lessons about reading as thinking have some preexisting motives to stick to. Meanwhile, our instruction about a particular kind of thinking becomes the goal of our teaching. We could teach the students to envision, rather than discuss the possible meanings of Curly’s glove in *Of Mice and Men*, or what happened in Chapter 4, or how Steinbeck’s life might have informed what he wrote. The teaching objectives come from a precise analysis of what a reader does while reading rather than the things in a particular text. We might sometimes discuss a text, but the focus of discussion would be on the reader’s action.

Recently, a teacher, Maya, and I worked on minilessons with students who were each reading a self-selected book. From our conferences with them, we noticed that they were drawing on some of the kinds of thinking they had done in a recent whole-class experience with a short story—envisioning, predicting, and building relationships to characters—but they weren’t presently drawing upon the kind of interpretive thinking that Maya had taught.

Teachers who love English Language Arts often place a high value on interpreting. Once we have made an interpretation, we may think we know why the text exists. But an interpretation doesn’t really belong to the text. It’s a product of something the reader has done. From early on in a reading event, the reader usually starts to get a feeling about what this text is really all about, or what the author is trying to say, or what I’m supposed to be understanding on a level that transcends just the events of this text. This feeling is the beginning of the act of interpreting, and following those little, tentative hunches until evidence begins to confirm or disconfirm them is the process of building an understanding of the reading.

We wanted to reintroduce the idea of interpretation, so we started with a minilesson about asking “What’s the point?” Maya said, “Say you walk up to someone and ask them about that building right there, and they say, ‘Let me tell you a story. . . .’ If you can’t see the connection between their story and the question you wanted answered, you’re bound to ask, ‘What’s your point?’ You want to understand what’s not being said—the connection, relationship, or meaning that connects that story to this building or some relevant aspect of the context. If someone’s telling you a story in just about any context, you expect to be able to see the point. It’s the same with books. It’s good to ask what any book’s overall point is—how it connects to the rest of life and the world. What big idea is behind this text?” Maya asked her students to start thinking about interpretation as they moved along in their books, even if they were just getting started, adding that it was something she or I might be talking about as we conferred with them.

The next day, I brought in a short poem, “The Cities Inside Us” by

Alberto Ríos, and asked the students to read it while focusing on their hunches about the point of the poem and when that hunch changed or was confirmed. We looked at the title and generated a few hunches and then read the first couple of lines to see what changes happened in our theory building. We also talked after the next two lines. Then I asked the students to read to the end and notice the points at which their thinking changed. We did not try to exhaust the meanings in the poem or to discuss every idea we had. It was just an opportunity for students to notice their acts of interpreting with a little bit of assistance from me. We weren’t concerned about them “getting it right,” just with the actions of following hunches and building theories.

The next day, Maya asked the students to think about times when they did this kind of interpretive thinking before. She reminded them that sometimes families taught their children by telling stories that had a special, pointed meaning. Maya asked the students to jot down three or four times in their lives when they were supposed to learn a lesson from a story and then to talk with a partner about how they learned from hearing the story. In the fourth of this string of mini-

lessons, I gave every student four sticky notes, reminded them of the thinking we had been doing over the past few days, and asked them each to open their own book to three places where they noticed themselves thinking something like “I bet I get what the point of this book is,” or “My previous hunch doesn’t seem valid anymore, and now I think this other thing,” or “That confirms my theory about what this book is all about,” or any other thought they could call “interpreting” and to mark these places with the sticky notes. The fourth sticky note was for them to keep out while they read, so that when they made an interpretation in their reading and thinking, they could jot a note about the idea and stick it in the text where they got that notion. In the seven-minute share time at the end of the period, students talked with a partner about their decision making in placing the fourth note and how it fit with the first three. This use of sticky notes to mark a spot involves mediation—using a tool to support or extend thinking—and that’s something I discuss extensively in Building Adolescent Literacy in Today’s English Classrooms.
To teach this way, we as teachers have to risk that students might think things about their texts with which we would not agree. But to ask them to delay their own sense making until we told them the right interpretation would be to miseducate about how people go about the business of making interpretations. Reading standards these days often value providing evidence for arguments about claims. However, readers need to go through a process of really developing those claims. Maya and I wanted to attend to the honest process of how readers approach a text and come up with things to say about it, to model that process by thinking aloud, and to engage students in repeated, self-conscious experiments with interpretation as a mental action. We reasoned that, looking into the future of their literate lives, we would only really be successful at teaching each student to interpret if we could get them doing it in self-sponsored, independent reading. Perhaps they needed to learn how to follow hunches and build theories about the texts they chose to read on their own, not just in shared reading events. With a complex kind of thinking, we knew one single minilesson about interpretation on a particular Tuesday morning was not going to do the trick. We needed to teach the students a little, let them read with that idea, and repeat.

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Written by Stephanie Parsons
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Grades 6–12 / DCOCN0005 / October 2012 / $299.00 per participant

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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.
School-Based Seminars

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.

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 seminar 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.

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.

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 seminar, teachers will discover how to use the Toolkits to develop these crucial comprehension skills.

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.
School-Based Seminars

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.

Smart Conversations That Move Young Writers Forward

Grades 3–6 / Carl Anderson

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.

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 seminar shows how to meet individual and whole-class needs by weaving the qualities of writing into responsive minilessons.

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.
It is busy, sometimes overwhelming, to be a teacher. We have so much coming at us every day. With Common Core State Standards, high-stakes testing, new school initiatives, parent pressures, curriculum changes, and oh yes . . . the kids, we can end up exhausted trying to get to some invisible finish line. We run so fast at times, we forget what we are really about: teaching the students in front of us.

[Continued on p. 32]
It is more important than ever that we take time to stop and figure out what our kids really know and not what the standards, curriculum, and testing tell us they should know. Children’s self-reflections can be a perfect way to gather this kind of information.

**Using Reading Reflections**

Every few weeks, ask your students to jot down responses to the following questions:

- What do I do well as reader?
- What am I working on as a reader?
- What does that look or sound like when I try it out?

Lay the reflections side by side with your conferring notes and ask if your thinking aligns with the child’s thinking. How can you use the child’s reflections to inform instruction? Does this child have any misconceptions about how a strategy looks and sounds?

As I discovered by using reflection sheets, my plan for the child didn’t always align with what the child was able to do on his or her own. I was able to pinpoint these subtle gaps or misalignments in my teaching. The child may not have been fully comfortable with a skill or strategy, and moving on may have led to problems later.

Reading is a complicated process for beginning readers; they use many different reading systems at once. We need to help each reader know and be able to articulate one goal to focus on. I think of this as “spotlighting” one reading strategy, knowing that the children will be using many others as they work through text.

**Reflections of a First-Grade Reader**

Carmela is a confident, voracious reader who makes a teacher think, “What could I possibly teach her that she doesn’t already do well?” Using Carmela’s reflection sheet to guide me and taking a little time to reflect on my teaching helped me refine my goals for this reader.

Carmela writes in her reflection that she checks for understanding and asks herself who and what she is reading about. She tells me that she is working on retelling. Carmela knows that good readers stop while they are reading and check to make sure they can remember what they have read. She gets that reading has to have meaning, but does she understand what it means to retell?

Carmela’s explanation shows that she focuses on story elements (as you read on, you will discover why!) and that she leaves out one of the most important aspects of recalling text—being able to identify actions that help move the story along. This important step will enable her to synthesize later.

Here are some things I record as I confer with Carmela:

- “Gave her a retelling hand to practice retelling the story across her fingers.”
- “Retell the story using character name, setting, problem, and solution.”

I realize that in my haste to want to make retelling very concrete for Carmela by having her retell the story using story elements, I inadvertently ignored that she was not noticing the actions that move the story along. Carmela is so bright and willing to learn that she internalized exactly what I was teaching her very quickly, but after looking at her reflections, comparing them to my conference notes, I realize that maybe I was nudging her in the wrong direction.

When I think about myself as a reader, I don’t describe the text using the story element script. I focus on what the book is about and the details I remember reading. Knowing that Carmela also lacked action in her writing, I decide that all of my nudging toward story elements isn’t really helping her become an authentic reader or writer. I need to remind her to stop every so often and ask herself what just happened, thus putting more focus on actions and details. Then, instead of retelling to a story element script, she’ll do what good readers do: talk about the text in her own way and in her own words. Doing quick retells as she reads would help her remember what she read and be able to talk about it.

I made this slight adjustment so that Carmela and I were back in alignment. A few conferences later, she knew she was supposed to stop and think about what was happening—the actions in the story—but she wasn’t doing it independently yet. I gave her a sticky note with the words “What is happening?” to place every few pages to remind her to stop and do a quick retell. My amazing reader still had some work to do! This subtle but important realization that came from reflecting on my teaching, her reflections, and my own experience as a reader helped me clarify what Carmela needed most.

There are many more examples of the insights that can be gleaned from paying attention to what your students are telling you. They know what they know and no matter what pressures push you from behind to that finish line, you can’t forget to grab the hands of the children around you and get them to that finish line too. Take the time to let your students reflect on themselves as readers, make sure you think about what you do as a reader, and then use what you learn to guide your instruction. The students will end up with a solid foundation and a love of reading!

**Jennifer McDonough** is a first-grade teacher and literacy coach at the Benjamin School in North Palm Beach, Florida. She has taught first grade and kindergarten for 13 years and has been a part of literacy training for teachers for more than six years. Jen coauthored *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades* along with Heinemann author Georgia Heard. Jen also serves as a Heinemann Professional Development consultant.

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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).

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).

Kylene Beers and Robert E. Probst
Grades 4–12
Kylene Beers and Bob Probst have worked together on adolescent literacy issues for more than ten years. Coauthors of the new release *Notice and Note: Strategies for Close Reading* (November 2012), and coeditors, with Linda Rief, of *Adolescent Literacy: Turning Promise into Practice*, they bring to bear on literacy education Kylene's extensive knowledge of struggling readers, Bob's work on the teaching of literature, and their many years of experience helping teachers and school systems.

Katherine Bomer
Grades K–12
Katherine Bomer’s popular book, *Hidden Gems: Naming and Teaching from the Brilliance in Every Student’s Writing*, offers a transformative new approach to assessing and responding to student writing. In her latest release, the DVD *Starting with What Students Do Best* (2011), she models the power of this approach. 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.
Harvey Daniels
Grades K–12
Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Daniels is the author or coauthor of many Heinemann publications, including *Comprehension and Collaboration: Inquiry Circles in Action*, coauthored with Stephanie Harvey, and *Texts and Lessons for Content-Area Reading*, coauthored with Nancy Steineke, and his most recent release of *Best Practice, 4th Edition*, coauthored with Steven Zemelman and Arthur Hyde.

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, including *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*, *Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers, Books and Beyond: New Ways to Reach Readers, Where Have All the Bluebirds Gone?*, and *Reaching Readers*.

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 numerous books for teachers and students, including *Plagiarism: Why It Happens and How to Prevent It, Is It Done Yet? Teaching Adolescents the Art of Revision*, and *Speaking Volumes How to Get Students Discussing Books—And Much More*. 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.
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, and their new e-book Watch Katie and Matt... Sit Down and Teach Up, and he is the author of Engaging Young Writers, Preschool–Grade 1. Matt is a frequent presenter at conferences and in school districts on topics related to nurturing young writers and supporting children’s intellectual growth and development. He has been an educator for over twenty years, including twelve years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first-grade students. Before becoming a principal, Matt taught first grade.

Georgia Heard
Grades K–8
Georgia Heard received her M.F.A. in writing from Columbia University and is a founding member of the Teachers College Reading and Writing Project. She is the author of numerous professional books on writing including 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; Writing Toward Home: Tales and Lessons to Find Your Way; For the Good of the Earth and Sun: Teaching Poetry; Climb Inside a Poem: Reading and Writing Poetry Across the School Year (coauthored with Lester Laminack); and Awakening the Heart: Exploring Poetry in Elementary and Middle School which was cited by Instructor magazine as ‘One of the Twelve Books Every Teacher Should Read.’

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.

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.
Carol Jago
Grades K–12
Carol Jago has taught English in middle and high school for 33 years, is past president of the National Council of Teachers of English, and serves as an associate director of the California Reading and Literature Project at UCLA. Carol served as AP Literature content advisor for the College Board and has published six books for teachers with Heinemann. Her Heinemann titles include With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature; Come to Class (winner of the 2009 James N. Britton Award), Public Teaching: One Kid at a Time, and The Greatest Catch: A Life in Teaching. She has also coauthored with Donald Graves the Heinemann books Inside Writing: How to Teach the Details of Craft and My Quick Writes: For Inside Writing.

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 Heinemann titles Write Beside Them: Risk, Voice, and Clarity in High School Writing (winner of the 2009 James N. Britton Award), Public Teaching: One Kid at a Time, and The Greatest Catch: A Life in Teaching. She also coauthored with Donald Graves the Heinemann books Inside Writing: How to Teach the Details of Craft and My Quick Writes: For Inside Writing.

Lester L. Laminack
Grades K–6
Lester L. Laminack is Professor Emeritus from department of Birth-Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina where he received two awards for excellence in teaching [the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award]. Lester is now a full-time writer and consultant working with schools throughout the United States. He is an active member of the National Council of Teachers of English and served three years as co-editor of the NCTE journal Primary Voices and as editor of the Children’s Book Review Department of the NCTE journal Language Arts. Lester is the coauthor of Heinemann titles Learning Under the Influence of Language and Literature; Reading Aloud Across the Curriculum; Climb Inside a Poem: Reading and Writing Poetry Across the Year; and most recently Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations.

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 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). 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.
 Speakers & Consulting Authors

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 and coauthor of Comprehension Going Forward: Where We Are and What’s Next both published by Heinemann.

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; Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers; Comprehension and English Language Learners; and Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction. Michael works in selective classrooms in the United States and abroad planning, teaching and evaluating demonstration lessons focused on different aspects of literacy in K–5 classrooms.

Stephanie Parsons
Grades K–5

Stephanie Parsons began her teaching life studying with Lucy Calkins. She taught at P.S. 321 in Brooklyn before becoming a staff developer with the Teachers College Reading and Writing Project, where she cowrote the Primary Unit of Study, Poetry: Powerful Thoughts in Tiny Packages with Lucy Calkins. Since then she has written First Grade Writers, Second Grade Writers, and First Grade Readers. Prior to teaching, Stephanie spent a decade studying visual and performing arts. She is now a reading and writing staff developer working with elementary schools in New York City and across the country. Her creative background helps her show teachers and children how to see the familiar through fresh eyes.

Katie Wood Ray
Grades K–8

Katie Wood Ray is author or coauthor of many bestselling Heinemann titles, including 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). Katie most recently coauthored (with Matt Glover) an e-book Watch Katie and Matt . . . Sit Down and Teach Up (2011). 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.
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.

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 and coauthor of numerous Heinemann titles including *Classroom Reading Assessments: More Efficient Ways to View and Evaluate Your Readers*, *Around the Reading Workshop in 180 Days*, *Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers*, and *More (Advanced) Lessons in Comprehension: Expanding Students’ Understanding of All Types of Texts*.

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*.

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.

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.
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
Multi-Day Institutes

**A Comprehensive Introduction to the Red System – Leveled Literacy Intervention (LLI) For Levels L-Q**

Chicago, IL • October 2–4, 2012

**Introducing the Fountas & Pinnell Leveled Literacy Intervention System for Grade 3 (Levels L-Q) – the LLI Red System.**

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

The LLI Red System is designed for Grade 3 students who are reading below grade level. The Red System may also be used to help children at higher grade levels who are reading below level Q.

In this interactive three-day institute, Irene C. Fountas and Gay Su Pinnell will provide participants with an introduction to the LLI Red System (for Levels L-Q) and show how it specifically addresses the needs of struggling older readers.

**Day One: Introduction to LLI Red System and its Components**

The focus on day one is on an introduction to LLI Red, and its components. A description of how the elements of instruction address needs of older struggling readers will be included. Participants will:

- be introduced to the new Leveled Literacy Intervention (LLI) Red System and its components, including the principles on which it is based
- learn how to implement systematic assessment for the selection of students who are eligible for intervention
- learn how to use LLI Red, which addresses essential strategic actions at higher text levels
- review the system’s recommendations for implementing systematic assessment for students who are eligible for intervention
- explore an organized, regularly-applied system for monitoring student progress.

**Day Two: Teaching Within LLI Lessons**

The focus of day two will be the teaching within LLI Red’s fast-paced lessons that employ high intensity activities designed to engage students’ attention. Participants will:

- deepen their understanding of many research-based ways to help struggling readers.

**Day Three: Analyzing Reading Behaviors as a Foundation for Powerful Teaching**

On the final day, participants will learn about tools and plans to support systematic observation of reading and writing behaviors that can inform teaching. Participants will:

- learn about the LLI Red System’s tools and systematic plans to use in coordinating supplementary teaching with classroom instruction
- review LLI Red’s built-in homework assignments that students can do independently in the classroom or at home
- be introduced to the LLI Red system’s communication tools for informing parents about what their children are learning and how they can support them at home.

The institute concludes with information about how to use the LLI website and the technology for generating materials, including home and classroom connections.

* Daily agendas subject to change

**Who Should Attend?**

- Users of the *Fountas & Pinnell Leveled Literacy Intervention System*, Grade K-2 (LLI Orange, Green or Blue System) wanting to preview the LLI Red System
- Customers who have pre-ordered or plan to order the Fountas & Pinnell LLI Red System for Grade 3
- Literacy, Title 1 and other reading teachers who provide instruction to children reading below level Q (beginning grade 3 level)
- Special education teachers who work with a range of children reading below level
- Staff development personnel and literacy coaches who support teachers who work with struggling readers.

*Presented by Irene C. Fountas and Gay Su Pinnell*
Learning Beyond the Core:  
Best Practice in Teaching and Leadership Across the Curriculum  

New Orleans, LA  •  January 18-21, 2013

An Intensive Teaching, Learning, and Leadership Institute for K-12 Educators

Join us in New Orleans, Louisiana over the Martin Luther King Jr. Holiday for a practical and personal workshop with outstanding authors and teacher-consultants.

All teachers and school leaders face a puzzle: how can we meet today’s standards, while offering students authentic, engaging learning? How can we build the knowledge kids need for high stakes tests, and at the same time grow thoughtful, curious, lifelong learners? In short: how can we have the rigor—without the mortis? Join us in New Orleans to find solutions, as we connect students’ curiosity to the curriculum.

The Seven Structures: Research by Zemelman and Daniels, reported in their just-released Best Practice, 4th Edition, reveals how the most effective teachers orchestrate seven fundamental structures: gradual release of responsibility, classroom workshop, strategic thinking, collaborative small group activities, integrative curriculum units, representing to learn, and formative-reflective assessment. In the institute, we’ll dig into the dynamics of these structures, weaving them into your classroom, curriculum, and school—with a careful eye on the upcoming assessments from PARCC and Smarter Balanced.

Program Structure
This is the eighth in our series of “Reading the City Institutes,” in which educators don’t just get talked at—they do. The program offers a compelling mix of keynote sessions, breakout workshops, and “homerooms.” To ensure that the ideas presented apply to everyone’s work back home, we’ll spend part of each day in job-alike groups: high school, middle, intermediate, and primary, and leadership.

So that we understand all these best practices from the inside, we’ll experience them together, in real time. And each participant will join a team of colleagues in a multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people and history of New Orleans itself.

Strands
The following strands, which link back to the seven fundamental structures of best practice, will be woven into keynote addresses, job-alike, and breakout workshops:

- **Reading Comprehension 2.0** – Second-generation reading-as-thinking strategies that kids need to negotiate complex print and visual texts
- **Writing Nonfiction** – Helping kids craft argumentative and explanatory essays
- **Speaking and Listening Skills** – Explicit lessons in collaboration that ensure productive, responsible discussion, debate, small-group work all year long
- **Teaching with Gradual Release** – The deep structure for lessons, K-12: “I do it. Then we do it together. Next, you do it with my help. Finally, you do it alone.”
- **Just-Right Technology** – Selecting and using only the tech tools that truly enhance thinking and interaction in the classroom
- **Inquiry Topics and Text Sets** – Choosing the most important, engaging topics; gathering print and visual resources; back-mapping to the standards
- **Including Everyone** – Supporting language learners, students with special needs, and kids who struggle. Taking the inquiry approach to RTI.
- **Formative-Reflective Assessment** – Formative assessments that steer students’ learning, and public occasions where kids can show what they know
- **Instructional Leadership** – Four special sessions on the roles of principals, coaches, curriculum specialists, and central office leaders

Who Should Attend?
- Classroom Teachers K-12
- Literacy/Instructional Coaches
- Reading/Writing Specialists
- Principals
- District Leaders
- Teacher Educators

**BONUS: A reading and discussion with renowned New Orleans author (and New York Times blogger) John Biguenet.**
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
Establishing a Writing Workshop for Beginning Writers
Grades K–2
Presented by Katie Wood Ray & Lisa Cleaveland

During this one-day workshop, participants will have the exciting opportunity to study with Lisa Cleaveland and Katie Wood Ray as they share their current thinking about best practices in the primary writing workshop. Utilizing extensive video from Lisa’s classroom, a rich variety of children’s writing samples, and hands-on work with picture books to develop curriculum, the day will be filled with practical information and ideas for starting and maintaining a primary writing workshop.

Using both video and photographs from the classroom, Lisa and Katie will explain the structures and routines that help children understand the work of writing workshop and become independent in that work across the year. With video from actual writing conferences, Lisa and Katie will demonstrate how essential conferring is in helping children move forward as writers. Then, the dynamic relationship between conferences and whole class sharing will be explored. Sharing from conferences raises the level of thinking about the process of writing for all the children in the room.

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 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 school-wide plan for addressing them.

In Pictures and In Words: Teaching the Qualities of Writing Through Illustration Study
Grades K–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.
One-Day Workshops

Reading, Writing, and the Common Core
Grades K–8
Presented by Lucy Calkins & Mary Ehrenworth

In this workshop Lucy Calkins, Founding Director of Teachers College Reading and Writing Project (TCRWP) at Columbia University and Mary Ehrenworth, Deputy Director of the TCRWP, will help you understand the implications of the Common Core State Standards (CCSS) for instruction and guide you to devise a plan for aligning your reading, writing, and content-area instruction to the CCSS. They 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, they will show you how to teach the higher levels of comprehension and composition skills called for by the standards.

Lucy, Mary, and Christopher Lehman coauthored Heinemann’s best-selling Pathways to the Common Core: Accelerating Achievement and Lucy and Mary coauthored the Common Core Reading & Writing Workshop series of curricular plans for grades K–8, both of which inform the content of this new workshop.

Reading, Writing, and the Common Core
Grades K–8
Presented by Mary Ehrenworth

Mary Ehrenworth serves as Deputy Director of Teachers College Reading and Writing Project (TCRWP) at Columbia University and has worked for years alongside Lucy Calkins, founding director of the TCRWP. In this day-long workshop, Mary will help you understand the implications of the Common Core State Standards (CCSS) for instruction and guide you to devise a plan for aligning your reading, writing, and content-area instruction to the CCSS. She will show ways in which your reading and writing workshop instruction is already aligned to the CCSS, and she 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, Mary will show you how to teach the higher levels of comprehension and composition skills called for by the standards.

Mary, Lucy Calkins, and Christopher Lehman coauthored Heinemann’s best-selling Pathways to the Common Core: Accelerating Achievement and Lucy and Mary coauthored the Common Core Reading & Writing Workshop series of curricular plans for grades K–8, both of which inform the content of this new workshop.

Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension
Grades K–8
Presented by Ellin Oliver Keene

Ellin Oliver Keene demystifies comprehension instruction by describing how teachers can ensure that readers comprehend deeply and how teachers can modify their oral language to enhance deep comprehension. Ellin is author of To Understand: New Horizons in Reading Comprehension and coauthor of Mosaic of Thought and Comprehension Going Forward. This workshop, based on her latest ground-breaking book Talk About Understanding, allows you to engage in a dialogue with Ellin as she models reading instruction strategies. In this workshop you’ll learn how to use language and teaching moves that help students go beyond superficial reading comprehension to lasting understanding in reading and throughout the content areas.
One-Day Workshops

## Reading, Writing and the Common Core
### Grades K–8
### Presented by Christopher Lehman

In this workshop, Christopher Lehman, Lead Staff Developer at the Teachers College Reading and Writing Project (TCRWP) at Columbia University, will help you understand the implications of the Common Core State Standards (CCSS) for instruction and guide you to devise a plan for aligning your reading, writing, and content-area instruction to the CCSS. He will show ways in which your reading and writing workshop instruction is already aligned to the CCSS, and he 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, Chris will show you how to teach the higher levels of comprehension and composition skills called for by the standards.

Christopher has worked for years alongside Lucy Calkins, founding director of the TCRWP. Chris, Lucy, and Mary Ehrenworth coauthored Heinemann’s bestselling *Pathways to the Common Core: Accelerating Achievement* which informs the content of this new workshop.

Charlotte, NC
September 24, 2012

## 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.

Houston, TX
October 15, 2012
Indianapolis, IN
December 4, 2012

## Conferring with Student Writers
### Grades 2–8
### Presented by Carl Anderson

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.

Secaucus, NJ
October 18, 2012
Kansas City, MO
December 4, 2012
Teaching Adolescent Writers: Shaping Practices to Meet Common Core and More

Grades 4–9

Presented by Laura Robb

Charlotte, NC
November 28, 2012
Atlanta, GA
November 29, 2012

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

Teaching in the Time of the Common Core:
The Challenge of Change

Grades 4–10

Presented by Kylene Beers and Bob Probst

Oklahoma City, OK
November 1, 2012
Richmond, VA
December 5, 2012
Melville, NY
December 7, 2012

The Common Core State Standards (CCSS) aren’t simply another set of new standards. No set of common standards has ever been adopted so broadly, by so many states—45 and counting today. The success of these standards rests on our ability to change instruction in classrooms, to deepen the thinking our nation’s students must do in the classroom to become ready for job, college, and life. In this workshop, Kylene Beers and Robert Probst present approaches and strategies developed over years of teaching in middle and secondary schools and working with teachers. In particular, they will introduce a new suite of practical tools and lessons from their book *Notice and Note: Strategies for Close Reading* (November 2012). The workshop will be guided by and answer current questions relating to the following topics: rigor, text-complexity, text-dependent questions and close reading.

Lessons That Change Writers

Grades 5–9

Presented by Nancie Atwell

Philadelphia, PA
November 30, 2012

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.
<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>Secaucus, NJ</td>
<td>10/18/12</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Anderson</td>
<td>Kansas City, MO</td>
<td>12/4/12</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Atwell</td>
<td>Philadelphia, PA</td>
<td>11/30/12</td>
<td>Lessons that Change Writers</td>
<td>5–9</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Oklahoma City, OK</td>
<td>11/1/12</td>
<td>Teaching in the Time of the Common Core: The Challenge of Change</td>
<td>4–10</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Richmond, VA</td>
<td>12/5/12</td>
<td>Teaching in the Time of the Common Core: The Challenge of Change</td>
<td>4–10</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Melville, NY</td>
<td>12/7/12</td>
<td>Teaching in the Time of the Common Core: The Challenge of Change</td>
<td>4–10</td>
</tr>
<tr>
<td>Calkins &amp; Ehrenworth</td>
<td>Baltimore, MD</td>
<td>9/28/12</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Calkins &amp; Ehrenworth</td>
<td>Randolph, MA</td>
<td>10/22/12</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Cleaveland &amp; Ray</td>
<td>Albany, NY</td>
<td>12/6/12</td>
<td>Establishing a Writing Workshop for Beginning Writers</td>
<td>K–2</td>
</tr>
<tr>
<td>Daniels</td>
<td>Houston, TX</td>
<td>10/15/12</td>
<td>Content-Area Literacy</td>
<td>K–12</td>
</tr>
<tr>
<td>Daniels</td>
<td>Indianapolis, IN</td>
<td>12/4/12</td>
<td>Content-Area Literacy</td>
<td>K–12</td>
</tr>
<tr>
<td>Ehrenworth</td>
<td>Milwaukee, WI</td>
<td>10/5/12</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Ehrenworth</td>
<td>Portland, OR</td>
<td>11/27/12</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Keene</td>
<td>Hoffman Estates, IL</td>
<td>11/1/12</td>
<td>Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension</td>
<td>K–8</td>
</tr>
<tr>
<td>Keene</td>
<td>Chesterfield, MO</td>
<td>11/2/12</td>
<td>Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension</td>
<td>K–8</td>
</tr>
<tr>
<td>Lehman</td>
<td>Charlotte, NC</td>
<td>9/24/12</td>
<td>Reading, Writing and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Ray</td>
<td>Denver, CO</td>
<td>10/30/12</td>
<td>In Pictures and In Words</td>
<td>K–4</td>
</tr>
<tr>
<td>Ray</td>
<td>Hauppauge, NY</td>
<td>12/5/12</td>
<td>In Pictures and In Words</td>
<td>K–4</td>
</tr>
<tr>
<td>Robb</td>
<td>Charlotte, NC</td>
<td>11/28/12</td>
<td>Teaching Adolescent Writers: Shaping Practices to Meet Common Core &amp; More</td>
<td>4–9</td>
</tr>
<tr>
<td>Robb</td>
<td>Atlanta, GA</td>
<td>11/29/12</td>
<td>Teaching Adolescent Writers: Shaping Practices to Meet Common Core &amp; More</td>
<td>4–9</td>
</tr>
<tr>
<td>Taberski</td>
<td>Houston, TX</td>
<td>11/7/12</td>
<td>It's ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
<tr>
<td>Taberski</td>
<td>Tulsa, OK</td>
<td>11/8/12</td>
<td>It's ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
</tbody>
</table>
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