Best Practice and the Common Core
By Harvey “Smokey” Daniels

Igniting a Sense of Wonder
By Linda Hoyt

Building Knowledge Through Informational Text
By Nell K. Duke et al.
Features

4  Best Practice and the Common Core  
   By Harvey “Smokey” Daniels

24 Igniting a Sense of Wonder  
   By Linda Hoyt

39 Building Knowledge Through Informational Text  
   By Nell K. Duke et al.
CONTENTS

Spring 2013 Catalog-Journal

On-Site Professional Development

6 Custom PD
18 Fountas and Pinnell
28 School-Based Seminars
41 Speakers & Consulting Authors

Web-Based Professional Development

8 Digital Campus
14 Live Webinars

Off-Site Professional Development

48 Multi-Day Institutes
51 One-Day Workshops
56 Workshops Schedule

inside back cover
Registration Form
It seems like every year, our hunger for and opportunities to obtain up-to-the-minute information increases. Every educator understands this reality and has had to grapple with the ways information technology has impacted not only their students’ lives, but the way we all learn.

From the Director

Dear Colleagues:

I am writing this letter shortly after Superstorm Sandy slammed into the East Coast and disrupted so many lives. Prior to the storm, like so many, I was transfixed by the predictions of its strength, size, and potential for destruction. Sandy certainly fulfilled expectations in all of those areas. And now that the storm has passed and we begin to absorb its aftermath, it’s clear that the information shared prior to Sandy’s arrival helped mitigate the severity of its impact in many areas.

It seems like every year, our hunger for and opportunities to obtain up-to-the-minute information increases, whether it comes from the media in the form of a weather prediction, commentary about a recent political poll, opinions about the pros and cons of getting a flu shot, or simply needing to find fast and easy directions for driving from point A to B. Clearly, we’re hooked on finding out whatever it is we want to know, and there are many new opportunities to obtain answers to our questions.

Every educator understands this reality and has had to grapple with the ways information technology has impacted not only their students’ lives, but the way we all learn. In this issue, we explore the emerging recognition of the importance of informational text and how its use in the classroom is elevated by the Common Core State Standards. Linda Hoyt, Nell Duke, and Smokey Daniels, all celebrated longtime Heinemann authors, remind us that informational literacy success is revealed in many ways. Hoyt insists that informational literacy can enhance students’ intrinsic sense of wonder. Duke urges us to empower students with the ability to find answers to their own questions. Daniels shows us how we can foster “curiosity, rather than coercion, as instructional fuel.” I am certain these astute and insightful articles will ignite lively discussions in many school communities.

Similarly, at Heinemann, our steadfast efforts to provide the very best up-to-date Professional Development services have led us to expand the ways in which we fulfill our mission. To that end, we are pleased to introduce our new web-based professional development system called the Heinemann Digital Campus. The Digital Campus greatly increases our ability to deliver the same highly engaging professional development that our teachers have come to expect but in an alternative, cost-effective, and convenient format. By the time this issue is in your hands, the Digital Campus will include several interactive online courses, along with the opportunity for membership in our digital Reference Library. We have ambitious plans to include many more offerings in the upcoming months, but meanwhile we invite you to take a peek now at what we believe will be a vital new way for teachers to find and use PD resources in their classrooms.

With so much information literally at our fingertips, it’s such an exciting time to be an educator. But we know your time is limited and divided among many important tasks, so we invite you to take advantage of what Heinemann has to offer: our promise to deliver the best information.

Stephen Perepeluk
Dear Colleagues:

In a recent conversation with my daughter, who works as an editor in New York City, we lamented the losses inflicted on her beloved city by Superstorm Sandy. We both breathed a sigh of relief that she had been lucky; she felt very little of the storm's wrath. We compared news reports and discussed the volunteer work she was doing on the Lower East Side. She is lucky, being able to give back and working to resume her life with the vigor and passion that so characterize her.

Our conversation led me to think about educators. Do we feel lucky? At first glance, perhaps not. Some of the challenges and policy changes we face have left a few of us going about our daily work with a grim sense of determination, keeping our heads down while trying to make sense of it all. I certainly know how that feels. But it’s in those periods when I turn to students and colleagues to refresh my passion and vigor.

In this issue of the journal, all three authors remind us just how fortunate we are. Linda Hoyt, who most recently released the popular Explorations in Nonfiction Writing K–5 series, helps us see the endlessly fascinating world described in informational texts from the perspective of a child: belly down on the floor with dozens of gorgeous books spread out in front of her. Will it be “snakes, insects, hot rods, butterflies, ballet dancing, or football” today? Hoyt provides an important set of reminders that outline how we can embrace the new emphasis on informational text without diminishing children’s curiosity and appetite for knowledge.

Smokey Daniels, who most recently coauthored Best Practice: Bringing Standards to Life in America’s Classrooms, Fourth Edition, makes me laugh out loud—as always—at the absurdity of some of the practices floating around out there. Sometimes we all just need a good laugh, and I thank Smokey for a thousand laughs in the last ten years. But, with equally characteristic common sense, he simply and clearly spells out the foundations of best instructional practices.

Nell Duke, recent coauthor of Reading and Writing Genre with Purpose in K–8 Classrooms, also underscores the need to champion informational text. She brings us up to date with important research and affirms our efforts to engage children in informational text to build background knowledge. Her article, co-authored by Anne-Lise Halvorsen and Jennifer Knight, makes me reflect on the importance of helping children find meaningful contexts to share the knowledge they gain through informational texts. It’s one thing to immerse children in a wide range of nonfiction reading and quite another to ensure that they have a clear purpose for their reading and relevant outlets for their learning.

My wish is that these articles do for you what they did for me: remind me of the joy I find in every classroom, especially when I’m feeling overwhelmed and frustrated. I hope our featured authors remind you of the important reasons you chose to teach. Sometimes I have to pinch myself as I collapse exhausted from working with children and colleagues all day. Sure, I’m tired, but this is my job?! How did I get so lucky?

Ellin Oliver Keene
Remember when the Common Core famously promised to stay out of instruction? “These standards will not dictate how teachers should teach,” the authors pledged in their introduction (2010). Then they served up a document that implicitly favored presentational, whole-class instruction; telling over showing; and “stand and deliver” over building knowledge with others.

Two years later, middle and high school teachers are being flooded with sample teaching units that dutifully enact this lockstep, teacher-centered pedagogy. One widely publicized example centers on Annie Dillard’s essay “Living Like Weasels.” This junior-year unit was developed by Achieve the Core, funded by the General Electric Foundation. “Living Like Weasels” is three and a half pages long. The Achieve the Core unit plan is 20 pages long and comprises five class periods. The main procedure goes like this: kids silently read, then the teacher (or a “competent” student) reads aloud, then the teacher marches kids through a series of 18 factual recall and inferential questions, such as:

Q9. Describe what is meant by “stunned into stillness” drawing on evidence from paragraph 10.

Q12. Find evidence for what Dillard means by “living in necessity” in paragraph 14, and put her ideas into your own words in a brief two- or three-sentence paraphrase.

We can effectively meet the CCSS standards by using curiosity, rather than coercion, as instructional fuel.

By Harvey “Smokey” Daniels
Here we have rigor with a steaming side of mortis. Envisioning that classroom, I see twenty-seven kids snoozing while three or four teacher-pleasing Horshacks keep the lesson going. This weasel unit is more of a literary waterboarding than an engagement with a complex text. That’s no slight to Dillard’s craft. Nor is the theme “instinct vs. civilization” a stretch—arguably it is the crux of adolescence. But this particular teaching plan simply doesn’t get the job done.

The Seven Structures of Best Practice Teaching
In Best Practice: Bringing Standards to Life in America’s Classrooms (2012), Steve Zemelman, Arthur Hyde, and I review the broad, decades-old consensus among a score of expert organizations (the NCTE, IRA, National Board for Professional Teaching Standards, the American Association for the Advancement of Science, etc.) that define what highly effective teaching looks like. What it doesn’t look like is day after day of “lecture-discussion.”

Here are seven key best practice teaching structures we identified, with brief suggestions on how they can help teachers both engage students and “raise the bar.” We can effectively meet the CCSS standards by using curiosity, rather than coercion, as instructional fuel.

1. Gradual Release of Responsibility
Intentionally or intuitively, powerful teachers often follow a deep sequence in their lessons: “First, I do it and you watch. Then we do it together. Then you do it on your own, with close support from me. Finally, you do it on your own.” Real teachers don’t just interrogate; they model, show, and demonstrate first. That means, for one thing, that English teachers frequently think aloud about text they have never seen before, to show students how a proficient reader approaches an unknown text.

2. Classroom Workshop
Whole-class lessons, where only one person at a time is talking, don’t put nearly enough positive social pressure on kids to think and participate. Students take far more responsibility as members of an apprenticeship workshop, where they assign themselves tasks, set goals, and work with classmates to meet learning targets. In this structure, the teacher often gets off the stage and coaches learners side by side.

3. Strategic Thinking
More than ever, students need a flexible repertoire of cognitive moves that allow them to crack open hard texts—especially when the content is alien or background information is intentionally withheld. This means the explicit teaching of inferring, questioning, visualizing, connecting, determining importance, synthesizing, and self-monitoring is vital at all grade levels.

4. Collaborative Group Activities
The CCSS does endorse student collaboration in its Speaking and Listening standards, but few current sample units actually challenge kids to work, think, discuss, or write with each other. At a minimum, kids should be turning and talking with a partner at least eight times per hour. And they should be deployed in small groups regularly—after learning the behaviors required for productive small-group meetings. (you could call this the “Gradual Release of Social Skills.”)

5. Integrative Units
Subject matter is far more memorable when it is encountered within broad integrative units about topics that matter in the world. “Inquiry circles” provide one model: under a curricular umbrella, teams of students commit to becoming experts in a field of knowledge and formally share their learning with others.

6. Representing to Learn
Sit ‘n git never really works. Most students need to use all of their senses to process information: talk, movement, drama, drawing, music, and more. Such complex representations also help teachers assess what different learners really know.

7. Formative-Reflective Assessment
Teachers will soon face uber-high-stakes national examinations from the PARCC and Smarter Balanced consortia. The pressure to teach to these tests will be enormous. Meanwhile, students learn best when teachers help them find their next steps, using formative feedback, and when kids take significant responsibility for managing their own brains and assessing themselves. We can also use formative assessments to see whether kids are progressing toward the standards.

As we scramble to meet the CCSS standards, let’s keep our pedagogical standards high. We know that a genuinely challenging curriculum need not rule out curiosity, engagement, or—dare we say it—fun.

Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor. He now works as a national consultant and author on literacy education. Smokey is known for his pioneering work on student book clubs, as recounted in Literature Circles: Voice and Choice in Book Clubs and Reading Groups, and Mini-Lessons for Literature Circles. Smokey has recently coauthored four best-selling books on content-area literacy: Texts and Lessons for Content-Area Reading; Comprehension & Collaboration; Subjects Matter; and Content-Area Writing. He is also coauthor of the new Best Practice, Fourth Edition and The Best Practice Video Companion, as well as editor of Comprehension Going Forward.

To continue to engage with Smokey on this topic go to www.heinemann.com/pd/journal.
Custom Professional Development

PD that Responds to Need and Transforms Practice

Heinemann knows that schools and 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. 28–38) designed to launch a study of a particular Heinemann foundation text, on a topic of high interest to faculty, with the aim to deepen teachers’ knowledge and understanding
- **Classroom-based demonstration lessons** that model the language, routines, and moves your teachers seek to understand and emulate
- **Classroom observations** by expert authors and consultants who can help identify both areas of strength and opportunities for growth, as well as help fine-tune teacher practice
- **Collaborative analysis of student work**, where our authors or consultants show how formative assessment data can be used to inform instruction
- **Online support**, in the form of both webinars and video conferencing, that aims to sustain and extend professional learning over time

### Common Areas of Focus for Custom Plans

<table>
<thead>
<tr>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addressing Common Core State Standards</strong> in reading/writing workshop classrooms</td>
</tr>
<tr>
<td><strong>Developing a common language</strong> for and understanding of the reading process</td>
</tr>
<tr>
<td><strong>Launching, renewing, or refining</strong> your reading workshop</td>
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</tr>
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<td><strong>Launching, renewing, or refining</strong> your writing workshop</td>
</tr>
<tr>
<td><strong>Understanding the continuum of literacy learning</strong> and how reading and writing develop over time</td>
</tr>
<tr>
<td><strong>Implementing</strong> small-group instruction</td>
</tr>
<tr>
<td><strong>Using formative assessment</strong> to guide instructional decision making</td>
</tr>
<tr>
<td><strong>Implementing lab or demonstration classrooms</strong> as a tool for ongoing professional growth and development</td>
</tr>
<tr>
<td><strong>Building a repertoire</strong> of strategies for differentiating instruction</td>
</tr>
<tr>
<td><strong>Reading and writing</strong> in the content areas</td>
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</tbody>
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### Consult with a Heinemann PD specialist

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

Visit [heinemann.com/pd/pdplans](http://heinemann.com/pd/pdplans), or call 800.541.2086 ext. 1402
Web-Based PD

Heinemann recently added an innovative platform that will greatly extend the reach of our professional development offerings: the Heinemann Digital Campus. Designed to give teachers and their districts 24/7 online access to Heinemann PD, with options for customizing their experience, the Digital Campus is unlike anything Heinemann has ever offered before.

PD professionals have begun their own evaluation of this new resource with important questions about how this offering will work for them and how it will develop over time. Lesa Scott, president of Heinemann, recently sat down to answer some of these inquiries.

Q: Why did the idea for launching something as big as a “Digital Campus” come from?

Scott: At Heinemann, we believe the most powerful and dynamic method for PD is face-to-face, but we also know that is not always a possibility. The Digital Campus offers teachers the opportunity to interact directly with our authors’ work in a variety of enhanced formats. Also at the Digital Campus, you have the option for that interaction to be led by a Heinemann facilitator, a district leader, or it can be a self-directed experience.

Q: How are you adding this new online PD option now?

Scott: We are moving into a time when younger teachers are coming into the classroom and launching their new careers, and the majority of them prefer to have content delivered digitally. So, the challenge became how to extend what we have always presented so well—whether that be print format or through in-person PD services—into a digital platform. Quality digital PD provides an opportunity for local staff developers to enhance their coaching experiences by giving access to excellent resources that can be used consistently across their school communities.

Q: Heinemann has been delivering professional development print resources and PD services for a long time. Why are you adding this new online PD option now?

Scott: At Heinemann we believe the most powerful and dynamic method for PD is face-to-face, but we also know that is not always a possibility. The Digital Campus offers teachers the opportunity to interact directly with our authors’ work in a variety of enhanced formats. Also at the Digital Campus, you have the option for that interaction to be led by a Heinemann facilitator, a district leader, or it can be a self-directed experience.

Q: What is offered in the Digital Campus?

Scott: In a nutshell, the Digital Campus offers three different kinds of multifaceted online resources: rich professional development courses, curricular materials from our leading authors, and unlimited access to Heinemann’s new online reference library. These three separate options can be used in a variety of customized ways to meet everyone’s needs. The one thing we said from the start was that if we cannot offer our customers digital PD that is better than anything else out there, then we should not be offering it at all. We believe that Heinemann’s Digital Campus will make a powerful difference and an important impact on how teachers think about PD, how they think about PD resources, and how they think about their own learning.
Q: What will I see and experience in the Digital Campus?
Scott: The Digital Campus features three main “buildings”: Courses, the Reference Library, and Curricular Resources. The Courses building is where you go to attend classes. The Reference Library contains unlimited access to select PD books, articles, and other valuable information. The Curricular Resource building (currently under construction) contains enhanced information and content from Heinemann's professional development books and other products.

Q: Where does the Digital Campus content come from?
Scott: Heinemann will never move away from author-developed, author-driven content. The Digital Campus gives us the opportunity to enhance our legacy content, as well as to offer new, impactful resources using video and interactive features. In some cases, we are taking our classics and extending them to be all that the author would have wanted originally, if the technology had been available when their book was first published.

In addition to the three main buildings, we know there is another location on a campus that is always extremely important. On some campuses it’s called the Student Center or the Social Room. So we’ll be adding another online building called Community Opportunity. This is where teachers can develop learning communities within their school and across their district. We’ll be encouraging our members to reach out and engage in conversations with teachers from across the country and around the world.

Q: How does the Digital Campus fit into Heinemann's overall mission?
Scott: Heinemann’s mission is to provide progressive, constructivist, author-developed professional development to ensure that teachers provide the most effective instructional strategies to each of their students. We have been able to hold true to that mission even during challenging times. And through the Digital Campus we will continue to expand our impact by reaching even more educators online.

Q: What will be coming to the Digital Campus in the future?
Scott: Heinemann has a tremendous amount of legacy content that goes all the way back to the very beginning with Don Graves’ foundational work. The Digital Campus will allow us to continue to pull out and spotlight gems that reside within our books but which may not have been seen by many of today’s younger teachers.

In the years to come, Heinemann will continue to populate the Digital Campus with both classic and new professional books, along with more courses and additional curriculum materials. This is an evergreen opportunity for all PD learners, which will continue to grow and grow and grow. We're very excited about its potential.
A Powerful New Online Professional Development System

Courses
Courses developed by Heinemann’s expert authors can be taken in self-paced or facilitated formats with graduate credit options available

- Videos of interviews and model lessons taught by Heinemann authors
- Examples of student work, related readings, and other materials
- Opportunities to collaborate and share feedback with peers and facilitators
- Related readings from Heinemann foundational texts

Reference Library
The Reference Library is stocked with Heinemann books, articles, and videos

Unlimited access to the Reference Library with a one-year subscription

Digital Campus Course Tuition: $279.00 per Participant (Self-Study Option)
Reference Library Subscription: $39.95 for 12 Months

Digital Campus Volume Discounts!
Call for a custom quote on bulk orders to save 10%–30%.
800.541.2086 ext. 1100

The website is loaded with tons of great resources and is backed by research-based practices. The video clips, student work, and Reference Library are all amazing.

–Karen M., Saranac Lake, NY

I enjoyed how the lessons had video clips, then text, and then discussion questions—all followed by a part to do your own writing. The videos really made lessons come alive!

–Sheila H., Minneapolis, MN

The Digital Campus is an excellent addition to the Heinemann family of resources. I was able to plan my entire year of writing instruction around the online course materials.

–Greg B., Phoenix, AZ

For more information and to watch an overview video, visit Heinemann.com/DigitalCampus
Phone: 800.541.2086 ext. 1100 Email: digitalcampus@heinemann.com
Introduction to the Writing Workshop / Grades 3–5

Presented by Stephanie Parsons

Self-Study / DCOCN0004
$279.00 per participant

Teaching Writing More Effectively Isn’t Magic
Stephanie Parsons, a practicing fourth-grade teacher, shows participants how to get going with writing workshop—the highly effective, flexible framework pioneered by Don Graves and popularized by Lucy Calkins.

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

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

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

Related Resources:

Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing / Grades K–12

Presented by Mary Ehrenworth

Self-Study / DCOCN0002
$279.00 per participant

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

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

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

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

Related Resource:
Adolescent Reading Rx / Grades 6–12  
What to Try When Teen Readers Can’t or Won’t  

Presented by Samantha Bennett and Cris Tovani

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

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

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

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

For more information and to watch an overview video, visit Heinemann.com/DigitalCampus  
Phone: 800.541.2086 ext. 1100

Heinemann Digital Campus Courses are:

Interactive!
Courses include video demonstrations and interviews, readings, and discussions with experts and peers

Active!
Flexible implementation options, including facilitation by a Heinemann expert

Valuable!
Graduate credit options available
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REFERENCE LIBRARY

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- Unlimited access to a rich sortable collection
- A growing list of choices to discover throughout the year

ORDERING INFORMATION
Reference Library Subscription / DCREFLIB / $39.95 for 12 months

For more information or to order, go to Heinemann.com/DigitalCampus or call 1-800-541-2086 ext. 1100

Resources you trust, like...

- Comprehension & Collaboration
- What’s the Big Idea?
- Math Misconceptions
- Writing Essentials
- Comprehension Going Forward
- Teaching Reading in Small Groups
- With Rigor for All, Second Edition
- Do-able Differentiation
- Engaging Young Writers
- Clock Watchers
... and much more!
Live Webinars
Convenient, Interactive, Collaborative

Heinemann’s live webinar content is developed to help educators meet curricular standards. Our webinars deliver superior PD with no travel costs, and participants interact directly with our authors and consultants on crucial topics to enhance expertise.

How Our Live Webinars Work

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

• A typical webinar series consists of five clock hours of streaming webcast, including live discussion with the presenter, video demonstrations, presentation materials, and access to archived recordings.

• 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. If you register a group of 3 or more at the same time there is a discounted rate of $209.00 per person. Please call to discuss large group pricing.

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

For more information on Heinemann’s Live Webinars, please go to Heinemann.com/PD/livewebinars or call 800-541-2086 ext. 1151.
Literacy Webinars

HARVEY “SMOKEY” DANIELS
Best Practice: Bringing Standards to Life in America’s Classrooms (K–12)

JIM BURKE
The English Teacher’s Companion (3–8)

CHRIS LEHMAN
Energize Research Reading and Writing (3–8)

Reading Webinars

SHARON TABERSKI
Comprehension from the Ground Up: Simplified, Sensible Instruction for the K–3 Reading Workshop (K–3)

ELLIN KEENE
Talk About Understanding (K–8)

JENNIFER SERRAVALLO
Teaching Reading In Small Groups (3–5)

FRANK SERAFINI
Around the Reading Workshop in 180 Days (3–8)
Reading Webinars (continued)

TANNY MCGREGOR
Comprehension Connections: Building Bridges to Strategic Reading (3–8)

PENNY KITTLE
Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers (6–12)

Writing Webinars

MATT GLOVER
Projecting Possibilities for Writers (K–5)

CARL ANDERSON
Assessing Student Writers (2–8)

KAREN CAINE
Writing to Persuade: Minilessons to Help Students Share Opinions and Write Arguments (3–8)

GRETCHEAN BERNABEI
It’s Crunchtime! Streamlining the Writing Process with Kernel Essays and Other Kid-Friendly Techniques (3–9)

TROY HICKS
Crafting Digital Writing (4–12)
Math & Science Webinars

SUSAN O’CONNELL
Putting the Practices Into Action (K–8)

JO ANNE VASQUEZ
STEM Lesson Essentials (3–8)

Fountas & Pinnell Webinars

WEBINARS WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS

Presenting live PD webinars on:
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- Guided Reading
- The Continuum of Literacy Learning
- When Readers Struggle Teaching That Works

For more information on Heinemann’s Live Webinars, please go to Heinemann.com/PD/livewebinars or call 800-541-2086 ext. 1151.

Author-Led Online Book Studies

Our books are great. But talking about them with our authors is even better.

Author-Led Online Book Studies offer a flexible way for staff developers to schedule Heinemann authors and consultants for virtual on-site PD, customized to meet specific learning objectives. Bring Heinemann authors such as Ellin Oliver Keene, Harvey “Smokey” Daniels, Penny Kittle, Katie Wood Ray, Matt Glover, Jim Burke, and many others to your school or district for interactive consult with up to 90 of your online participants. For complete details go to heinemann.com/PD/ALOBS 800.541.2086, ext. 1151
Increase the level of engagement and achievement for all your readers.

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

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

For complete details go to Heinemann.com/PD/FountasandPinnell 800-541-2086 ext. 1402
Benchmark Professional Development
For the Fountas & Pinnell Benchmark Assessment System

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

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

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

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

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, Test 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 the new LLI Red system, professional development for this system delves into the advanced routines needed for the intermediate student including a focus on fluency, vocabulary, and comprehension, as well as book discussion times and formats, writing about reading routines, novel units, test-taking study, and silent reading.

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

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

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

Grades PreK–8

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

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

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

**Related Resource:**

![Image](image1)

**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:**

![Image](image2)
Guided Reading
Grades K–2 and
Guiding Readers and Writers
Grades 3–6

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

Course goals, Guided Reading:
• Gain an overview of the components of the literacy framework as described in Guided Reading, including interactive read-aloud, shared reading, guided reading, and independent reading
• Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–2
• Analyze leveled books to better understand the F&P Text Level Gradient™ and how to match books to readers
• Focus on assessment and how running records and anecdotal evidence help inform our instruction in guided reading

Course goals, Guiding Readers and Writers:
• Gain an overview of the three-block literacy framework for grades 3–6 as described in Guiding Readers and Writers with a focus on reading 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

Literacy Beginnings
Grades PreK–K

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

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

Related Resources:

* Fountas & Pinnell
* Guided Reading
* Guiding Readers and Writers
* Literacy Beginnings

*NEW*
Teaching for Comprehending and Fluency
Grades K–8

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

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

Related Resource:

Phonics Lessons and Word Study Lessons
Grades K–3

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

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

Related Resources:
Igniting a Sense of Wonder

Helping Students Find Joy in Informational Texts By Linda Hoyt
As I reflect back on my early years in education, I know that one of my greatest professional transitions has been helping learners discover the joy that can be found in reading informational selections. Because my own school experiences with informational learning were lackluster, I was insecure with nonfiction texts… I wasn’t sure how to help children develop a passion for reading about the real world.

Luckily, as a parent and an educator, I learned to observe. I watched children emerge from the media center or the public library clutching books on snakes, insects, hot rods, butterflies, ballet dancing, or football. I witnessed their joy as they poured over pages with shining eyes and the glow of self-worth shimmering around them. They showed me that nonfiction books could be the books of their dreams—books that allow them free rein with their intrinsic sense of wonder about the world. With intriguing informational sources in hand, I watched learners erupt with literate vigor—engaging in authentic inquiry, while cultivating the ability to attend to messages in print and visual sources.

With intriguing informational sources in hand, I watched learners erupt with literate vigor—engaging in authentic inquiry.

What a gift they shared! The children taught me that learning about the world is a gift we give ourselves. And how important that is because informational sources fill our lives. Everywhere we look there are descriptions, explanations, newspaper and magazine articles, directions, street signs, recipes, letters, maps, menus, emails, persuasions, and so on. To be successful in school, in the workplace, and in our personal lives, readers must learn to understand this wide range of text types so they can navigate them with comfort and purpose—gaining control over the unique structures, linguistic features, and visuals that comprise the heart of nonfiction texts. It is essential that we find ways to link children’s natural sense of wonder to the very text types that will govern the majority of reading they do throughout future schooling and in the workplace.

The Common Core State Standards, along with grade-level expectations from most states, situate literacy and language development squarely within the content areas (Common Core State Standards 2010, Brozo 2010; Stead and Hoyt 2012). This means that learners of all ages need to develop strategies for seeking and recording information from multiple sources, along with strategies for synthesizing and writing about their learning. They need to take a critical, analytical stance—reading numerous titles on the same topic to compare and contrast the quality of the visuals, to notice points of view, and to evaluate the quality of the information presented.

I believe children of all ages can engage in vigorous, high-level literacy experiences with nonfiction if we take careful steps to ensure their success.

Tips for Success with Informational Literacy

- Share your energy, interest, and passion for informational text. Let kids see you express excitement and your desire to investigate and learn.
- Remember that informational read-alouds engage and inspire learners by extending content understanding and building enthusiasm for inquiry. Because language patterns in informational texts are vastly different from those of oral speech—and most certainly different from fiction—read-alouds bring these language patterns to learners in comfortable, nonthreatening ways while providing a window into how a proficient reader engages with content-specific reading.
- Be picky about the informational resources you present to students. Entice them with the best of the best by choosing selections with gorgeous visuals, fascinating diagrams, well-labeled illustrations, and beautifully crafted language. Invite learners to journey with you into the work of Seymour Simon, Nicola Davies, Steve Jenkins, Doreen Rappaport, Robert Burleigh, and the other greats of nonfiction writing.
- Think aloud and model how to: generate intellectually honest questions about a topic, vigorously challenge the authenticity of the content, analyze the perspective of an author, and compare two books on the same topic.
• Model how to use strips of sticky notes to mark important ideas in a passage or visual, create diagrams and sketches to retain important ideas, record key words, take effective notes, and merge content from multiple sources on the same topic.

• Demonstrate the power of rereading. Tightly packed concepts take time to process, so slowing down and/or rereading can be one of the most powerful tools for readers. Rereading is an essential component of the close readings required by the Common Core and an effective tool for deep comprehension.

• Share the sensory images you construct as you read. Give readers a window into how you are processing and holding on to key ideas.

• Surround investigation of a subject with many modes of interaction so print-based knowledge is linked to digital texts, video, realia, writing, speaking, and presenting.

• Provide time for learners to read broadly on a topic so they develop a coherent base of knowledge and subject-specific vocabulary.

• Set the stage for deep thinking by encouraging collaboration, both between partners and within small groups.

• Scaffold accountable discourse and analysis of informational texts by supporting the use of stems such as


I wonder . . .
I noticed . . .
I can infer . . .
What did you notice . . .
What key ideas did you identify?
Which points did you think were most important?
An important point for me was . . .
I realized that . . .
This selection helped me to see that . . .
Additional questions that come to mind are . . .
If we were to summarize the key points, I think we should mention . . .
The perspective of this author suggests that . . .
If we were to look at this from another viewpoint, we could consider . . .
What conclusions might we draw?
A fact in the text that supports my position is . . .

Surround investigation of a subject with many modes of interaction so print-based knowledge is linked to digital texts, video, realia, writing, speaking, and presenting.

Informational texts are windows into the intricacies of our world—opportunities to better understand the subtleties of nature, varying historical perspectives, and ways in which we can construct a better future. When knowledgeable teachers weave a tapestry of inquiry around intriguing topics and well-crafted resources, children are empowered with a sense of wonder while building an internal foundation for success with informational literacy.
Reading Informational Texts: A Quick Guide for Students

- Activate prior knowledge: Think about what you know about this subject. Anticipate words you expect to see in a passage about this subject.
- Think of questions you have about this topic: jot down one or two questions on a sticky note.
- Reread—a lot: Rereading helps you notice more details, think more deeply about concepts, and move information into long-term memory.
- Pause often and think: What are you learning? Try to visualize—create a mental picture. How might you summarize what you just read?
- Focus on main ideas: What are the most important ideas in this section?

- Read with sticky notes: If you are reading a book, mark important ideas with sticky notes. If you are reading a digital selection, highlight or bookmark key words and ideas.
- If you don’t understand, stop reading: Think. Look at the pictures. Then reread.
- Use text features: Notice captions, bold words, labels, arrows, and diagrams.
- When you are finished, think about what you read: Share your learning with a partner—retell, summarize, and think about the content.
- Read more books on the same topic. Consider: In what ways are these books alike or different? How would I rate the information, the quality of the visuals, or the author’s ability to interest me in the topic? What do you notice about the author's point of view? Is it similar to or different from another book on this topic?

References:


Linda Hoyt has many years of experience as a classroom teacher, reading specialist, curriculum developer, Title I Coordinator, and staff developer. Her special love is engaging learners in meaningful literacy experiences that integrate inquiry, collaboration, reading, writing, and speaking. Linda is the author/co-author of 24 professional books and 8 video programs, including Revisit, Reflect, Retell: Time-Tested Strategies for Teaching, Make It Real, and Solutions for Reading Comprehension. Her most recent Heinemann resources include Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft and Explorations in Nonfiction Writing with Tony Stead.

To continue to engage with Linda on this topic, go to www.heinemann.com/pd/journal.
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800.541.2086 ext. 1402
Writing Workshop

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

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

Writing Workshop with Our Youngest Authors

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

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

In Pictures and In Words

Grades PreK–2 / Developed by Katie Wood Ray

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

A Framework for Planning Units of Study in the Writing Workshop

Grades K–8 / Developed by Katie Wood Ray

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

Essentials of the Writing Workshop

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

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

Write Beside Them – 2009 James N. Britton Award Winner

Risk, Voice, and Clarity in High School Writing

Grades 6–12 / Developed by Penny Kittle

Writing with a purpose, understanding the elements of craft, and carefully analyzing the intentions of a text lead students to a deep understanding of writing for a variety of audiences and needs. In this course, teachers will learn how to establish a writing workshop for adolescents where students develop voice and craft in all genres.
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-Alouds 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.
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 him or her 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 we need 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 see 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.
Math & Science

Heinemann’s Math and Science authors and consultants are experts in interpreting the new math and science standards and teaching best practice strategies — grounded in the latest research — for accelerating student achievement.

Math Misconceptions
From Misunderstanding to Deep Understanding
Grades PreK–5 / Developed by Honi J. Bamberger, Christine Oberdorf, and Karren Schultz-Ferrell

Children enter school filled with all kinds of ideas about numbers, shapes, measuring tools, time, and money—ideas formed from the expressions they hear…the things they see on television…the computer screen…in children's books…all around them. It’s no wonder some children develop very interesting and perhaps incorrect ideas about mathematical concepts. Learn numerous instructional ideas and interventions designed to prevent or correct these misconceptions.

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

Mastering the Basic Math Facts in Multiplication and Division
Grades 2–6 / Developed by Susan O’Connell and John Sangiovanni

In today’s math classroom, we want children to do more than just memorize math facts. We want them to understand the math facts they are being asked to memorize. Gain insights into the teaching of basic math facts, including a multitude of instructional strategies, teacher tips, and classroom activities to help students master their facts while strengthening their understanding of numbers, patterns, and properties.

STEM Lesson Essentials for Grades 3–8
Integrating Science, Technology, Engineering, and Mathematics
Grades 3–8 / Developed by Jo Anne Vasquez, Michael Comer, and Cary Sneider

This seminar provides the tools and strategies you’ll need to design integrated, interdisciplinary STEM (Science, Technology, Engineering, and Math) lessons and units that are relevant and exciting to your students. STEM in itself is not a curriculum, but rather a way of organizing and delivering instruction by weaving the four disciplines together in intentional ways. Rather than adding two new subjects to the curriculum, the engineering and technology practices can instead be blended into existing math and science lessons in ways that engage students and help them master 21st-century skills.

Content-Focused Coaching
Transforming Mathematics Lessons
Grades K–8 / Developed by Lucy West and Fritz Staub

Content-Focused Coaching is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning. Improve mathematics education and rekindle teachers’ passions for their profession by learning the strategies in this theoretically grounded yet practical manual for coaches of mathematics teachers.
Putting the Practices Into Action
Implementing the Common Core Standards for Mathematical Practice
Grades K–8 / Developed by Sue O’Connell and John SanGiovanni
The Standards for Mathematical Practice describe eight “habits of mind” that promise to elevate students’ learning of math from knowledge to application and bring rigor to our math classrooms. But how can we incorporate these Practices into our teaching and ensure that our students develop these critical skills? In this seminar you will first carefully unpack each of the Practices and then you will be given practical ideas and activities to help you quickly integrate them into your existing math program.

Best Practice
Bringing Standards to Life in America’s Classrooms
Grades K–12 / Developed by Steven Zemelman, Harvey “Smokey” Daniels, and Arthur Hyde
Best Practice, Fourth Edition, continues to be a cutting-edge guide to teaching excellence. Its framework of seven Best Practice Structures and impactful implementation strategies are proven across the grades and subject areas—including math and science. The recommended practices in this seminar are drawn from the latest scientific research, professional consensus, and the innovative classrooms of exemplary teachers.

Tools and Traits for Highly Effective Science Teaching
Grades K–8 / Developed by Jo Anne Vasquez
What does top-notch, learning-centered teaching look like in science? To move from competence to excellence, what should teachers know and be able to do? Tools & Traits for Highly Effective Science Teaching, K–8 answers those questions and shows you how to make powerful practices part of your science instruction.

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Two-year-old Spencer announces that Jackie Robinson played baseball a long time ago and that at that time “black people had to sit in the back of the bus.”

Five-year-old Cooper explains, “Sharks like the smell of blood. To try to get away from a shark you should punch it in the nose, eyes, gills, or maybe even fin. Hammerheads are less likely to attack you than tigers, bulls, and great whites.”

These children did not learn these things from personal experience (let’s hope!) or in conversation with their parents or teachers. They learned these things from informational books that were read aloud to them. While hands-on experiences are essential to learning, informational texts offer additional means of knowledge building.

Although children develop knowledge from many types of texts, informational texts seem particularly well-suited for the task. By definition, informational text is intended to convey information about the natural and social world. Even young children can learn from this type of text—some even prefer it (Maduram, 2000; Mohr, 2003; Monson & Sebesta, 1991; Oyler & Barry, 1996; Tower, 2002). Yet despite its potential as a tool for knowledge building and literacy, informational texts typically play a relatively small role in preschool, primary grade, and intermediate grade curricula (e.g., Duke, 2000; Jeong, Gaffney, & Choi, 2010). This needs to change.

**Designing Instruction for Children to Build Knowledge from Text**

One of the most important things a teacher can do to help children build knowledge from text is to establish compelling reasons for children to read informational texts (Purcell-Gates, Duke, & Martineau, 2007). When children ask questions about why dinosaurs are no longer around or what happens to trash after the garbage truck picks it up, for example, a teacher can work with children to consult relevant texts to find the answers. Children may also participate in projects that generate a desire or need to know information. For example, in one classroom, the idea to design and produce a product (i.e., trail mix) for a fund-raiser led children to consult and produce relevant informational texts. In another project, children gathered information about animals from texts, as well as from firsthand observations, in order to write guides for their local zoo (see Halvorsen, Duke, Brugar,
Despite its potential as a tool for knowledge building and literacy, informational texts typically play a relatively small role in preschool, primary grade, and intermediate grade curricula.

Opportunities to apply knowledge gained from informational reading are also valuable. For instance, after reading a text on how to read maps, children can then read and interpret a map of their own neighborhood or help plan an upcoming field trip by examining a map of the site. Or, after reading about weather patterns, children could collect data on local temperature ranges and rainfall and represent the data in a series of simple graphs—and even make predictions about future weather patterns around their school.

At the outset of this article, we quoted young children conveying their new knowledge on topics that interested them. When two-year-old Spencer was asked where he learned that information, he exclaimed proudly, “In my book!”

Block, Strachan, Berka, & Brown, 2012 for research on such projects; see Duke, Caughlan, Juzwik, & Martin, 2012 for descriptions of many such projects).

Even without a specific project, a teacher can find ways to help children share and apply the knowledge they are building from informational text. For example, after reading aloud an informational text (which we hope you do often!) children can write letters to someone about something they have learned. Some teachers have children convey orally what they have learned to others, such as presenting to children in a lower grade, parents, or other adults in the school community.

References


Nell K. Duke is an award-winning researcher with an interest in informational literacies in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. A Professor of Language, Literacy, and Culture and Faculty Affiliate in the Combined Program in Education and Psychology at the University of Michigan, Nell has worked closely with teachers to address how research can help support teachers in their practice. She has coauthored many books including, most recently, Heinemann’s Reading and Writing Genre with Purpose in K–8 Classrooms.

Anne-Lise Halvorsen is Assistant Professor of Teacher Education, specializing in social studies education, at Michigan State University.

Jennifer A. Knight is a doctoral student in Curriculum, Instruction, and Teacher Education at Michigan State University.

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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 of grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including The Title I Teacher’s Guide to Teaching Reading, K–3 (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 first-hand 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. Kylene, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, author of When Kids Can’t Read—What Teachers Can Do, and past President of NCTE. Bob, formerly a high school English teacher, is author of Response and Analysis: Teaching Literature in Secondary School and currently Professor Emeritus of English Education at Georgia State University.

Katherine Bomer
Grades K–12

Katherine Bomer’s popular book, Hidden Gems: Naming and Teaching from the Brilliance in Every Student’s Writing, offers a transformative new approach to assessing and responding to student writing. In her latest release, the DVD Starting with What Students Do Best (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.
Jim Burke

Grades 6–12

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

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*, Fourth 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.
Penny Kittle
Grades K–12

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K–12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway's Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author of five books with Heinemann—Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers; Write Beside Them: Risk, Voice, and Clarity in High School Writing (which won the 2009 James N. Britton Award from NCTE); Inside Writing, coauthored with Donald H. Graves; The Greatest Catch; and Public Teaching. Penny is also a Heinemann PD provider offering on-site consulting and presenting Live Webinars.

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.

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.
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.

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.
Jennifer Serravallo
Grades 1–6

Jennifer Serravallo is the author and coauthor of the Heinemann titles *Teaching Reading in Small Groups* and *Conferencing 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.

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 best sellers *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.

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In particular, this retreat will be guided by these questions:

What are the best practices for literacy education we don’t want to lose in this ever-changing 21st-century world?

What are the next practices we should be trying?

How do we engage all students, especially those who struggle with literacy skills?

What are the new tech tools I should know to help my classroom be a tech-savvy place?

What are the skills and habits of mind students need now to be better readers and writers in this changing world?

Our goal at the retreat is to slow down, think carefully, listen intently, and speculate with colleagues about strategies that help all students achieve at the highest levels. We arrange the day (and night) in four parts:

• Presentations. These are the times when we come together as a large group to learn literacy strategies and technology tools.
• Meditations. These are the times you are working on your own, reading, writing, reflecting.
• Conversations. During these blocks of time, you’re in small groups to think with others about the topic of the day.
• Summations. Always the popular part of the day, summations are when we return as a large group in the evenings for dessert and to hear from our distinguished lecturer for the night.

Each day begins with a writing class delivered by our writer-in-residence Linda Rief. After breakfast, we convene for a presentation. From there we move among meditations and conversations and then in the afternoon a presentation from our tech guru Sara Kajder. The technology tools shared are hands-on, so bring your laptop. The day concludes around 4 pm for you to enjoy the surrounding area and dinner on your own. We reconvene at 8 pm for a different speaker each night.

* Special Post-Retreat Session (June 27)
The retreat officially ends at noon on Wednesday. We hope, however, that many of you will decide to stay with us through Thursday at noon. Wednesday afternoon and Thursday morning we offer what we call a “lagniappe” session. This New Orleans word (pronounced lan-yap) means “a little something extra.” This year’s lagniappe session will focus on expository writing. In particular, we’ll discuss how we help students write informational texts with voice, how we encourage reason and analysis while nurturing creativity and passion, and, most importantly, how we help all students use writing as a way of knowing.

A retreat such as this requires a wonderful faculty. We’re excited to announce some of this year’s faculty members include Chris Crutcher, Linda Rief, and Sara Kajder.

Agenda subject to change.
Two Consecutive Multi-Day Institutes on the Leveled Literacy Intervention (LLI) Systems

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

July 22–23, 2013 • Location TBD

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

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

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

Introducing the LLI Intermediate Systems – Leveled Literacy Intervention (LLI) for Grade 3 (Levels L–Q / Red) and Grade 4 (Levels O–T / Gold)

July 24–26, 2013 • Location TBD

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

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

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

* The upper intermediate grade-level systems of LLI (the Purple and Teal Systems) are scheduled for release starting in 2014.

Agendas are subject to change.

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One-Day Workshops

It’s ALL About Comprehension
Teaching It Wisely and Well
Grades K–3
Presented by Sharon Taberski

While strategy instruction definitely has its place, Sharon suggests instead that it plays a supporting role compared to 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.

The New Units of Study in Opinion, Information, and Narrative Writing
Grades K–5
Presented by Lucy Calkins

New state curricular standards, such as the Common Core State Standards, are a rallying call to teachers. In effect, the standards refocus the nation on students’ proficiency as writers. In this workshop, teachers and administrators will learn about both overarching plans and precise details of the writing instruction that is essential to help students reach high standards, and exceed them.

As part of this you’ll learn about the new Units of Study in Opinion, Information, and Narrative Writing curricula Lucy and her colleagues have just completed and the ways it addresses the newest demands from the CCSS in writing including argument, persuasive, and narrative. These curricula also integrate frameworks New York State has adopted for accelerating achievement toward CCSS levels including attention to the level of cognitive challenge teachers provide students using Webb’s Depths of Knowledge frameworks, reliance on Grant Wiggins’ and Heidi Hayes Jacobs’ curricular mapping design strategies, and attention to Charlotte Danielson’s Framework, especially the emphasis on teacher effectiveness.

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

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

Also in this workshop Matt will take teachers through the process of creating an actual unit of study. By going through the process for one unit, teachers will have the skills needed to create any unit of study. Matt will guide teachers through the process by helping them study a stack of texts, envision teaching possibilities, set primary and secondary goals, and project a sequence of possible mini-lessons. Finally, participants will have time to start developing a unit of study they will use with their actual students.
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. Throughout the day Ellin will share the guiding principles, the teaching suggestions and carefully described outcomes that are the basis of her latest book to help you teach your students how to comprehend, thoroughly and eagerly, the varied and complex texts in the world around us.

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 the 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.

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

Drawing on his three recent books, Subjects Matter: Every Teacher’s Guide to Content-Area Reading, Comprehension and Collaboration: Inquiry Circles in Action, and his newest, Text and Lessons for Content-Area Reading, Harvey “Smokey” Daniels will show how kids can think better around challenging nonfiction texts, and how they can use writing as a tool for learning in all classrooms.
Teaching Reading in Small Groups
Grades 1–6
Presented by Jennifer Serravallo

Thousands of teachers, staff developers, and administrators have appreciated Jennifer Serravallo’s clear, direct, and immediately applicable style of writing in her two popular Heinemann titles, Conferenceing with Readers: Supporting Each Student’s Growth and Independence (co-authored with Gravity Goldberg) and Teaching Reading In Small Groups: Differentiated Instruction for Building Strategic, Independent Readers. Drawing from Jennifer’s second book, Teaching Reading in Small Groups, this workshop will invite participants to consider the power of matching methods with those purposes to think beyond Guided Reading as the only way to work with readers in small groups. With today’s swelling class sizes and RTI demands, teachers need practical ways to assess, teach, and help all readers meet AYP goals—while still holding tight to the joy and love of literature.

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 confer-

Smart Writing: Meeting State Standards for Middle School Writers
Grades 4–9
Presented by Laura Robb

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

Using the Common Core Standards, students’ writing, literacy vignettes, video clips, and interactions among participants, Laura’s workshop will engage everyone in ways to meet the Common Core Standards, find topics, enlarge brainstorming, understand the benefits of writing plans, use mentor texts for lessons on leads and writing craft, negotiate criteria for writing tasks with students, use peer involvement in revision, and use short, manageable conferences to move writers forward.
Teaching in the Time of the Common Core: The Challenge of Change
Grades 4–10
Presented by Kylene Beers and Bob Probst

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 jobs, 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

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.

Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers
Grades 6–12
Presented by Penny Kittle

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

In this one-day workshop based on her new book, Penny will suggest ways to deepen comprehension, increase nonfiction reading, and ultimately create independent, skilled readers who choose challenging texts and accelerate their own growth in reading. Participants will explore ways to heighten thinking through writing and how to teach into the intentions of students in conferences.
## Spring 2013 Workshops

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Location</th>
<th>Date</th>
<th>Topic</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Indianapolis, IN</td>
<td>4/24/13</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Anderson</td>
<td>Oklahoma City, OK</td>
<td>4/30/13</td>
<td>Conferring with Student Writers</td>
<td>2–8</td>
</tr>
<tr>
<td>Atwell</td>
<td>Boston, MA</td>
<td>4/26/13</td>
<td>Lessons That Change Writers</td>
<td>5–9</td>
</tr>
<tr>
<td>Beers &amp; Probst</td>
<td>Kansas City, MO</td>
<td>5/2/13</td>
<td>Teaching in the Time of the Common Core: The Challenge of Change</td>
<td>4–10</td>
</tr>
<tr>
<td>Calkins</td>
<td>Houston, TX</td>
<td>2/12/13</td>
<td>The New Units of Study in Opinion, Information, and Narrative Writing</td>
<td>K–5</td>
</tr>
<tr>
<td>Calkins</td>
<td>Dallas, TX area</td>
<td>2/13/13</td>
<td>The New Units of Study in Opinion, Information, and Narrative Writing</td>
<td>K–5</td>
</tr>
<tr>
<td>Calkins</td>
<td>Atlanta, GA</td>
<td>3/12/13</td>
<td>The New Units of Study in Opinion, Information, and Narrative Writing</td>
<td>K–5</td>
</tr>
<tr>
<td>Daniels</td>
<td>Charlotte, NC</td>
<td>2/25/13</td>
<td>Content-Area Literacy: Comprehension, Collaboration, and Inquiry</td>
<td>K–12</td>
</tr>
<tr>
<td>Daniels</td>
<td>Long Island, NY</td>
<td>2/26/13</td>
<td>Content-Area Literacy: Comprehension, Collaboration, and Inquiry</td>
<td>K–12</td>
</tr>
<tr>
<td>Ehrenworth</td>
<td>Seattle, WA</td>
<td>3/26/13</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Ehrenworth</td>
<td>Manchester, NH</td>
<td>3/11/13</td>
<td>Reading, Writing, and the Common Core</td>
<td>K–8</td>
</tr>
<tr>
<td>Glover</td>
<td>Denver, CO</td>
<td>4/24/13</td>
<td>Projecting Possibilities for Writers: Designing Units of Study</td>
<td>K–5</td>
</tr>
<tr>
<td>Keene</td>
<td>Albany, NY</td>
<td>3/6/13</td>
<td>Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension</td>
<td>K–8</td>
</tr>
<tr>
<td>Keene</td>
<td>Houston, TX</td>
<td>3/8/13</td>
<td>Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension</td>
<td>K–8</td>
</tr>
<tr>
<td>Kittle</td>
<td>Portland, ME</td>
<td>3/15/13</td>
<td>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</td>
<td>6–12</td>
</tr>
<tr>
<td>Kittle</td>
<td>Chicago, IL area</td>
<td>4/17/13</td>
<td>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</td>
<td>6–12</td>
</tr>
<tr>
<td>Robb</td>
<td>Richmond, VA</td>
<td>2/27/13</td>
<td>Smart Writing: Meeting State Standards for Middle School Writers</td>
<td>4–9</td>
</tr>
<tr>
<td>Robb</td>
<td>Denver, CO</td>
<td>4/30/13</td>
<td>Smart Writing: Meeting State Standards for Middle School Writers</td>
<td>4–9</td>
</tr>
<tr>
<td>Robb</td>
<td>Philadelphia, PA area</td>
<td>5/7/13</td>
<td>Smart Writing: Meeting State Standards for Middle School Writers</td>
<td>4–9</td>
</tr>
<tr>
<td>Serravallo</td>
<td>Edison, NJ</td>
<td>3/11/13</td>
<td>Teaching Reading in Small Groups</td>
<td>1–6</td>
</tr>
<tr>
<td>Serravallo</td>
<td>Hartford, CT</td>
<td>5/6/13</td>
<td>Teaching Reading in Small Groups</td>
<td>1–6</td>
</tr>
<tr>
<td>Taberski</td>
<td>Dallas, TX</td>
<td>4/17/13</td>
<td>It's ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
<tr>
<td>Taberski</td>
<td>Columbia, MD area</td>
<td>5/1/13</td>
<td>It's ALL About Comprehension: Teaching It Wisely and Well</td>
<td>K–3</td>
</tr>
</tbody>
</table>
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