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Spring 2011 Catalog-Journal

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

Planning for the Writing Workshop
Matt Glover and Mary Alice Berry

The Power of Novels
Kylene Beers and Bob Probst

Recognizing and Teaching Brilliance
Katherine Bomer

Q&A with Fountas and Pinnell

INAUGURAL JOURNAL ISSUE!
edited by ELLIN OLIVER KEENE

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When Vicki Boyd asked me to edit this journal-within-a-catalog for Heinemann Professional Development, I was delighted to accept because I knew it would give me an opportunity to work with great Heinemann authors including those who are just beginning to write for publication. What better way to keep an eye on the field and to get a first look at the authors’ extraordinary new thinking? It also appealed to me as a practitioner because I love the idea of being able to read an author’s suggestions for the classroom and then being able to find where he or she is providing professional learning opportunities.

In our inaugural issue, you’ll read a wonderful piece excerpted from Kylene Beers’ and Bob Probst’s new firsthand product, *Book-by-Book*. In it, they tackle a question that is on everyone’s mind—what role does literature play in an era when text messages and YouTube seem to be the primary mode of communication between young people? They argue, and I found myself applauding loudly as I read, that in addition to asking students to read short informational texts, we must engage them in the sustained practice of reading novels and in the intellectually gratifying art of conversation about books. They point out that the true 21st century literacy skills must include “considering situations from another point of view, experiencing things they (students) have never before experienced, developing empathy, (and) developing the stamina to read critically texts longer than a few clicks of the computer screen.” Bravo!

Next, Matt Glover (co-author, with Katie Wood Ray, of *Already Ready* and author of *Engaging Young Writers*) and Mary Alice Berry, his colleague who teaches first grade in the Lakota (OH) Schools outside Cincinnati, propose an entirely original way to undertake planning in the Writer’s Workshop. Building on the idea that we “can’t know” at the beginning of the unit where the children will take us in the study of mentor texts and the tools of the writer’s trade, they suggest that we begin by considering all that is possible in a given unit of study. They lay out a planning process that makes sense and is immediately useful! Matt and Mary Alice are working on a book for Heinemann in which they’ll have an opportunity to develop these ideas in greater depth. I can’t wait for it.

Our first edition concludes with an article by beloved Heinemann author, Katherine Bomer. In it she postulates that we can make far more progress with young writers if we look closely at all they do know and all they are able to do rather than looking at deficits in their writing. She suggests that all writers, but especially those who struggle, will thrive in a Writer’s Workshop that values, names, and builds upon their strengths. She encourages us to look at children’s writing with “astonished, appreciative, awe-struck eyes”. This article is adapted from her recent Heinemann publication, *Hidden Gems*, a book you’ll be eager to read after sampling Katherine’s ideas in this article.

I hope that, going forward, you will look forward to the mail that brings your Heinemann Professional Development Catalog * Journal not only for the wonderful professional learning opportunities it describes, but also for the provocative articles by leading thinkers in our field.

Ellin Oliver Keene
**Where do good ideas come from?** This is the question Steven Berlin Johnson explores in his latest book of the same name. What he discovers is that the most brilliant notions the human mind has conceptualized, from Darwin’s theory of evolution to the worldwide web, are not the result of eureka moments that occurred suddenly and in isolation. Rather, these great ideas are products of “the collision of smaller hunches” that emerged over time and were deeply influenced and shaped by collaborative dialogue.

The research on teacher professional development corroborates Johnson’s work. Both reinforce our desire at Heinemann to provide an invitation to professional dialogue and reflection in everything we do. Now our catalog bears that invitation, too.

We are delighted to bring you the inaugural issue of the Heinemann Professional Development (PD) Catalog-Journal. As the name suggests, part catalog, part professional journal, this new publication transforms our traditional catalog of PD services into a professional learning resource with articles from Heinemann’s long-published, best-known authors, as well as emerging voices.

As always, you’ll find a comprehensive list of PD services, including our schedule of seasonal off-site, open enrollment workshops and institutes; an array of onsite courses and services that are both author- and consultant-led; and a growing list of web-based offerings. You’ll also find information about new custom PD services, now among our most sought-after offerings. These include both custom onsite support, delivered in the form of multi-day residencies, and custom institutes, where Heinemann serves as your full-service conference planner.

We hope that in addition to having at your fingertips the dynamic list of PD services you’ve grown accustomed to browsing in our biannual catalog, you value the inherent opportunity the addition of the journal articles offers to engage in professional dialogue with at least one other educator—the author. We encourage you to take that conversation further by downloading the PDFs of the articles from our website and sharing them with a colleague, or even making one or more of the articles the subject of a professional development study circle.

At a time when test scores in so many schools and districts have eclipsed children as the primary focus of concern, we believe the discourse our new catalog-journal aims to foster is more important than ever. It will take our best ideas to make every classroom a place of engagement, deep learning, and joy. We must work toward classrooms where we come to know the children in our charge and carry aspirations for them beyond test scores and reading levels, classrooms where children make genuine connections with the world around them and are inspired to know more. Johnson’s *Where Good Ideas Come From* reminds us that where we seek to discover the best ideas, whatever our field, “chance favors the connected mind.” We hope the ideas presented in the articles herein, and indeed in every printed resource and service Heinemann offers, collide with your best hunches about good teaching and form something greater than themselves. Now more than ever, our profession and the children we serve are counting on it.

**Vicki Boyd**
Connecting Point-and-Click Kids to the Power of Novels

Reading Literature as a 21st Century Skill

By Kylene Beers and Robert E. Probst

The sonnet has a lot of competition these days. Genres have proliferated—we have graphic novels, rap, realistic fantasy, music videos, and novels in verse sitting alongside the explosion of informational books, interactive books, and the to-be-expected range of fiction. Even media have changed—the three-channel, rabbit-earred television is now a 253 channel high-definition flat screen, the radio has gone nano, and the book has turned Kindle. Information and entertainment comes from computers, iPads and iPods, cell phones, YouTube, blogs, wikis, RSS feeds, Facebook, Twitter, and, well, wait a moment and new technology will have arrived. It may seem that literature and its reading are dwindling in significance as we move into the second decade of the 21st century. The penned letter has been challenged by the text message; the manual typewriter has been replaced by the touchscreen computer; and literature is being replaced by...
But perhaps it isn’t being replaced. One writer, Matthew Wilkens, estimates that “it seems pretty safe to say there are around 100,000 new English-language works of long-form prose fiction published globally each year.”* He acknowledges that that’s a rough estimate but even if the actual number is half that, it’s still a lot of novels. Someone out there is reading literature, so, even if the sonnet is losing ground, the novel seems to be holding its own. We should still teach it. We should even teach the sonnet.

As we have talked with teachers about NCTE’s definition of twenty-first century literacies, we’ve talked about the importance of collaboration; of managing, analyzing, and synthesizing multiple streams of information; of learning to solve complex problems for global communities; of developing proficiency with the tools of technology, of attending to the ethical responsibilities required in online environments. And more and more we’ve reminded ourselves and others of the critical role literature plays in this bold new world.

That might seem odd. At a time when it appears paramount to prepare students to read short, informational texts, to know when to hit the hyperlink to jump to another site, to know how to synthesize the video pop-up with the music and the scrolling sidebars with the colors on the screen and the multiple fonts, to understand how to challenge the author of a website when that author is basically invisible, we’re suggesting that students also need to know how to read the novel. Seems very 20th century. Early 20th century. We aren’t surprised when students sometimes ask why.

Our reason for teaching literature, however, isn’t its popularity. The novel (if perhaps not the sonnet) is going to survive even without our help. More important than the novel’s popularity is what it teaches the student. The reading of literature invites students into an important conversation. Literature, and we include in that category the excellent and entertaining literature for children and young adults, addresses the interesting and timeless questions about human experience. It asks readers to think about what they value, what they reject, what they accept, and what they would fight for. And they are asked to hold these thoughts for longer than it takes to scroll down a screen. Novels require a sustained investment of time, something that is important to share with a generation that has decided that email is too slow and texting barely fast enough. Email, too slow. And during that sustained investment in a book, something very important happens. We become a part of the characters’ lives and through their lives learn more of our own.

And it does that, not in the abstract, where it’s easy to take a stand, but in the concrete, where it’s harder to escape the consequences of events and of our choices. We can all agree that we’d do what we could to survive in difficult circumstances. But in Hatchet we can watch an individual face not just the idea of difficult circumstances, but the crash of the small plane, the moose, the wolves, the loneliness, and the starvation. If we read well – if we are taught to read well – we will visualize the north woods, feel the cold, imagine the despair, place ourselves there, and consider what we might have done and how we would have fared in Brian’s situation. In the novel the abstract issue becomes the concrete and specific problem, enabling us to think about matters in a way that wouldn’t otherwise be possible, short of diving our own plane into a lake miles from civilization.

That thinking the novel provokes and sustains can lead to conversation. As students discover that the society in The Giver is perhaps less utopian than its citizens seem to believe, they have the opportunity to discuss its virtues and its flaws. It is safe and peaceful. People do seem content. It’s harmonious and orderly. Do your young readers like that? Do they value safety highly enough to accept what they may see as its flaws. On the other hand, it is constraining. It does make all the significant decisions for individuals. It leaves almost nothing for chance or personal choice. Could they live with that? Would they fight against it? What would they do in Jonas’s circumstances? All of those issues are up for discussion.

And that conversation can lead to clarified understanding, our own understanding, which really means it helps us learn more about ourselves, more about the person next to us, more about the world in which we live. True, Brian is a fiction character and his survival is entirely in Paulsen’s hands. Jonas is an invention, an image and a voice that emerges from print on the page, and his society with all of its good and bad is imaginary. But the concerns are real. The student reader has to struggle to survive in whatever his circumstances may be. They won’t be identical to Brian’s, but they’ll call for similar courage and resolve and wit. Jonas’s society is a fiction, but the reader is also in a world that limits his choices and imposes its will upon him. The fictional world teaches us about the real world.

Literature offers our students the chance to think not only about the characters they meet in the pages of the books, but also about their own lives. At a time when our own lives are bumping up against those of people across the globe, at a time when the world is not only flattened, but also smaller, at a time when, more than ever, we want students considering situations from another point of view, experiencing things they have never before experienced, developing empathy, developing the stamina to read critically texts longer than a few clicks of the computer screen, at a time when we want students to think for themselves, then we must give them texts that provide characters worth empathizing with, ideas worth wondering about, settings worth traveling to, and themes worth exploring. When we do that, then we are helping prepare them for the demands of the 21st century.

Kylene and Bob explore these thoughts and offer strategies for connecting point-and-click kids to novels in their firsthand project titled Book by Book (Heinemann, 2011).

To continue to engage with Kylene and Bob on this topic, go to www.Heinemann.com/pd/journal.

* http://workproduct.wordpress.com/2009/10/14/how-many-novels-are-published-each-year
A well-informed teaching force is the single most essential component to improving student outcomes in schools and districts around the country. To ensure that educators have access to the most up-to-date, research-based professional learning opportunities, Heinemann Professional Development offers Custom PD.

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**Custom Institutes are developed and delivered by a wide array of Heinemann authors, including:**

- Kylene Beers
- Robert E. Probst
- Harvey “Smokey” Daniels
- Ellin Oliver Keene
- Katie Wood Ray
- Carl Anderson

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**The Ellin Oliver Keene Residency**

Ellin Keene revolutionized how comprehension is taught with her bestselling book, *Mosaic of Thought*, coauthored with Susan Zimmermann and now in its second edition. For more than two decades, she has led transformative PD initiatives in schools and districts around the country that have helped thousands of teachers lead their students toward deeper understanding.

**The ReLeah Cossett Lent Residency**

ReLeah Cossett Lent, national authority on adolescent literacy and author of *Literacy Learning Communities: A Guide to Creating Powerful and Effective Literacy Teams*, will help your elementary or secondary staff develop their own Literacy Learning Communities (LLCs).

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- Comprehension and Collaboration by Harvey Daniels and Stephanie Harvey
- Teaching for Comprehension and Fluency by Irene Fountas and Gay Su Pinnell

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Share your great teaching ideas with Heinemann and you could WIN $500 funding to put your ideas into action!

About Heinemann Microgrants

- Grant applications are posted on the Heinemann website for review
- Each microgrant is hosted by one of your favorite Heinemann authors
- Teachers support teachers by voting for their favorite ideas
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GRANT CATEGORIES:

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- In-school events, celebrations, and activities

CONTEST DETAILS

Open to all preK-college educators. There is a two month application period and one month voting period for each category. Applications and votes are limited to one per person for each category. Visit Heinemann.com/grants for more information, to apply, and to check out past ideas and winners!
Irene Fountas and Gay Su Pinnell together have authored numerous books, videos, and websites with Heinemann that are considered standards in the field of literacy instruction and staff development. Their latest innovations are The Fountas & Pinnell Leveled Literacy Intervention (LLI) and The Fountas & Pinnell Benchmark Assessment System (BAS), a comprehensive assessment system for grades K–8 that places students on the F & P Text Level Gradient™ and connects assessment to instruction.

Heinemann’s Director of Professional Development, Vicki Boyd, recently sat down with Irene and Gay to talk about some of the latest developments in their world of work.

Q: The Center for Research in Educational Policy (CREP) just announced exciting results after a year-long study which confirmed the efficacy of the LLI system in helping struggling readers make significant progress in literacy. Can you tell us a bit about the study?

Fountas: Yes, we are so pleased to have CREP’s empirical study deliver objective data and reporting to quantify what we have all seen in action for years. CREP researchers based at the University of Memphis conducted the study during the 2009-2010 school year and their objective was to assess LLI efficacy across all three grade levels it is designed to serve.

Pinnell: In their study a group of struggling K-2 readers eligible for LLI were split into two groups – the control group, who received no supplemental LLI instruction, and the treatment group, participating in LLI. They were all given benchmark assessment before and after the treatment period to determine their instructional reading level.

Fountas: The summary results across the three grade levels showed students in LLI improved from 1 ½ benchmark levels up to almost 5 ½ benchmark levels, while students who did not receive LLI improved between less than 1 benchmark level and 3 benchmark levels.

Q: I understand the study showed that LLI helped children make accelerated progress. Is that correct?

Pinnell: Yes, for example, one subgroup of first grade African American students receiving supplemental LLI instruction made twice the expected rate of progress. That is, they made eight months of progress in only four months.

Q: That is very significant. Which groups had big gains?

Fountas: The study showed that LLI is effective with all subgroups and particularly effective with ELL students, minority students and students with a special education designation in both rural and suburban settings.

Q: I also understand as part of this study participating teachers were asked to fill out a post-trial survey to capture their objective feedback about the LLI system and their experiences with its implementation. What did they have to say?

Pinnell: The majority of feedback was extremely positive. LLI trained teachers were enthusiastic about the materials and resources. We hear all the time about how teachers love the leveled texts. The teachers in the study described them as high-quality and engaging to students.
**Fountas:** That is part of the joy of our work. In building the LLI system, we wanted to include everything teachers would need. Right now, LLI offers 300 lessons for students who need to learn to read up to level N, and that usually means kindergarten, grade one, and grade two students, although LLI has also been effectively used for students in grades 3 or 4 and special education. We are actively working on the system all the way to Z.

**Q:** Heinemann PD works with you and a national network of your hand-picked consultants to deliver LLI professional development to schools and districts across the country. So I was keenly focused on the researchers’ PD-related recommendations. What did you take away from this part of the report?

**Pinnell:** It was clear to the CREP research team that high quality teacher training in LLI is essential to achieve the kind of results evident in the report. The report recommends ongoing professional development with a minimum of a refresher training to supplement and resolve any district-specific issues.

**Fountas:** Yes, the CREP summary clearly underscored that professional development was central to effective LLI implementation. We were careful to build extensive professional development resources into each of the LLI systems. In addition to these resources, we continue to partner with Heinemann PD and partners Lesley University in Cambridge, MA and Ohio State University in Columbus to deliver a full array of professional development support.

To read the full CREPS report “An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System (LLI)” go to www.heinemann.com/fountasandpinnell/research

For information about Fountas and Pinnell’s series of best-selling Heinemann publications, go to www.heinemann.com/fountasandpinnell

Based on results from *An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System (LLI)*, Center for Research in Educational Policy, 2009-2010.
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Benchmark Professional Support is the very best on-site training you can give your staff, for the very best assessment system available today.

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Introduction to The Continuum of Literacy Learning
Grades PreK–8
A School-Based Seminar Developed by Irene C. Fountas and Gay Su Pinnell

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:

Related PD:
See Featured Authors Chart (inside back cover)
Leveled Literacy Intervention (LLI) Professional Support

Once you’ve assessed your readers' needs, intervention can raise their performance. The groundbreaking new Fountas & Pinnell Leveled Literacy Intervention (LLI) is a research-based, supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students in the early grades.

LLI Professional Support includes three days of training (two days of intensive learning plus one follow-up day) to give participants an in-depth understanding of each of the three LLI Systems:

- **Orange, Levels A-C (Kindergarten)**
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- **Green, Levels A-J (Grade 1)**
  110 lessons with 110 original titles

- **Blue, Levels C-N (Grade 2)**
  120 lessons with 120 original titles

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

Please call for pricing information.

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 Leveled Literacy Intervention 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

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

Related Resource:

See Featured Authors Chart (inside back cover)
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 bestselling *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

**Related Resource:**
- The Prompting Guide 1
  Grades K–2

The *Prompting Guide* is a highly practical resource tool for experienced and inexperienced literacy teachers. It is designed to provide you with language and actions that support the reader’s construction of an efficient network of strategic activities for processing texts and writing stories. The prompts provide short, explicit support for the student to engage in successful problem-solving actions and become independent in their use.

Drawing from this important resource, the seminar provides an introduction to *The Prompting Guide* and how it can be used to teach, prompt, and reinforce effective strategic actions for reading and writing.

**Course goals:**
- Learn how to use the *Prompting Guide* to develop precise language to teach, prompt, and reinforce strategic actions
- Analyze common reading and writing difficulties and interventions to get students on track
- Explore ways to use the *Prompting Guide* for instruction with small groups and individuals

**Related Resource:**
Teaching for Comprehending and Fluency
Grades K–8

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

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

**Related Resource:**
- *Teaching for Comprehending and Fluency* by Irene Fountas and Gay Su Pinnell

Phonics Lessons and Word Study Lessons
Grades K–3

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

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

**Related Resource:**
- *Phonics Lessons* by Irene Fountas and Gay Su Pinnell
- *Word Study Lessons* by Irene Fountas and Gay Su Pinnell
Planning for What You Can’t Know
When my son Harrison was about two years old, he would often answer questions with the reply “I can’t know.” Not I “don’t” know, but I “can’t” know. For example if I asked, “Harrison, why did you hit your sister?” Harrison would look at me and in all sincerity say, “I can’t know.” It was as if he were saying, “Gosh Dad, I’d really like to help you out, but since I’m only two I can’t possibly begin to know the answer to that. It’s beyond my comprehension. I can’t know.”

Over the years, my wife and I would turn to each other when faced with difficult questions about finances or being a parent and borrow Harrison’s reply of, “I can’t know.” Of course Harrison’s answer was more of a result of his beginning language use than truly articulating the difference between “can’t know” and “don’t know.” But the idea of “I can’t know” has stuck with me, especially when it comes to teaching and fostering meaningful experiences for students.

I can’t know comes into play when planning units of instruction in any area and particularly in planning units of study in writing workshop. When teachers plan for what they will be doing on day 13 of a unit of study, they can’t know what they will be doing on that day if they are truly listening to students and reacting to what they are doing. It’s not accurate to say that we don’t know. That implies that we could know. Instead, teachers can’t know, because what will happen on day 13 is dependent on what happens each of the 12 days leading up to it.

This sense of not knowing can be difficult for teachers. And simply saying “It’s ok, you can’t know” isn’t actually very helpful either. Fortunately, it is possible to project possible scenarios for what I will be doing on day 13. When I go through the process of projecting how this unit could unfold, it’s much more likely that all of my teaching leading up to day 13 will be more thoughtful, more intentional, and more meaningful.

We want to share a process for planning for, or projecting, units of study in a writing workshop that can help teaching become easier and more powerful.

Why Project Units of Study
There are some particular advantages to projecting ahead in a unit of study in writing workshop. When teachers project ahead:

• They consider everything that may be taught in a particular unit of study. We often hear from teachers that they want to teach a unit but don’t know what to teach. When teachers project ahead in a unit of study they determine all of the topics that could be taught in this unit. This provides the teacher with a large pool of possible minilesson teaching points. During this process the teacher considers more possibilities than she will have time to teach, but by considering all of the possibilities, she is more able to make changes based on what arises during the unit.

• They determine the most important things to teach in this unit. When teachers project and consider the entire range of possible teaching points, they can then determine which teaching points are the most important ones to teaching during minilessons. Since everything can’t be taught in this unit, it is important to focus on the most important teaching points.

• They consider which minilesson points go together and what order they should go in. When teachers project out a sequence of minilessons
they determine which topics should be taught together and which topics should be taught before other topics. This makes the teaching more connected and coherent for students.

- Deciding on teaching points during writing conferences becomes easier. Since the teacher has already determined a large number of possible teaching points as well as which ones are most important, they now have a pool of possible teaching points for their writing conferences. They have these possibilities at their fingertips, which is particularly important given the in-the-moment, responsive nature of writing conferences. Teachers have to think and decide quickly in a conference, so it’s more efficient if they’ve already considered what all could be taught. By thinking through a unit ahead of time, the teacher is more focused in the writing conference.

All of these benefits don’t mean we’re limited in what could be taught. The teacher is going to decide on teaching points for mini-lessons based on what will be the most helpful at the time. On any day a teacher might think of a new teaching point and will add that to their pool. Projecting a unit doesn’t mean we’re limited, but it does provide the teacher with a framework from which to start.

Finally, it is important to note that there is always an unknown aspect to what could be taught in a unit since we are going to engage students in a process of inquiry during this unit. While we are going to project out what could be taught, students and teachers are going to study a stack of real-world texts that support the particular unit, and together notice the decisions that authors have made to create these texts. So as much as we want to know what all we will teach, we won’t truly know until we start the unit by studying texts alongside our students and seeing what they discover.

A Process for Projecting
If teachers are going to project units of study, having a set process makes it easier. If a teacher has a process that works to plan out one unit, then she is able to plan out any unit. The following is a brief overview of a process for projecting out a unit of study.

1. Gathering and studying a stack of mentor texts
For most units, the projecting process starts with sitting down with a stack of real-world mentor texts and reading them like a teacher of writing. As she reads, the teacher starts making a list of all of the possible things that could be taught in this unit. As the teacher notices a decision that an author made in a text, she adds it to the list. During this phase she writes down everything that she thinks she might teach without yet determining if she would actually teach it or not. For now, we just want to look at possibilities.

When the teacher is finished studying these texts she should have a pretty good list of teaching possibilities. The teacher could expand her knowledge by reading what literacy experts say could be taught in this unit. There are numerous resources that could be helpful in considering what all could be taught. And of course, this list will change once we start studying the real texts with students.

2. Determining Essential Goals
Once the teacher has a good understanding of what could be taught in this unit she’s ready to determine a few “Essential Goals.” Essential Goals describe the one to three overarching goals for this unit. Essential Goals describe really big things the teacher wants students to know and be able to do at the end of the unit that they can’t do now. Most of the mini lessons and student conferences build toward these Essential Goals. For example, in a 2nd grade unit on Literary Nonfiction, an Essential Goal could be “Students will write books that strongly engage their reader while teaching them about a topic.” Most of the minilessons would be building toward that goal.

3. Determining Secondary Goals
After determining several Essential Goals, the teacher determines four to eight Secondary Goals. These goals are more specific than the Essential Goals, and often describe what a chunk of minilesson topics will focus on. Most units will have Secondary Goals that focus on the quality of the writing, the process of writing, revision and conventions.

4. Developing a Sequence of Minilessons
Once Essential and Secondary Goals are set, the teacher starts to list out a possible sequence of minilessons that will build toward these goals. She starts with listing all of the things that could be taught in this unit, which will likely require many more days than are available. After all of the possibilities are laid out she does three things:
- She determines which things are the most important to teach during minilessons. The other items don’t go into the projected sequence of lessons, but they aren’t forgotten either. At any point they might be needed for a minilesson or in a conference.
- She determines which things would make sense to be taught together and groups them into chunks.
- She determines which chunks need to come before other lessons, thereby laying out the projected order of lesson topics.
Again, this is only a projection, and will likely not be how the lessons ultimately unfold once students start studying the stack of texts.

5. Anticipating Issues and Possible Small Group Conferences
While the teacher is determining possible mini lesson topics it’s likely that she will encounter some topics that she thinks may or may not need to be taught. There will also be some topics that she anticipates only a few students will need and therefore wouldn’t be taught in a minilesson. These items go into a parking lot of sorts of issues, and possible small group conferences, so that they aren’t forgotten.

6. Materials and Resources
The teacher will also write down the materials and resources she will need in this unit. Most important will be the narrowed down list of mentor texts that the teacher and students will study in depth.

After Projecting
Of course, once the unit begins all of this changes. Once we start studying texts with students, they will notice new ideas that could be taught that we hadn’t anticipated. The teacher will likely notice some new possibilities too. And of course, the unit will really change from mini lesson to minilesson when we learn that some items will take longer to teach with this particular class and that other topics will be learned much more quickly than we anticipated. The whole unit will unfold based on what happens each day and our daily reflections on what transpired. If we are truly listening to and responding to students, then these types of changes aren’t just anticipated, they are valued and desired.

A teacher could ask “Why project out a unit if everything is just going to change? Why not save time and just figure it out as we go?”

The answer of course is that when we project a unit, we consider all of the possibilities, all of the things that might happen, all of the things that we could teach. When we spend time projecting how a unit could unfold, we are ensuring that we are prepared to respond thoughtfully to the numerous opportunities to make decisions that comprise the world of teaching. Teaching is the act of making hundreds of decisions each day, and when we are well prepared, we make better decisions. By projecting units of study for writing we are ensuring that our teaching, and student learning, will be more meaningful, powerful, and lasting.

Matt Glover is an author and educational consultant in Cincinnati, OH. Mary Alice Berry has been a kindergarten teacher, literacy specialist, media specialist, and gifted specialist, and is currently a first grade teacher at Shawnee Early Childhood School in West Chester, Ohio. They have had the pleasure of working and learning together for the past 15 years. They are currently writing a book for Heinemann that helps teachers decide what to teach by projecting units of study in the writing workshop.

To continue to engage with Matt and Mary Alice on this topic go to www.Heinemann.com/pd/journal.
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The Comprehension Toolkit
Developing Language and Lessons for Active Literacy
Grades 3–6
and
The Primary Comprehension Toolkit
Language and Lessons for Active Literacy
Grades K–2

Developed by Stephanie Harvey and Anne Goudvis

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

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

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

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

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

Developed by Linda Hoyt

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

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

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

Related Resource:
Smart Conversations That Move Young Writers Forward

**Grades 3–6**

*Developed by Carl Anderson*

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

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

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

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

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

**Course goals:**
- Learn that the steps of the writing process are fluid according to student needs, and that these needs are met through the components of a writing workshop
- Become comfortable with the qualities of good writing (ideas, design, language, and presentation) and learn how each quality affects voice in student writing
- Develop an understanding of how to evaluate writing and learn how to determine the next teaching point based on the quality of student work
Here’s what our customers are saying about the value of working with our professional development authors and consultants over time.

“Our school needed a consultant to facilitate changes in our literacy curriculum. In Tiffany Boyd (consultant) you provided a perfect candidate. Her experience working with Stephanie Harvey and Anne Goudvis enabled her to connect with our faculty members through discussion of researched and practiced strategies that she had used as a teacher in her own classroom. We’ve been able to transform our literacy instruction through Tiffany’s facilitation. She will be returning to work with our school for the fourth year.”

—Noel Brewster
Lower School Head, Hutchison School

“Our teachers have benefited greatly from the training and hands-on experience that they have received over the past two years with Colleen Buddy (consultant). One of the biggest changes I have observed has been the overall thought process our teachers now have toward reading instruction. They are now able to view themselves introspectively and to move toward more effective literacy instruction. Our reading specialists have moved to a literacy leader philosophy. Our students will greatly benefit from these newfound leadership qualities.”

—Clifford Maloney III
Principal, Rainbow Elementary School, Coatesville Area School District

“Beyond a doubt, having Matt Glover (author & consultant) work with us has been the best decision we’ve ever made. One of the challenges our school was facing was the decline of our state assessment scores in the area of writing. Through our work with Matt, we posted the highest gains in our district in year one! We experienced an increase of 27-32 points on our state writing assessment. To be able to work with the same consultant on a long-term, consistent basis has been the key to our success.”

—Debbie Brown
Principal, Walt Whitman Elementary School, Littleton, Colorado

“First and foremost, ReLeah has a wealth of knowledge in adolescent literacy and experience in delivering high-quality professional development in the area of secondary reading. Having been a middle and secondary English teacher, she is well aware of the needs of struggling readers. In addition, she knows and imparts her knowledge about the importance of teachers creating a positive classroom environment and culture for struggling readers. Her energy and enthusiasm are contagious! I had the privilege of working with ReLeah on a multi-district, on-going professional development activity over a period of several months. Participants included secondary reading coaches and secondary intensive reading teachers. These multi-day workshops provided teachers with practical classroom-tested strategies in reading and writing. From the baseline data we were able to see significant improvement in reading scores.”

—Reading Department Chair
Panhandle Area Educational Consortium

Tiffany Boyd
Colleen Buddy
Matt Glover
ReLeah Lent
Carl Anderson
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**High Definition**  
*Unforgettable Vocabulary-Building Strategies Across Genres and Subjects*  

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

Any teacher who has challenged a sunny day with the phrase *vocabulary lesson* only to see a dark cloud descend over the room knows that students can be downright word resistant. Break out of the vocab duldrums once and for all with *High Definition*, a whole new approach to vocabulary instruction that’s not just effective, but energizing, sociable, and fun.

When kids envision a word as if it were a real person, with a unique voice and personality, they forever imprint the meaning of the word into their memories. Vocabulary lessons become anything but dull, and still blend seamlessly into your writing objectives.

Sara Holbrook and Michael Salinger present a new seminar based on the *High Def* 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. Sara and Michael show how to shake up your classroom and get even the most reluctant kids into the act of making words unforgettable.

**Course goals:**
- Choosing words: How to identify words that matter
- Collaborating about words: The importance of small group work for vocabulary instruction
- Using words: Writing across genres and content areas
- Performance: How sharing their work aloud builds students’ understanding and community in the classroom

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**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 new course will provide the professional understandings teachers need to establish and maintain a strong and efficient year-long 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. In addition to describing classroom management structures that make reading workshops effective, the course will provide the teaching points, conferences, strategies, and tools teachers need to implement a robust reading workshop where students develop foundational reading strategies and skills.

The course will include discussions based on the teachings of Heinemann professional books* including:

- *Reading Essentials* by Regie Routman
- *Conferring with Readers* by Jennifer Serravallo
- *Comprehension Through Conversation* by Maria Nichols
- *Teaching Reading in Small Groups* by Jennifer Serravallo
- *Classroom Reading Assessments* by Frank Serafini
- *Around the Reading Workshop in 180 Days* by Frank Serafini

**Course goals:**
- Help participants understand the components of a rigorous, accountable reading workshop
- Provide support to teachers to develop their own units of study in the reading workshop
- Consider various ways to assess readers and track their development
- Show how master teachers bring the structures and rituals of the reading workshop to life

* Other related professional book titles can be substituted.

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**Related Resource:**  
*High Definition* by Sara Holbrook and Michael Salinger

**Related Resource:**
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. Fortunately, Tanny McGregor has developed visual, tangible, everyday lessons that make abstract thinking concrete. Tanny’s bestselling book, *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. Art, music, and movement are incorporated into a supportive structure that reinforces the thinking strategies on a variety of levels. Teachers will learn to launch units and create lessons that provide for explicit teaching and value student thinking. *Comprehension Connections* will be used as a practical resource to support best practice across the school day.

Course goals:
- To design lessons that foster student engagement and high-level thinking
- To refine the teaching of thinking strategies, making it visual, incremental, and accessible
- To align current research with everyday instruction, building bridges between the concrete and abstract

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.

Teachers will learn how to guide and facilitate four types of inquiry projects that are effective throughout the grade levels:
- Mini Inquiries
- Curricular Inquiries
- Literature Circle Inquiries
- Open Inquiries

As teachers gain the skills to facilitate inquiry, the classroom becomes more engaging and interactive; students grapple with information, weigh and wonder about ideas, actively use knowledge, and are far more likely to take action in the world around them.

Course goals:
- Develop your ability to use engaged and interactive instructional practices which lead to deeper comprehension for your students
- Learn the techniques of facilitating small groups where students talk and work together to ponder big ideas, issues, and concepts
- Identify the difference between inquiry and coverage, and learn what it takes to set up your learning environment for truly in-depth learning to take place
- Gain insight on the four types of Inquiry projects and how they enhance your instruction, meet curricular goals, and deepen student learning throughout the content areas

Related Resource:

[Image of book cover]

*Comprehension Connections: Bridges to Strategic Reading*

[Image of award]

*Inquiry Circles in Action*
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. A strong reader’s workshop depends on the teacher’s skills in designing think-alouds, modeling a variety of comprehension strategies, demonstrating their own joy of reading throughout the content areas, and incorporating an effective gradual release of responsibility. This seminar will help you acquire the skills to feel confident in imparting the power of comprehension strategy instruction to your students.

Extend The Power of Comprehension Strategy Instruction seminar over two consecutive days and receive an introduction to the new *Mosaic of Thought Online Course* developed by coauthor Ellin Oliver Keene.

**Course goals:**
- Explore what it means to understand what you read
- Apply what you uncover about your own inner conversation as a reader to designing comprehension strategy instruction for your students
- Design a think-aloud lesson
- Learn how to embed comprehension strategy instruction throughout the content areas
- Examine the Gradual Release of Responsibility

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 much further and in more depth than they may have thought possible.

The seminar is based on the premise that children learn best when taught a few essential concepts, in great depth, over a long period of time and when they have an opportunity to apply those concepts in a variety of texts and contexts. You will learn how to focus instruction on the most essential content in literacy learning, K–12, in order to free the time in daily readers’ workshops for more in-depth comprehension work. You will have an opportunity to compare the content/standards you currently teach to a set of essential standards based on literacy research. You will leave with a clear sense about which skills and strategies are most essential in K–12 literacy learning and which can be eliminated.

**Course goals:**
- Explore what happens in the minds and lives of learners who understand deeply and can retain and reapply what they have learned
- Discover what kinds of instructional practices lead to more in-depth comprehension
- Participate in discussions about text that will transform our instruction from asking kids questions about text to truly teaching them to comprehend more deeply
- Learn what K–12 content matters most in literacy learning and examine ways to teach that content in greater depth rather than skimming over hundreds of skills and strategies that matter less to literacy learners

**Related Resource:**

![Mosaic of Thought](image1)

**Related Resource:**

![To Understand](image2)
Do-Able Differentiation
*Varying Groups, Texts, and Support to Reach Readers*

**Grades K–8**
*Developed by Michael F. Opitz and Michael P. Ford*

Flexible Strategies for Small Group Reading Instruction

**Grades K–6**
*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 Optiz and Ford’s down-to-earth advice on how to apply that knowledge in simple, practical ways. Participants will become familiar with four models:

- Grouping Without Tracking
- Jigsawing
- Connected Literature Circles
- Focused Readers’ Workshop

In the seminar **Flexible Strategies for Small Group Reading Instruction** 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.

Consider pairing **Do-Able Differentiation** with the **Flexible Strategies** course to explore small-group instruction in even greater depth.

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**Making Sense of Informational Texts**

**Grades K–6**
*Developed by Linda Hoyt*

and

**Time-Tested Strategies for Teaching Reading Comprehension**

**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. The **Making Sense of Informational Texts** seminar provides teachers with practical, classroom-friendly tools to make informational texts more attainable, scaffold vocabulary, and deal with content-specific challenges. Extending these techniques, teachers will gather into groups and uncover the power of “investigations,” Hoyt’s compelling method for students to approach research projects.

Based on the updated edition of Linda Hoyt’s *Revisit, Reflect, Retell*, **Time-Tested Strategies for Teaching Reading Comprehension** 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. These tables link Hoyt’s strategies to the seven comprehension strands and Robert Marzano’s Classifications of Thinking. Participants will also become familiar with the accompanying CD ROM of full-color learning tools from the text that make it easy to customize and print handouts that correspond to the book’s strategies.

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**Related Resource:**

[Image of book cover] **Make It Real**

[Image of book cover] **Time-Tested Strategies**

[Image of book cover] **Revisit, Reflect, Retell**
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.

Participants will explore and discuss a teaching framework that involves modeling and teaching about comprehension processes, scaffolding children’s use of comprehension strategies, and supporting varied forms of literature response. They will discuss ways to link instruction to assessment, make decisions based on systematic evaluation, and develop and evaluate a lesson plan for teaching any comprehension strategy.

Course goals:
• Explore the processes and strategies involved in comprehending a text
• Explore and discuss a teaching framework that involves modeling and teaching about comprehension processes, scaffolding children’s use of comprehension strategies, and supporting varied forms of literature response
• Develop and evaluate a lesson plan focused on teaching a comprehension strategy
• Develop understandings about comprehension assessment and evaluation
• Learn how to use literature circles as a medium for encouraging students to deeply explore texts
• Explore literature that can be used to teach various comprehension strategies

Related Resource:

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. They will come to understand how to support students in developing academic language at the text, paragraph, sentence, and word levels. Engaging teacher and student examples bring this course to life and help teachers see how to teach academic language through content.

Course goals:
• Review the research on differences among English language learners
• Develop a thorough understanding of academic language at the text, paragraph, sentence and word levels
• Engage in activities that will lead to the ability to develop standards based units of study complete with both content and language objectives
• Discover new ways to work effectively with English language learners through both strategies and units of inquiry successful teachers have used

See our website for other ELL courses developed by Yvonne and David Freeman, including ESL/EFL Teaching: Principles for Success.
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.

Teachers explore an array of lessons and learning experiences designed to help students see reading as the active process of making meaning. Participants will discuss professional and classroom resources, create a working curricular outline, and investigate the language and practices of effective literacy instruction.

Course goals:
- Provide a research-based foundation for teacher’s instructional practices
- Develop a preferred vision of the reading workshop for each day and over time
- Help participants organize the physical and social dimensions of their classroom, and develop consistent procedures for enacting instructional practices
- Help participants understand the components of effective comprehension instruction
- Help participants understand the role of reading aloud, discussing literature, and responding to literature in the reading workshop
- Provide support for teachers to develop their own units of study in the reading workshop, including the development of a list of professional and children’s literature resources
- Help teachers expand their understandings of comprehension and change the way they think and talk about texts

Related Resource:

A Guide to Content-Area Reading
Grades 6–12
Developed by Harvey Daniels and Steven Zemelman

A Guide to Content-Area Reading demonstrates how teachers of all students can improve students’ reading, support comprehension, and match instruction to students’ needs. In addition, participants explore techniques for selecting a balanced diet of texts that invite students into literate practices and hold their interest.

Daniels and Zemelman’s 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.

The Content-Area Writing seminar 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. They study samples of student work and guidelines for evaluation and assessment. They also discuss different ways to use the lessons from Content-Area Writing and strategies in the writing process, how they can be used in writing workshops across the curriculum, and how they prepare students for testing and other on-demand writing situations.

Consider pairing A Guide to Content-Area Reading and Content-Area Writing for maximum effect.

Related Resource:
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* by Harvey Daniels and Nancy Steineke, 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 minilessons to teach social skills, reading strategies, and literary appreciation, and how to support and monitor student learning. Even more, they will discuss ways to problem solve, add variations and refinements to lessons, and use various forms of assessment.

**Course goals:**
- Give a brief definition of literature circles or book clubs
- Offer demonstrations of five minilessons that can help you:
  - Get started with book clubs
  - Solve predictable problems
  - Add variations and refinements
  - Explore forms of assessment
  - Try new kinds of after-the-book projects
- Engage teachers in these activities themselves, in groups of four or five, so they experience the ideas from the inside out. By the end of the day, they will be ready to adapt and use many of the book’s 45 minilessons—and start designing their own.

Nurturing Writers in Preschool and Kindergarten
Grades PreK–K
Developed by Katie Wood Ray and Matt Glover

A course for teaching professionals who work with very young children, *Nurturing Writers in Preschool and Kindergarten* shows you 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. Learn the importance of bookmaking with young children and how to organize time, space, and materials to support this work. Explore three familiar contexts for nurturing young writers—reading aloud, working side by side with writers, and sharing student writing. Examine numerous examples of early writing to become familiar with how young children represent sounds, ideas, and images and learn how to detect important developmental signs that you can use to help young writers grow further.

**Course goals:**
- Support teachers in fostering children’s image of themselves as writers
- Understand the importance for young writers of having a vision of writing as “making a book”
- Learn how to support young children to read like writers
- Understand the three main structures that support young writers: Read-Aloud, Side-by-Side Teaching, and Share Time
- Understand the difference between word making and composition development
- Examine specific composition dimensions that help guide teachers in side-by-side teaching with young writers

**Related Resource:**

*Already Ready: Nurturing Writers in Preschool and Kindergarten*
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.

Initiative is a key goal for all writers. Without initiative and purpose writing has little meaning. This seminar will examine five key entry points for young writers: Essential, Invitational, Story, Experience, and Interest. By matching these entry points with individual children teachers can ensure that each child brings energy to the writing process. In this seminar teachers will learn strategies for helping reluctant writers become motivated, purposeful writers, and for eager writers to become more thoughtful about their writing.

**Course goals:**
- Understand the “big ideas” of nurturing young writers
- Examine the difference in instructional structures for writers in preschool vs. K-1
- Consider units of study in the primary grades that maximize energy for writers, especially during the beginning of the year
- See how five entry points (Essential, Invitational, Story, Experience, and Interest) can nurture young writers' initiative
- Experience authentic writing samples and video clips from each of the five entry points
- Learn how to match individual writers with these entry points

**Related Resource:**

*In Pictures and In Words*

*Grades PreK–2*

*Developed by Katie Wood Ray*

Because beginning writers use drawings as well as writing to make meaning as they compose, it's essential that teachers understand the role that illustrating plays in the overall development of literacy. In this one day 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.

**Course goals:**
- Make plans for instruction that supports the development of stamina in beginning writers
- Learn to use the language of process —planning, drafting, revising, editing—to name the decision making children do as they compose illustrations
- Make plans for instruction that teaches children how to read like writers in the context of illustration study
- Explore a simple framework for planning an entire unit in illustration study for the writing workshop
- Learn to make a composing connection between illustrations and qualities of good writing in five important ways—ideas and content, precision and detail, wholeness of text, tone, and layout and design

**Related Resource:**

*NEW*
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 that is designed to support learning and respond sensitively to the developmental needs of children in the early grades.

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, including strategies for planning and organizing minilessons into powerful units of study. Teachers will learn the kinds of support young children need to begin thinking like experienced writers and techniques for conferences and assessment that support and extend children’s writing.

Course goals:
• Understand the characteristics of a developmentally appropriate writing workshop for young children
• Learn how to start and manage a workshop on a daily basis throughout the year
• Understand how very young children can begin learning many of the important habits of mind used by much more experienced writers and how teachers can support them as they develop these habits of mind
• Learn to plan and organize minilessons into units of study that fill the workshop with rich possibilities for young writers and their work
• Learn to use both writing conferences and assessment to support and extend very young children’s writing

Related Resource:

A Framework for Planning Units of Study in the Writing Workshop

Grades K–8

Developed by Katie Wood Ray

A Framework for Planning Units of Study in the Writing Workshop 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 immerse children in a close study of published texts that supports their learning.

This seminar is ideal for schools and districts that would like teachers to better understand why depth can be more practical and effective than breadth in the writing curriculum.

Course goals:
• Before there is teaching, there must be writing: learn what’s essential in the writing workshop
• Understand the role of vision in the process of writing and how to help students have vision for the writing they will do
• Learn to anchor the study of writing in real-world texts: how to find them, select them, and study them
• Understand the difference between modes of writing and genres of writing and the implications of this for teaching
• Discuss the role of approximation in learning when students take on rigorous writing work in challenging genres
• Explore a predictable framework for study that can be used to address any curricular topic in the writing workshop

Related Resource:
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.

Throughout the day, teachers will also use their own *Quick Write Notebooks* to practice and reflect on their own writing, find prompts for in-class quick writes, and make connections between their writing process and that of their students.

In the *Write Beside Them* seminar, teachers will learn how to establish a writing workshop for adolescents where students develop voice and craft in all genres. Writing with a purpose, understanding the elements of craft, and carefully analyzing the intentions of a text leads students to a deep understanding of writing for a variety of audiences and needs. Learn how to engage adolescents in an authentic writing workshop where the teacher models the craft in front of students, making explicit the kinds of decisions made by proficient writers. Penny Kittle’s 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 and revision, response, grammar, and most of all, the writing life.

**Assessing Writers**

*Planning for Writing Instruction*

**Grades 3–8**

*Developed by Carl Anderson*

Assessment is the challenging work of getting to know students as writers and using what we learn about them to help us decide what they need us to teach them next. Assessing students well is essential if we’re going to be excellent writing teachers. This course provides ready-to-use advice for how to determine what students know and are able to do as writers and how to plan for instruction accordingly.

Based on Carl Anderson’s bestselling *Assessing Writers*, this seminar will show how assessment informs the development of units of study, including decisions about which units to teach and in what order.

Discover how best-practice assessment can result in more effective conferences with students, and better instructional decision-making for both individual students and the whole class.

**Course goals:**

- Understand how assessment enables more effective conferences with students and better instructional decision-making.
- Discover the importance of developing your own vision of who you want your students to become as writers.
- Learn how to uncover information about the writers in your classroom by observing what students do when they write, listening to how they talk about their writing, and examining student writing itself.
- Become familiar with the predictable, two-part structure of the writing conference and explore the role of the teacher and the student in the conference.
- Find out how assessment informs the development of units of study, including decisions about which units to teach and in what order.

**Related Resource:**

*Assessing Writers*
Teaching Revision Techniques
Grades 2–8
Developed by Georgia Heard

“How can I get my students to revise?” is one of the most frequently asked questions by teachers of writing. The key is to teach specific revision strategies that will enable students to re-see and re-shape 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.

Teachers will explore the essential elements of revision, learn how to integrate revision strategies into the writer’s workshop, learn how to teach specific revision minilessons, and develop effective conferring techniques to guide individual students’ revision.

Based on *The Revision Toolbox: Teaching Techniques That Work* by Georgia Heard, the seminar gives teachers ready-to-use strategies that take the mystery out of revision and help even the most reluctant writers to revise.

Course goals:
- Explore the essential elements of revision
- Learn how to integrate revision techniques into the writer’s workshop
- Learn how to teach specific revision minilessons
- Develop effective conferring techniques to guide individual students’ revision

Related Resource:
- *The Revision Toolbox: Teaching Techniques That Work* by Georgia Heard

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.

Participants will learn how to teach students to write well persuasively while also enjoying the teaching of persuasive writing. The key is to help students find and develop their own fresh and unique topics, explore their ideas, organize their ideas before drafting, and craft a strong argument that has honest and intentional voice.

This day is ideal for schools who want to bring the same energy and excitement to the study of persuasive writing as they do to other writing studies, all while teaching students persuasive writing techniques that work.

Course goals:
- Learn about how reading persuasive writing can help students write stronger persuasive pieces
- Learn about lessons to help students find topics and develop their ideas (including finding an angle or writing a thesis statement)
- Study organization in persuasive writing in order to help students write with a better sense of organization in their own writing
- Learn about effective persuasive writing conferences
- Explore ways to help students revise their writing
- Learn about a one week follow-up persuasive study that will help the teacher assess how well students have internalized what was taught

Related Resource:
- *Writing to Persuade: Patterns, Plans, Drafts, and Reviews* by Karen Caine
School-Based Seminars

Essentials of the Writing Workshop
Grades 3–8

*Developed by Ralph Fletcher and JoAnn Portalupi*

An effective writing workshop is carefully structured to support writers through the writing process, while enabling teachers to observe and assess common and individual needs in order to make instructional decisions about teaching writing.

*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.

Fletcher and Portalupi’s *Essentials of the Writing Workshop* takes teachers through the entire workshop, sharpening the teaching skills they need to run it well and honing their sensitivity to students’ needs.

**Course goals:**
- Explore the essential components of an effective writing workshop
- Learn how to structure a classroom environment that supports writers through the process from start to finish
- Develop effective strategies for conferring with student writers
- Learn how to design minilessons tailored to the specific needs of your student writers

Crunchtime
Grades 4–10

*Developed by Gretchen Bernabei, Jayne Hover, and Cynthia Candler*

Your student says, “I’m done.” You look at the paper, and you see only a few lines written. Other students’ papers reveal other problems: the writing wanders all over; some papers stay too vague to pass; some are masters of repetition; some read like lists; but an alarming number of papers look like the “I’m done” student: way too short to be very scorable. And the test is one month away. What do you do?

Help is here.

Finally, real teachers have taken process-writing, student-centered thinking from some of America’s smartest authorities to test-reality concrete, step-by-step levels. The results? Great lessons that students actually like, lessons that actually show growth in test scores, lessons that actually improve writing in students and adults too. And while these lessons show the highest growth with at-risk students, ELLs and special education students, they also prove useful to (and appreciated by) high-level students. Whether your school uses workshop-style learning or strictly structured curriculum, these lessons can slip right into any setting or content.

What will these activities help students do?
Short-term? Sail through writing tests. Long-term? Incorporate great techniques throughout their lives.

The authors of *Crunchtime* share their classroom-proven techniques that all students can sink their teeth into, using choice, freedom, and feedback. To create confident, self-reliant writers who discover their own strengths and build on them. Really.

Related Resource:

![Writing Workshop](image1)

![Crunchtime](image2)
Inspire Your Professional Learning Community with these highly acclaimed DVD-based programs

Big help for little readers…

It’s ALL About Comprehension
Teaching K-3 Readers from the Ground Up

Sharon Taberski demonstrates how she explicitly supports and extends children’s understanding of texts as she integrates 5 key strands of comprehension. The DVD resource includes 7 hours of live-from-the-classroom video of Sharon modeling exemplary teaching techniques.

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Susan O’Connell

is editor of the Math Process Standards series, and the author of Now I Get It. Sue is an experienced teacher, instructional specialist, school improvement specialist, and university PDS coordinator. She is a nationally known speaker and consultant, providing math professional development across the country. Her latest work, Mastering the Basic Math Facts, is available for both Addition & Subtraction and Multiplication and Division.

Topics include:
• Communication (talking and writing) about math
• Math problem solving
• Differentiating math instruction
• Math coaching

Honi J. Bamberger

is the author of Math Misconceptions: From Misunderstanding to Deep Understanding (2010). Honi also authored Introduction to Connections, Grades 3–5, part of the Math Process Standards Series. A former classroom teacher, she is a professor in the department of mathematics at Towson University, as well as a mathematics education researcher, the author of many books and articles, and a nationally recognized speaker on math education.

Topics include:
• Coaching
• Differentiating instruction in mathematics
• Connecting mathematics to other areas of the curriculum
• Assessment in mathematics

Lucy West

has served New York City schools in a variety of roles from classroom teacher, curriculum developer, and assistant principal to teacher supervisor and Director of Mathematics Instruction for Community School District #2. She participated in the creation of the Institute for Learning at the Learning Research and Development Center, University of Pittsburgh. Her best-selling title Content-Focused Coaching, coauthored by Fritz Staub, is one of the products of that collaboration.

Topics include:
• Coaching and leadership
• Systemic change models

Arthur Hyde

is the author or coauthor of the Heinemann titles Understanding Middle School Mathematics, Comprehending Math, Best Practice, Third Edition, and Mathwise. A professor of mathematics education at National-Louis University, he received its Excellence in Teaching award. While teaching high school mathematics in Philadelphia, he developed a variety of creative methods for teaching math. He also obtained a doctorate in curriculum and instruction from the University of Pennsylvania, where he later was Associate Director of Teacher Preparation. He continues to work frequently in elementary and middle school classrooms and conducts extensive professional development programs on mathematics and problem solving in Chicago and its surrounding school districts.

Topics include:
• The missing ingredients in mathematics teaching: cognition and language
• A modeling perspective on math problem solving: multiple representations, multiple contexts
• Adapting reading comprehension strategies for teaching mathematics
Adapting Reading Strategies to Teach Mathematics

Grades 2–8

A School-Based Seminar
Developed by Arthur Hyde

Help students become more sophisticated math problem solvers and more insightful mathematical thinkers through a powerful new approach that adapts reading comprehension strategies for students to use in mathematics.

Facilitate meaning making and help students develop self-awareness and monitoring in mathematics by showing how to make connections, ask questions, visualize, infer, predict, determine importance, and synthesize in math the way they have learned to use these strategies in reading.

This seminar, based on Arthur Hyde’s Comprehending Math, provides educators with step-by-step ideas and specific advice on strategy-based teaching that is designed to help students understand math concepts more deeply and use that knowledge to solve problems.

Course goals:
• Experience a variety of math activities in order to learn how to adapt reading comprehension strategies to teach mathematics
• Realize the connections between mathematics, reading, and thinking
• Understand the importance of modeling and questioning versus telling when developing conceptual knowledge
• Experience a math workshop structure and appreciate the positive aspects of learning in a workshop format
• Learn how to modify math activities in order to meet the needs of children of all ability levels

Fostering Algebraic Thinking

Grades 6–10

Developed by Mark Driscoll

Mark Driscoll’s Fostering Algebraic Thinking seminar expands on his popular book and professional learning toolkits, leading participants to in-depth knowledge of the key ideas underpinning algebraic thinking.

Teachers will explore algebraic thinking from two powerful perspectives. First they solve open-ended problems and observe their own algebraic habits of mind. Then they analyze student work to see how kids approached the problems. Ultimately they will discover commonalities and find out how knowledge of both approaches can inform instruction.

Fostering Geometric Thinking

Grades 5–10

Developed by Mark Driscoll

The Fostering Geometric Thinking book and the Fostering Geometric Thinking Toolkit professional development materials provide opportunities for teachers to explore productive Geometric Habits of Mind while reflecting on their own approaches to mathematics problems as well as analyzing student thinking on mathematics problems. This seminar uses the same approach to provide participants with an in-depth introduction to key ideas about geometric thinking.

During the Fostering Geometric Thinking seminar, participants will explore geometric thinking by engaging with open-ended problems that involve geometric thinking and by analyzing student work on those same problems. The mathematics explorations and student work analysis activities will be guided by a Geometric Habits of Mind framework. Participants will use this in-depth focus on the nature of their own and students’ geometric thinking to reflect on the next steps they can take with their own students to elicit geometric habits of mind.
Marlene Thier

is the author of *The New Science Literacy: Using Language Skills to Help Students Learn Science.* A 25-year veteran of the classroom, Marlene has been a science materials developer, teacher educator, and internationally recognized leader in the movement to link science and literacy education.

**Topics include:**
- Language, media, and scientific literacy: what’s the connection?
- Developing teacher leadership through reflective learning communities
- Exploratory speaking and writing: an essential ingredient for an enduring understanding of science
- Making the most of the wonder years: connecting language and science in the early years
- Metacognition: a key element for linking science and literacy in the middle school

### Related Resource:

**The New Science Literacy**

Jo Anne Vasquez

is the author of *Tools and Traits for Highly Effective Science Teaching, K–8.* An experienced elementary science educator who has taught primary through college level courses, she has achieved national prominence through her extraordinary contributions to science education as a keynote speaker and professional developer. She is a presidential appointee to the National Science Board; a member of the governing board of the National Science Foundation; a former president of the NSTA; and a former president of the NSELA.

**Topics include:**
- Designing effective science lessons
- Promoting learning through inquiry
- Linking literacy development and science
- Science and ELL students
- Effective elementary science program administration

### Related Resource:

**Tools and Traits**

Brian Campbell & Lori Fulton

are the coauthors of *Science Notebooks: Writing About Inquiry,* Lori is a teacher in the Clark County School District in Las Vegas, Nevada. Brian is a curriculum developer at the Lawrence Hall of Science. Brian and Lori have had extensive involvement in the National Science Foundation-funded Local Systemic Change, Mathematics, and Science Enhancement Project (MASE).

**Topics include:**
- Purpose of science notebook
- Creating student centered notebooks
- Role of assessment using notebooks
- Utilizing notebooks with various science curriculum

### Writing About Inquiry Through Science Notebooks

**Grades 2–6**

*Developed by Brian Campbell and Lori Fulton*

More than just a tool to build literacy, science notebooks can play an important role in the development of scientific concepts and replicating the work of Scientists. Science notebooks are tools for students to make sense of their understandings using recording and organizing strategies that are personally meaningful.

This seminar, based on *Science Notebooks: Writing About Inquiry* by Brian Campbell and Lori Fulton, will explore strategies to help students develop their own notebooks while maintaining focus on science content.

**Course goals:**
- Consider how science notebooks may be used during a science experience
- Consider ways in which the teacher can provide structure to enhance student-centered notebooks

### Related Resource:

**Science Notebooks: Writing About Inquiry**
See the Brilliance in All Student Writing

By Katherine Bomer

Build a Writing Curriculum from Strength, by Noticing and Naming the Brilliance in Every Student’s Writing

Bomer consults with a group of teachers in Austin, TX on how to see and teach from the strengths in their students’ writing
My dream is that as teachers, we respond to all students’ writing with astonished, appreciative, awe-struck eyes. But first, we must “fall in love” with our students’ quirky, unconventional, and culture-infused texts. Writing teacher-extraordinaire, Brenda Ueland, wrote back in 1938 that “The only good teachers . . . are those who love you, who think you are interesting or very important, or wonderfully funny; whose attitude is: ‘Tell me more. Tell me all you can. I want to understand more about everything you feel and know and all the changes inside and out of you’” (1987, 8). So what if we were to read student writing wanting to know more? With the belief that our student writers are interesting and “wonderfully funny?” With eyes to see the beauty and brilliance in our students’ writing rather than the lack of topic sentences at the beginning of each paragraph?

Since writing reflects thoughts and feelings, and bares the self more than any other activity that children will undertake in school, it also tends to reflect the differences between children. What if we help create spaces for each and every child behind the writing—kids who have difficulty in school, kids who are quirky and outrageous, kids who don’t fit in the boxes that standards, rubrics, and tests have forced us to draw—to shine?

I believe we can build a writing curriculum from strength, rather than from what is missing or what mistakes immediately leap from our students’ drafts. When I read kids’ writing, I too am almost swallowed up in a sea of punctuation errors, twisted syntax, and underdeveloped ideas. Yet, when I’m able to read past all those surface problems, what I find in young people’s writing is passionate, surprising and artful.

Lucy Calkins (1994) describes the parts of a writing conference, the teacher-student instructional conversation, as Research, Name, Decide, and Teach. I focus on that second move—Name—where we listen and look for something a student is doing that we can build from and reinforce. We name something specific, something that writers honestly do or at least try to do, that we can see or hear in a student’s piece already. I believe this naming portion of the writing conference is not a throw-away moment, not empty praise, or a pat on the head, but in fact the key to teaching students something they may not have consciously realized they are doing so that they can build on it and do it again. I also find that this information goes deeper and stays longer than even my most enlightened minilesson or teaching point in a conference does.

Perhaps this way of reading can renew our faith, as Donald Murray names it, that all of our students “have something to say and a language in which to say it” (1982, 160). “I hear voices from my students they have never heard from themselves.”

Some student writing, especially in middle and high school, gets labeled “below grade level” or scored with a “1” on a four-point scale because its syntax differs from conventional English syntax or it struggles with a shape or logical order that helps readers uncover the meaning. Also, much student writing concerns topics we may dislike or prefer not to read about, like replays of cartoons and video games, blow-by-blow descriptions of soccer games, and graphic stories of desperate home lives that are beyond our imaginations. So when we confer with these writers or remark with our pens in the margins of their papers, we might have to work to find specific, positive things to say. But find them, we must. “In so many ways we are creations of language, the things that people have said to us, the things they tell us we are,” says poet Linda Hogan (2001, 121). I agree that the language we use with our students has the power to create who they become as writers. I know that telling a young person that her writing voice slides around your shoulders and warms you is language that might create her as a writer and a person eager to learn more. Continually naming the same child as “low-performing” on state writing tests is language that might construct her as a failure for the rest of her life.

Using the discourse of writers and artists rather than the more abstract and often damaging evaluations fostered by tests, letter grades, and hyper-attention to surface conventions, we will be able to notice and name the specific technique each student is using. Students with writing difficulties feel better about writing and want to keep doing it when they have a sense of what they do particularly well. Strong writers more readily take risks with their writing by trying new styles, new genres, and new, sophisticated techniques when they have some names for their accomplishments. All of our students will have a place in this community of writers we build in our classrooms—a community born in every student’s strengths.

The ideas in this article are explored in more detail in Katherine Bomer’s latest book *Hidden Gems, Naming and Teaching from the Brilliance in Every Student’s Writing* and new DVD *Starting with What Students Do Best: How to Improve Writing by Responding to Students’ Strengths.*

To continue to engage with Katherine on this topic go to www.Heinemann.com/pd/journal.
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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 15 middle schools. She has provided staff development training to teachers grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including *The Title I Teacher’s Guide to Teaching Reading, K–3* (2008) and most recently *Teaching Writing in a Title I School* (2009).

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

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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) and the recent firsthand product *Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward* (2008).

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

**Related PD:**
See Featured Authors Chart (inside back cover)

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Janet Angelillo

**Grades 1–8**

A middle and upper grades classroom teacher for years, Janet Angelillo is now a literacy consultant who has worked throughout the US and Canada. She was a senior staff developer for the Teachers College Reading and Writing Project and worked beside teachers in New York City schools and the surrounding suburbs. She has taught advanced sections and given keynote addresses at the Teachers College Summer institutes and has presented at many conferences. She has most recently authored *Whole-Class Teaching: Minilessons and More* (2008).

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

### Kylene Beers and Robert E. Probst

**Grades 4–12**

Kylene Beers and Bob Probst have worked together on adolescent literacy issues for the last ten years. Co-editors, with Linda Rief, of Adolescent Literacy: Turning Promise into Practice, they bring to bear on literacy education Kylene’s extensive knowledge of struggling readers, Bob’s work on the teaching of literature, and their many years of experience helping teachers and school systems.

Kylene, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, author of When Kids Can’t Read – What Teachers Can Do, and past President of NCTE. Bob, formerly a high school English teacher, is author of Response and Analysis: Teaching Literature in Secondary School and currently Professor Emeritus of English Education at Georgia State University. Their newest Heinemann publication, a firsthand product, is titled Book by Book (Heinemann, 2011).

**Topics include:**
- The literacy demands of the 21st century
- Struggling readers
- Closing the achievement gap
- Reluctant readers
- Teaching reading
- Teaching literature

### Katherine Bomer

**Grades K–12**

Katherine Bomer’s latest book, Hidden Gems: Naming and Teaching from the Brilliance in Every Student’s Writing, offers a transformative new approach to assessing and responding to student writing. She also authored Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests (2005), and For a Better World: Reading and Writing for Social Action, with Randy Bomer. Katherine has taught primary and intermediate grades, and her classrooms have been featured in video productions that are broadcast across the United States. She worked as a professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, and currently consults across the country and abroad, presenting workshops in school districts as well as demonstrating and coaching inside K-8 and high school classrooms about ways of teaching reading and writing. Schools invite her to coach them in creating visions for their year-long curriculum in reading and writing, and to help them form teacher and administrator study groups to continue their learning. As a frequent and popular keynote speaker, she combines a teacher’s practical advice, a writer’s love of language, and a powerful plea for social justice.

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

### Jim Burke

**Grades 6–12**

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

**Topics include:**
- Adolescent literacy: teaching the essentials
- Teaching with tools: Helping students read, write, and think
- Teaching with questions: Improving engagement, comprehension, and retention
- Can We Talk?: Using discussion to help students read, write, and think

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fax 800.354.2004
Harvey Daniels

Grades K–12

Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Daniels is the author or coauthor of many Heinemann publications, including Comprehension and Collaboration: Inquiry Circles in Action, coauthored with Stephanie Harvey, and his most recent book Texts and Lessons for Content-Area Reading, coauthored with Nancy Steineke (2011).

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

Related PD:
See Featured Authors Chart (inside back cover)

Patricia Edwards

Grades PreK–5

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

Topics include:
- Beyond the basic needs: from food, clothing, shelter to home literacy practices
- Building literacy for the 21st century
- Engaging hard-to-reach families
- On new shores: involving immigrant parents in understanding American schools
- It Takes a Village to Raise a Child: connecting the home, school, and community

Michael P. Ford

Grades K–6

Michael is a professor of reading in the College of Education and Human Services at the University of Wisconsin Oshkosh. He has been involved with literacy education for more than thirty years as a first-grade and Title I teacher as well as a researcher and teacher-educator. His work with the international school associations has taken him to Africa, Europe, and the Middle East. He is the coauthor of numerous Heinemann titles, most recently Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers (2008).

Topics include:
- Best practices in reading and writing programs: What we can learn from exemplary teachers
- From daunting to do-able differentiation: Classroom models to reach all readers
- Opening Small Packages: What is really important in teaching children
- Reaching readers: Expanding the vision of guided reading
- Success for All Readers: Differentiating instruction through flexible grouping

Related PD:
See Featured Authors Chart (inside back cover)
David and Yvonne Freeman
Grades K–12

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

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

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

Barry Gilmore
Grades 6–12

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

**Topics include:**
- Is It Done Yet? Teaching Adolescents the Art of Revision
- Prompt Attention: What our students are writing about—and why
- Write From Wrong: It’s not just about preventing plagiarism, It’s about better student writing
- Choice and Voice: Getting students to read and write for more than a grade
- Speaking Volumes: How to get students discussing books—and much more

Matt Glover
Grades PreK–6

Matt Glover is a full time educational consultant and author. He is the coauthor (with Katie Wood Ray) of *Already Ready: Nurturing Writers in Preschool and Kindergarten* (2008), and the author of *Engaging Young Writers, Preschool-Grade 1* (2009). Matt is a frequent presenter at conferences and in school districts on topics related to nurturing young writers and supporting children’s intellectual growth and development. He has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first grade students. Before becoming a principal, Matt taught first grade.

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

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**Related PD:**
See Featured Authors Chart (inside back cover)
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."

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

Related PD:
See Featured Authors Chart (inside back cover)

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 13 poetry books for children, teens, and adults as well as the Heinemann title Practical Poetry. She is recognized as one of the country's leading performance poets. Sara and Michael can be booked to speak together or separately.

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

Related PD:
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Mary Howard

Grades K–8

Mary Howard is the author of Moving Forward with RTI (2010) as well as RTI from All Sides: What Every Teacher Needs to Know (2009). A "teacher's teacher," she's been an educator for almost four decades. Mary combines extensive experiences as a special education, Title I, and Reading Recovery teacher with continued in-school support as a reading consultant and literacy coach. She understands the realities of today's classroom and supports teachers across the country in creating high-quality literacy experiences for every child.

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

Related PD:
See Featured Authors Chart (inside back cover)
Carol Jago
Grades 6–12
Carol Jago has taught writing for 32 years to middle and high school students, and directs the California Reading and Literature Project at UCLA. She also edits the California Association of Teachers of English (CATE) quarterly journal, California English. Carol served on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework and directs the CA Reading and Literature Project at UCLA. She is the author of multiple Heinemann titles including Papers, Papers, Papers: An English Teacher’s Survival Guide, and most recently the firsthand product Come to Class: Lessons for High School Writers (2008). Carol is currently president of NCTC.

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

Barbara King-Shaver
Grades 4–12
Dr. Barbara King-Shaver worked for more than 30 years as a classroom teacher, a supervisor, and an administrator. She also taught for 25 years as an adjunct faculty member at Rutgers University Graduate School of Education, and served as a trainer for the New Jersey State Department of Education. Barbara has worked with Grant Wiggins on Authentic Assessment and Understanding by Design, serving as a team leader in a New Jersey school district. Her most recent book, Adolescent Literacy and Differentiated Instruction, as well as her earlier publication Differentiated Instruction in the English Classroom, were coauthored with Alyce Hunter. Barbara also authored the Heinemann title When Text Meets Text: Helping High School Readers Make Connections in Literature.

Topics include:
• Differentiated instruction
• Reading and writing across the curriculum
• When Text Meets Text: Helping Adolescent Readers Make Connections in Literature
• Cooperative learning in the English/language arts classroom
• Best practices for teaching in the block
• Socratic seminar

Penny Kittle
Grades K–12
As a professional development coordinator for the Conway, New Hampshire School District, Penny Kittle acts as a districtwide literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School. Penny is the author of four books with Heinemann, most recently Write Beside Them: Risk, Voice, and Clarity in High School Writing (winner of the 2009 James N. Britton Award).

Topics include:
• Writing workshop and writing process K–12
• Genre studies
• Independent reading and reading workshop
• Adolescent Literacy
• Writing Notebooks
• Digital Composition

Related PD:
See Featured Authors Chart (inside back cover)
Lester L. Laminack
Grades K–6

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

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

ReLeah Cossett Lent
Grades 6–12

ReLeah Cossett Lent was a teacher for more than twenty years before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now a consultant, writing and speaking about adolescent literacy issues. Her three most recent books include *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press), *Engaging Adolescent Learners: A Guide for Content-Area Teachers* (Heinemann) and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools* (Heinemann). ReLeah’s first two books, co-authored with Gloria Pipkin and published by Heinemann, *At the Schoolhouse Gate: Lessons in Intellectual Freedom and Silent No More: Stories of Courage in American Schools*, won the American Library Association’s Intellectual Freedom Award and the NCTE/Slate Intellectual Freedom Award. Her latest project with Jimmy Santiago Baca is a new teaching resource for reaching at-risk adolescents, which includes a book and DVD titled *Adolescents on the Edge, Stories and Lessons to Transform Learning*.

**Topics include:**
- Creating professional learning communities focused on literacy
- Engaging adolescents in relevant, authentic and deep learning
- Student study groups; 21st century learning in content areas
- Reading for meaning and writing to learn across the content areas

Tanny McGregor
Grades K–8

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

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

Related PD:
See Featured Authors Chart (inside back cover)
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, most recently *Comprehension and English Language Learners* (2009). Michael works in selective classrooms in the U.S. and abroad planning, teaching and evaluating demonstration lessons focused on different aspects of literacy in K–5 classrooms.

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

**Related PD:**
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Katie Wood Ray  
**Grades K–8**

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

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

**Related PD:**
See Featured Authors Chart (inside back cover)

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Regie Routman  
**Grades K–6**

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

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

**Related PD:**
See Featured Authors Chart (inside back cover)
Frank Serafini
Grades 2–8

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

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

Related PD:
See Featured Authors Chart (inside back cover)

Sharon Taberski
Grades K–5

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

Topics include:
- Balanced Literacy: Strategies to Maximize the Effectiveness of Our Balanced Literacy Program
- Reading Comprehension: It’s ALL About Comprehension—Moving Beyond the Strategies to What Else Is Involved
- The Reading Workshop: A Framework for Providing High Quality, Effective, and Differentiated (Tier 1) Instruction
- The Reading-Writing Connection: Mining the Reciprocity Between the Two

Related PD:
See Featured Authors Chart (inside back cover)

Susan Zimmermann
Grades K–12

An internationally known speaker and workshop leader, Susan Zimmermann is the coauthor of *Mosaic of Thought, 2/e* (2007). She cofounded and served as the Executive Director of the Denver-based Public Education and Business Coalition, an organization that has spearheaded ground-breaking comprehension work. Currently a full-time speaker and writer, Susan gives workshops, keynotes, and summer institutes on ways to deepen the reading and writing experience for adults and children.

Topics include:
- Comprehension strategy instruction from a staff development perspective
- Going deeper with the comprehension strategies
- Help your child learn to love to read
- The heart of literacy: an overview of the comprehension strategies
- What is essential in teaching the comprehension strategies?
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Summer 2011 Institutes

Reading on the River
Book by Book: Helping Struggling Readers Move Ahead
San Antonio, TX • June 19–22, 2011

The 4th Reading on the River Institute invites new and returning participants to join us on the San Antonio Riverwalk to continue the conversation about the academic needs of struggling readers.

Perhaps because the world is changing at such a rapid pace, we find that now, more than ever, students need a strengthened vocabulary, better comprehension of all sorts of texts, sharpened skills of analysis and interpretation, and deepened engagement. The world in which they will learn and work is changing, the social, political, and economic context in which we teach is evolving rapidly, but the intellectual processes students need still focus on using language to make sense of the world.

So this year we'll be guided by these questions:
• What strategies help struggling readers develop the ability to read and write the range of texts they will encounter now and in the future?
• What tech tools do we need to reach the “digital natives” of today’s classrooms?

Each day begins with an optional writing class with our writer-in-residence. Then we all gather for the morning session where we explore approaches to teaching the struggling reader. The first part of the afternoon will be spent in small learning communities for further discussion of these topics. Then, we’ll return to the larger group to learn and practice technology tools that help us all create a tech-savvy classroom (even when we have little technology in the classroom). Finally, in the evenings we’ll enjoy special speakers.

Though the days and evenings are packed, there will still be time for you to enjoy your own reading on the river.

The 4th Annual Boothbay Literacy Retreat
Boothbay Harbor, ME • June 26–29, 2011

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

In particular, this retreat will be guided by these questions:
• If literacy skills have shifted since the 20th century, how did they shift and what is the definition of literacy now in 2011?
• What are the skills and habits of mind students need now to be better readers and writers in this changing world?
• What activities develop those skills and habits of mind?
• What technology tools can I use when I don’t have access to much technology?

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

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

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

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

**Using the Continuum of Literacy Learning to Guide Teaching**

*Grades 1–8*

*Chicago, IL • July 25–26, 2011*

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

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

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

**Participants will:**

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

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

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**Systematic Intervention to Help Struggling Readers:**

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

*Grades K–2*

*Chicago, IL • July 27-29, 2011*

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

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

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

**Related Resource:**

- *The Continuum of Literacy Learning*
Writing Right from the Start: The Primary Writing Workshop

Grades K–2

Asheville, NC  •  July 11-12, 2011

For more than ten years now, Lisa Cleaveland and Katie Ray have been studying the writing workshop together in Lisa’s kindergarten and first grade classrooms. During this two-day institute, participants will have the exciting opportunity to study with Lisa and Katie as they share their current thinking about best practices in the primary writing workshop. Utilizing extensive video from Lisa’s classroom, a rich variety of children’s writing samples, and hands-on work with picture books to develop curriculum, the two days will be filled with practical information and ideas for starting and maintaining a primary writing workshop.

DAY ONE
• The writing workshop: A happy place where children make books
• Writing right from the start: Structures and routines for starting on day one
• Teaching right from the start: Individual conferring and whole class sharing
• Composition development: An assessment lens for working with individual writers

DAY TWO
Reading Like Writers: Developing curriculum from picture books
Whole class teaching: Demonstrations, conversations, and inquiries
Units of study: A predictable framework for planning a unit of study

Literacy Learning and the Development of Thought

Teaching Literacy Well in an Era of Growing Demands

Grades K–8

Newport, RI  •  July 27-28, 2011

In this two-day institute, participants will explore their own reading and writing and will extrapolate their insights to elementary and middle school classrooms.

Ellin, Debbie, and Bruce will each address the whole group on issues related to helping children read fluently, think deeply about books, and write effectively throughout the curriculum. Participants will have an opportunity to work in small groups with each presenter to focus on their own reading and writing and to draw conclusions about effective practices in their own classrooms.

The presenters also will discuss new developments in literacy research and practice that will provide support for teachers who wish to create active classrooms in which children learn to comprehend deeply and write persuasively.

In order to bring theory into practical focus, we will work with a group of students on both afternoons of the institute. Participants will have an opportunity to observe reading and writing instruction in action and to discuss their observations following the presentation.
One-Day Workshops

Gain the most from a single day of focused professional training. Heinemann's one-day workshops are presented by our author experts who deliver the latest and most practical techniques to improve teaching outcomes the very next day.

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

For complete details go to heinemann.com/pd/workshops  800.541.2086 ext. 1151
Engaging Young Writers
Grades PreK–2
Presented by Matt Glover

Many children come to school wanting to write. But some are unsure about getting started or don’t realize they have something to say. Motivating students to put markers to paper is the key that unlocks a lifetime of writing. By presenting multiple entry points for writers, Matt Glover helps you match your teaching to children’s individual interests and patterns of learning. He shows how you can:

- nudge writers into action through meaning, choice, and purpose
- invite preschool children to write through conversation and invite primary students through units of study
- spark imaginative writing through read-aloud and dramatic play
- inspire kids to write stories from personal experiences
- give students the chance to share their passions and interests through nonfiction writing.

In Pictures and In Words: Teaching the Qualities of Writing Through Illustration Study
Grades PreK–4
Presented by Katie Wood Ray

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

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

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

Grades K–3

Presented by Irene C. Fountas and Gay Su Pinnell

Using their newest book, *When Readers Struggle*, Fountas and Pinnell will help you learn how to use this powerful guide to teach your lowest achieving students. They will address the range of difficulties that interfere with effective literacy learning, particularly in the primary grades. Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower achieving readers from initiating and problem-solving successfully as they read. You will also learn how to think about three levels of effective teaching: demonstrating, prompting, and reinforcing effective reading behaviors. Key areas to be covered will include word analysis skills, comprehension, and fluency.

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

Related PD:
See Featured Authors Chart (inside back cover)

RTI From All Sides: What Every Teacher Needs to Know

Grades K–8

Presented by Mary Howard

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

In this one-day workshop, you will learn how to:
- design and utilize a "tiered" intervention model for long-term success
- identify and implement effective instructional interventions and strategies
- integrate literacy instruction across the curriculum within and across tiers
- ensure coordination of tiers for maximum achievement gain.

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

Related PD:
See Featured Authors Chart (inside back cover)

It’s ALL About Comprehension
Teaching It Wisely and Well

Grades K–3

Presented by Sharon Taberski

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

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

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

Related PD:
See Featured Authors Chart (inside back cover)
Units of Study Across the Year in Upper Grade Reading

Grades 3–5

Presented by Lucy Calkins

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

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

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

Conferring with Student Writers

Grades 2–8

Presented by Carl Anderson

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

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

Content-Area Reading: Comprehension, Collaboration, and Inquiry

Grades K–12

Presented by Harvey “Smokey” Daniels

Drawing on his three recent books, Subjects Matter: Every Teacher’s Guide to Content-Area Reading; Content Area-Writing; and Comprehension and Collaboration: Inquiry Circles in Action, Harvey “Smokey” Daniels will show how kids can think better around challenging nonfiction and fiction texts, and how they can use writing as a tool for learning in all classrooms.
In this hands-on 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.

This new one-day workshop emerges from the three sources that form the foundation of Laura’s most recent Heinemann title, Teaching Middle School Writers. Using the results of a national survey that she developed, 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. The twenty-first century curriculum Laura will discuss supports all students, from those who struggle to proficient writers. Using students’ writing, literacy vignettes, video clips, and interactions among participants, Laura’s workshop will engage everyone in ways to find topics, enlarge brainstorming, use mentor texts for lessons on leads and writing craft, and use conferences to move writers forward.

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

Grades K–8

Presented by Ellin Oliver Keene

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

Spring 2011 Workshops

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<td>Robert Probst</td>
<td>p 62</td>
<td>pp 22, 36</td>
<td>p 22</td>
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<tr>
<td>Katie Wood Ray</td>
<td>p 59</td>
<td>pp 31-33</td>
<td>p 52</td>
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<tr>
<td>Laura Robb</td>
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<tr>
<td>Regie Routman</td>
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<td>Michael Salinger</td>
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<td>Frank Serafini</td>
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<td>Nancy Steineke</td>
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<td>Sharon Taberski</td>
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<td>Marlene Thier</td>
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<td>Jo Anne Vasquez</td>
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<td>Lucy West</td>
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<td>Steve Zemelman</td>
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<tr>
<td>Susan Zimmermann</td>
<td>p 27</td>
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</table>
(This form may be reproduced for multiple registrants)

How to Register

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

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

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

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

**By Mail:**
Send your completed registration form to:
Heinemann Workshops
361 Hanover Street
Portsmouth, NH 03801-3912
For information regarding fees or tuition, schedule, cancellation policies, registration confirmation, and locations, please visit heinemann.com/pd.

---

**Form**

<table>
<thead>
<tr>
<th>Workshop/Institute Title</th>
<th>Workshop/Institute Date</th>
<th>Workshop/Institute Tuition Fee</th>
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<th>First Name</th>
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<table>
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<tr>
<th>Email Address</th>
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<th>School Mailing Address</th>
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<th>School Phone</th>
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<th>Home Mailing Address</th>
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<th>City</th>
<th>State</th>
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<tr>
<th>Home Phone</th>
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**Method of Payment**

- Check enclosed (payable to Heinemann Workshops)
- A purchase order is attached
- MasterCard
- Visa
- American Express

<table>
<thead>
<tr>
<th>Account #</th>
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<table>
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<tr>
<th>Print name that appears on credit card</th>
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<table>
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<tr>
<th>Signature</th>
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**Credit**

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

**State Credit**
Professional Development Provider for the following states. Participants from all other states receive the standard CEU credit.
- Illinois (1 CPDU = 1 class participation hour): Provider #102310
- Michigan: Participants will need to fill out an SB-CEU application at the one-day workshop to obtain Michigan SB-CEU credits. For Institutes, please contact Maureen Foster (Maureen.foster@heinemann.com) at least six weeks prior to the institute.
- Texas: Heinemann is an approved Continuing Professional Education (CPE) Provider: #501280.

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

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

- Cancellation Fees:
  - For One-Day Workshops = $10.00
  - For Multiday Institutes = $50.00

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

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

Please note that to qualify for discounted rates your group must register at the same time.

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Professional Development Services for K-12 Educators