The Common Core
Insights from
Lucy Calkins
Gretchen Owocki

Paying Attention
An Introduction to Slow Reading
by Tom Newkirk

Get Inspired.
School-Based, Off-Site, and Web-Based PD

Edited by Ellin Oliver Keene
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Spring 2012 Catalog-Journal

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Dear Colleagues:

I returned recently from the annual NCTE conference in Chicago and have been reflecting on the experience. I marvel at how much I have to learn and how much I revel in a learning experience like a great conference or a wonderful professional book. Each year, I resolve to set aside more time to devote to reading and attending professional learning opportunities and each year I decide it could never be enough. Our field is endlessly fascinating and we have access to a vast array of resources to use to improve our practice. As much as I love digging into those resources, I must admit to feeling a bit overwhelmed which brings me to this spring’s edition of the Heinemann Professional Development Catalog-Journal.

The three wonderful authors in this edition, Tom Newkirk, Lucy Calkins, and Gretchen Owocki share the gift of being able to bring clarity and lucidity to complex issues. Given the complexity of our lives as educators, given that we are called to work every day to ensure we bring our best thinking and full energy to our students and colleagues, I appreciate this gift more than I can say. These authors tackle two very complex issues—reading slowly with attention and deep understanding (Newkirk) and how to approach the Common Core State Standards while maintaining the best instruction (Calkins and Owocki). They do so using clear, reasonable logic revealed through elegant writing. There is no writing more challenging than illuminating a complicated topic in very few words. That’s just what these four authors do.

In Paying Attention, a special excerpt from his new book, The Art of Slow Reading, Tom Newkirk admits, celebrates even, that he is a slow reader. In this era of measuring words per minute and discussing only that which they listed directly from the text, I wonder if we are showing children how to, as he suggests, “enter a book carefully”, how to read slowly enough to “maintain an intimate relationship with a writer”. In her feature Explore the Common Core informed by her forthcoming book Pathways to the Common Core (coauthored with Mary Ehrenworth and Chris Lehman), Lucy Calkins reminds us that the important work toward the Common Core has yet to be undertaken; it’s the work of raising expectations for all children. Gretchen Owocki acknowledges that teachers have tough choices ahead with respect to the Common Core in Considering the Crossroads. She suggests that whatever path we choose, we engage in “fresh, critical conversations about teaching and learning”.

As I consider my professional learning options for the coming year and, inevitably, when I become overwhelmed by what’s available to me, I realize I want exactly what Gretchen suggests—fresh, critical conversations about teaching and learning. We hope this issue of the Heinemann Catalog-Journal leads you into those conversations.

Ellin Oliver Keene
Dear Colleagues:

On an evening I still recall as one of the most memorable and deeply pleasurable literary experiences of my life, I sat in a candlelit room at the end of a full day of teacher professional development and listened to poet Naomi Shihab Nye read. She began by sharing an Indian saying with which she is fond of framing such evenings. “Life is short,” the saying goes. “We must move very slowly.” For the next two hours Shihab Nye unfurled a tapestry of poetry and prose that transported us like a magic carpet to a timeless place of beauty and wonder.

I have carried this saying Shihab Nye shared like a souvenir from the journey we took that evening, a token I turn over in my own mind and offer to others whenever it seems an antidote is needed to the life of speed and distraction so many of us find ourselves living.

It’s a need Tom Newkirk writes about in the opening chapter of his compelling new book, excerpted in this journal, about the art and practice of reading slowly. “Although I have titled the book The Art of Slow Reading,” Newkirk writes, “the ultimate stakes are more important than any literary issues—it concerns the difficulty we all experience in this age of distraction, of being present in our own lives.” Newkirk has a way of plainly naming truths that illuminate the human condition and at the same time show a way of living through it that preserves our dignity and humanity.

There are so many things to distract us. The CCSS, a theme of this issue, might be considered just one more. Or it might, as Lucy Calkins and Gretchen Owocki propose, be the impetus to truly examine our practice in light of our aspirations for our students and become the kind of practitioners our students deeply need.

The students in our charge long to be known. They long for us to be present for them, to respond to them where they are and carry a vision of where they might go with the right encouragement or challenge. This must be our most important mission. This paying attention is where the teaching and learning happens, after all. The articles in the journal—indeed, every Heinemann service and resource—give you pause amid the day’s distractions and inspire you to move mindfully toward practice that is student centered and anchored in continual reflection. Our time is short. We must move with careful deliberation.

Vicki Boyd
Considering the Crossroads

By Gretchen Owocki
verywhere we turn, conversations about the Common Core State Standards (CCSS) abound. National conferences are providing sessions, state departments are holding meetings, books and journal articles are being published, blogs are buzzing, websites are popping up, and teachers are talking. For the first time ever, schools across the United States are expected to use a common set of literacy standards to guide their assessment and instruction—and educators and school leaders are grappling with the implications.

Many are examining their existing practices in light of the new standards and considering whether curricular and instructional overhauls are in order. They are analyzing how the new standards align with the existing standards, and sorting out which of the new elements might need their attention first. Others are wondering what the new standardized assessments will look like, and how those should or should not impact their planning. Some educators are concerned that new standards—regardless of how we use them—may not have much positive impact on student learning; after all, good teaching is good teaching regardless of the standards we have. And some fear that because standards are linked with standardized testing, teachers will feel compelled to place an emphasis on a narrow set of measurable competencies at the expense of broadly meaningful teaching. Clearly, the issues are complex.

Within such complexity, we could approach the adoption of the standards in a number of ways. One option would be to sit tight until we have more information regarding what the new standardized assessments will look like, or until we know what our state offices will be recommending regarding curriculum development. But many local teams are already making decisions based on the core. And watching from the sidelines would imply that we have nothing to contribute.

Another option would be to make a quick scramble to teach what we think the standards developers must have intended. Schools could provide professional developmental opportunities and teachers could look for ideas to develop instruction in areas they deem not strong enough. But such efforts don’t necessarily involve a system for nurturing a balanced or manageable approach based on solid evidence, planning, and discussion.

A third possibility would be to search for curricular programs that advertise “comprehensive” and “research-based” ways to meet the CCSS. However, research has confirmed that the teacher—not the program—is the most important variable in student achievement (Brown 2010–2011).

At the crossroads created by the CCSS, there are many paths that schools could take. I suggest that chosen paths be paved with fresh and critical conversations about teaching and learning. As we shape the new system and work within it, we must not lose sight of meaningful teaching and learning. Within the new system, we can still provide opportunities for students to participate in multiple forms of reading in multiple text environments. We can still offer them choice, and opportunities to experience the pleasure of reading text they see as good. We need not let standards or standardized testing take control of what we do well in classrooms or compel us to change our teaching so that students spend their days practicing for tests, studying isolated skills, or sitting hunched over piles of work.

As we consider the new standards, the time is ripe for improvement. The time is ripe to consider ways to shift and alter our practices, and to weed out practices that are not conducive to meaningful learning. More than ever, we must find ways to connect students with texts that they can read, and that motivate them to want to read more. We must hone in on carefully selected formative assessments that allow us to understand what each child needs in order to grow as a reader. We must do away with time-consuming daily assessments that offer little insight for instruction. And we must take the responsibility of differentiating our instruction to ensure that each student receives well-tailored, responsive support. Standards CAN do some positive things, but it will be up to educators to set the course.

References
Custom Professional Development

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- **Developing a common language** for and understanding of the writing process
- **Launching, renewing, or refining** your writing workshop
- **Understanding the continuum of literacy learning** and how reading and writing develop over time
- **Implementing** small-group instruction
- **Using formative assessment** to guide instructional decision making
- **Implementing lab or demonstration classrooms** as a tool for ongoing professional growth and development
- **Building a repertoire** of strategies for differentiating instruction
- **Reading and writing** in the content areas
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# Spring 2012 Webinars

For complete webinar details and schedule, visit [www.heinemann.com/pd/webbased](http://www.heinemann.com/pd/webbased)

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

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

- administer, code, and score a Benchmark reading assessment
- determine independent, instructional, and placement levels for readers using the F&P Text Level Gradient™
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Role of the Administrator in the Implementation of Benchmark Assessment

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

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

Course goals:

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

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

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

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

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

- **Blue, Levels C–N (Grade 2)**
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Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the Promoting 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.

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Role of the Administrator in the Implementation of Leveled Literacy Intervention

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

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

**Course goals:**

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

Save 20% on LLI Professional Development if you purchase the LLI product at the same time. Call 800.541.2086, ext. 1402.
Introduction to *The Continuum of Literacy Learning*
Grades PreK–8

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

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

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

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**Related Resource:**

![Image](image-url)

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When Readers Struggle
Teaching That Works
Grades K–3

Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and to learn how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell’s newest book (also included in the LLI System), *When Readers Struggle*, this seminar will address the range of difficulties that interfere with literacy learning in the primary grades. Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower-achieving readers from initiating and problem solving successfully as they read. By understanding reading behaviors and how to respond with language that supports the reader’s development, teachers will learn to plan multiple layers of intervention to ensure reading success. Seminar participants will learn how to use *When Readers Struggle* as a comprehensive and practical resource to support effective teaching of low-achieving readers.

**Course goals:**
- To understand the reading and writing processes and how they change over time
- To learn the variety of factors that contribute to reading difficulties
- To develop effective practices for supporting low-achieving readers in the classroom and in small-group supplementary teaching
- To understand the role of leveled texts in supporting readers’ progress
- To learn the LLI lesson framework for small-group supplementary intervention
- To develop strategies for teaching for, prompting for, and reinforcing effective reading and writing behaviors including word analysis and comprehension

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**Related Resource:**

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

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

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

Course goals, Guiding Readers and Writers:
• Gain an overview of the three-block literacy framework for grades 3–6 as described in Guiding Readers and Writers with a focus on reading workshop and its components: reading mini-lessons, independent reading, guided reading, and literature study
• Explore the sustaining and expanding systems of strategic actions that allow readers to think within, beyond, and about text
• Begin to understand the supports and demands of leveled text and how to match books to readers
• Discuss different management and assessment tools for creating dynamic guided reading groups and planning for targeted instruction

Literacy Beginnings
Grades PreK–K

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

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

Related Resource:

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

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:
The Common Core is written, but the plan for implementing the Common Core is not. Lucy Calkins and her colleagues at the Reading and Writing Project have helped thousands of educators design their own pathways to the Common Core. Now, with *Pathways to the Common Core*, they are ready to help you find your way.
The Common Core State Standards (CCSS) are a big deal. Adopted by forty-five states so far, the standards represent the most sweeping reform of the K–12 curriculum that has ever occurred in this country. It is safe to say that across the entire history of American education, no single document will have played a more influential role over what is taught in our schools. The standards are already shaping what is published, mandated, and tested in schools—and also what is marginalized and neglected. Any educator who wants to play a role in shaping what happens in schools, therefore, needs a deep understanding of these standards. That understanding is necessary for any educator wanting to be a co-constructor of the future of instruction and curriculum, and indeed, of public education across America.

In the end, the most important aspect of the Common Core State Standards is the part that has yet to be figured out. The Common Core has been written, but the plan for implementing the Common Core has not. As challenging as it must have been to write this document and to finesse its adoption, that work is nothing compared to the work of teaching in ways that bring all students to these ambitious expectations.

The first thing we want to stress to anyone who is interested in standards-based reform is that the Common Core is, above all, a call for accelerating students’ literacy development. The most important message centers around lining the level of student achievement, not around course coverage and compliance. The most important reforms that a school system can make will be those that involve creating systems that support continuous improvement of instruction and increased personal and shared accountability for raising levels of student achievement. It won’t be possible to tackle this work across the board, all at one time, so you will need to decide the best place to start.

First, look at your current literacy initiatives and set goals for how to improve them.
After decades of work studying school reform, Michael Fullan has written, “The main problem in public education is not resistance to change, but the presence of too many innovations mandated or adopted uncritically and superficially on an ad hoc, fragmented basis” (Change Forces: Probing the Depths of Educational Reform 1993). And after studying two thousand schools in order to understand the extent to which innovations actually affect student achievement, Doug Reeves, the founder of The Leadership and Learning Center, concludes that low and medium levels of implementation do not affect student achievement, while high levels do. Most schools that he examined are swamped with innovations. Only 0.57 percent—one half of one percent—had a high degree of focus, with six or fewer instructional initiatives. Most schools, instead, are drowning in major initiatives, each implemented at a low level of fidelity, and therefore leading to no effect on student achievement (Finding Your Leadership Focus: What Matters Most for Student Results 2010).

Research suggests, then, that it will not be a good thing if the presence of the Common Core escalates schools’ tendencies to add more to the curriculum, to increase the numbers of poorly implemented initiatives. Our first suggestion, then, is that schools refrain from the kneejerk tendency to respond to the Common Core by adding yet more and more and more initiatives, each implemented to low or medium degrees of fidelity, and that instead, each school begin by noticing an area in which an existing implementation in the school aligns to the emphasis of the Common Core. Then, within that one area, the school can identify goals and set to work. If you and a group of colleagues do a school-wide walkthrough to look at current initiatives that align with the Common Core Standards, chances are good that you’ll see opportunities for growth. For example, you’ll see instances when the promising initiative has not been implemented with fidelity. You’ll see instances when people are implementing the initiative in a rote, mechanical fashion, without any real personal commitment to these methods. You’ll see instances when teachers continue to teach and teach and teach, without noticing that the student work is not improving as it should, without stopping to let students’ work function as feedback for instruction. You’ll see instances when expectations are far too low. Addressing these underdeveloped initiatives is one of the most important things you can do to implement the Common Core, and to raise levels of student achievement.
The most important reforms that a school system can make will be those that involve creating systems that support continuous improvement of instruction and increased personal and shared accountability for raising levels of student achievement.

Next, look at gaps in your curriculum and develop one or two long-term plans for reform.

Having said that we do not think the best thing for a school to do is to rush around adding this or that to the school day in order to be “Common Core compliant,” we do think that a school needs to reflect on the gaps that exist between what the school is already doing and what the Common Core requires, looking especially at the biggest and most fundamental mandates of the Common Core. Then the school needs to begin to plan and engage in at least one and perhaps more than one new area of long-term, systemic, and deep school improvement work. We now offer two possibilities for large-scale reforms, followed by suggestions for supporting higher levels of reading and writing work.

Possibilities for large-scale reforms

Implement aspiraled, cross-curricular K–12 writing workshop curriculum.

Certainly for many school districts, one possibility we recommend is a district-wide effort to improve writing instruction. There are many advantages to making writing instruction a priority. First, it’s inexpensive. A school needn’t purchase costly supplies for every student. The only expense is that of providing teachers with the professional development and the teaching resources they need to become knowledgeable in this area—both of which are important as this is an area where few teachers have received any instruction.

Another advantage of instituting a district-wide writing initiative is that the way forward in the teaching of writing is very clear. The CCSS are exactly aligned to the work that experts in the teaching of writing have been doing for years, namely a process approach to the teaching of writing. We suggest, then, that a district implement a K–12 spiral curriculum, allowing students to spend considerable time working within informational, opinion, and narrative writing units of study, producing work that matches the work of the Common Core.

Move students up levels of text complexity by providing them with lots of just-right, high-interest texts and the time to read them.

Then, too, for many districts another possibility we recommend is an emphasis on moving students up the levels of text difficulty in reading. The Common Core Reading standards place special emphasis on this. Research and experience, both, have shown that when students struggle to compare and contrast or to synthesize or to be critical consumers of complex texts, the challenge is often not that they do not have skills enough to compare and contrast, for example, but that they can’t handle the texts in the first place. We recommend, then, that teachers across a K–5 school—and across some middle schools as well—be asked to conduct running records of students’ work with texts at a gradient of text levels, ascertaining the level of text complexity that the student can handle, and that students’ progress up the ladder of text complexity be tracked. Of course, in order for students to make the necessary progress, they need at least forty-five minutes in school and more time at home reading books that they can read with 96 percent accuracy, fluency, and comprehension.

Assuming that one or both of these initiatives are already in place and that you have already invested considerable energy in lifting the level of teaching and learning within these areas, then a school will probably want to consider how to support higher levels of reading and writing. Here are three suggestions to support this work.

Possibilities for supporting higher levels of reading and writing

Prioritize argument and informational writing.

You may decide that your school has a strong approach to writing but that you need to prioritize argument or informational writing. To start with this work, you need to recognize that writers generally refer to these kinds of writing differently. Instead of saying he or she is writing “an argument,” a writer is apt to say he or she is writing a review, persuasive letter, op ed column, editorial, or essay. Instead of saying he or she is writing an “informational text,” a writer is apt to label the work with terms such as an “all-about book,” an article (or feature article), or literary nonfiction.

Focus on higher-order comprehension instruction.

You may think that if you have students moving up levels of text difficulty, you already have in place the higher-order comprehension
instruction that is one of the hallmarks of the Common Core. You may. But it’s also possible that your readers are mostly reading for plot, grasping the gist of what they read, moving rapidly across books, but not really working on their reading. And it may be that the work that second-grade readers are doing is not all that different from the work that sixth graders are doing. You and your colleagues might do a shared walkthrough, noticing, for example, the way second graders and sixth graders grow theories about characters. If seven-year-olds are writing on sticky notes, “Poppleton is a good friend because . . .” and sixth graders are writing, “Abe Lincoln is humble because . . .” then you and your colleagues may decide that it would be helpful to detail the intellectual work that students are doing at different grade levels in order to make sure that the same strategies are not being recycled year after year. This shouldn’t be the case in a school that takes Common Core expectations for comprehension seriously.

Increase cross-curricular, analytical nonfiction reading.

For many schools, the Common Core Standards are a wakeup call, reminding people that students need to read more nonfiction texts across the curriculum as well as to receive focused ELA instruction in nonfiction reading. It is a mistake, however, to interpret the CCSS as simply a call for more nonfiction reading. The standards also call for students to move away from simply reading for information, toward reading with a much more analytical stance. The Common Core Standards suggest that at very young ages, readers be taught to compare authors’ perspectives and points of view, and to notice that the way an author writes is shaped by the ideas the author aims to emphasize. This work is best done when readers read from a variety of sources. Therefore, if the sum total of discipline-based reading that occurs within your school is reading from a single textbook, you will want to consider bringing more trade books, primary source materials, and digital texts into at least some of your content area units.

We offer these guidelines based on principles that have emerged from our work helping hundreds of principals and teacher-leaders design pathways to the Common Core. We find these principles to be broadly applicable across many different settings. Having said this, it is important that recommendations for implementing the Standards follow after a deep and close study of the standards and of the needs of your particular school or district. You will need to consider the initiatives that are already underway in your school; the resources and assets you will (and will not) be able to draw upon; the most pressing pressures that your students, teachers, and parents want addressed; the nature of your student body and of your existing curriculum; and of course, the knowledge base and the beliefs of the professionals who will be involved. That is, you and the others who know your school well will, in the end, need to be the ones to determine your particular pathway to implementing the Common Core.

—Excerpted from the author’s forthcoming Heinemann book with Mary Ehrenworth and Christopher Lehman, Pathways to the Common Core: Accelerating Achievement

To continue to engage on this topic go to www.heinemann.com/pdjournal.

We offer these guidelines based on principles that have emerged from our work helping hundreds of principals and teacher-leaders design pathways to the Common Core.

Coauthors of Pathways to the Common Core: Accelerating Achievement

Lucy Calkins is the founding director of the Teachers College Reading and Writing Project (TCRWP) and the Richard Robinson Professor of Children’s Literature at Teachers College, Columbia University. As the leader of the world-renowned TCRWP organization, Lucy works closely with superintendents, district leaders, school principals, and teachers to re-imagine what is possible when school leadership is closely aligned with professional development. Lucy presents Heinemann Professional Development workshops throughout the year. Lucy has authored a long list of best-selling PD titles including Heinemann’s popular firsthand classroom materials Units of Study for Primary Writing and Units of Study for Teaching Writing, Grades 3–5. Her newest title Pathways to the Common Core: Accelerating Achievement, coauthored with Mary Ehrenworth and Chris Lehman, will be released in 2012. Lucy presents Heinemann Professional Development workshops throughout the year.

Mary Ehrenworth serves as Deputy Director of TCRWP. In addition to coauthoring with Lucy and Chris Lehman the forthcoming professional book Pathways to the Common Core, Mary has authored Looking to Write and most recently A Quick Guide to Teaching Reading Through Fantasy Novels, 5-8, part of the Workshop Help Desk series edited by Lucy. Mary presents Heinemann Professional Development workshops throughout the year.

Christopher Lehman is a former middle school and high school teacher and literacy coach in New York City. He is currently a staff developer and has been deeply involved in developing new teaching practices in Jordan, in partnership with the TCRWP, the Consortium for Policy Research in Education, and the Queen Rania Teacher Academy. In addition to coauthoring Pathways to the Common Core, Chris recently published A Quick Guide to Reviving Disengaged Writers, a new addition to the Workshop Help Desk series edited by Lucy.
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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

Related Resource:

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

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

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

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

Related Resource:
Smart Conversations That Move Young Writers Forward

Grades 3–6

Developed by Carl Anderson

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

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

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

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

Related Resource:

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

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

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

- **Brian Campbell & Lori Fulton**
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Writing Workshop

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

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

Writing Workshop with Our Youngest Authors

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

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

In Pictures and In Words

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

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

A Framework for Planning Units of Study in the Writing Workshop

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

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

Essentials of the Writing Workshop

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

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

Write Beside Them         2009 James N. Britton Award Winner

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

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

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

Reading

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

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

Implementing the Reading Workshop
Grades K–5

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

Do-Able Differentiation
Varying Groups, Texts, and Support to Reach Readers
Grades K–8 / Developed by Michael F. Opitz and Michael P. Ford

Readers often present widely different strengths and needs. What teachers bring to these readers in terms of supports, texts, and grouping makes all the difference. Do-Able Differentiation surveys what is known about differentiating instruction and then provides Opitz and Ford’s down-to-earth advice on how to apply that knowledge in simple, practical ways.

Flexible Strategies for Small Group Reading Instruction
Grades K–6 / Developed by Michael F. Opitz and Michael P. Ford

In the seminar teachers will explore and expand their ideas about flexible grouping strategies. Considering roles and goals, assessment and grouping, and various ways to match texts to readers, participants will be able to meet the needs of all students, successfully manage small-group instruction, and incorporate these practices across the curriculum.

Reading Workshop in the Intermediate and Middle Grades
Month by Month
Grades 3–8 / Developed by Frank Serafini

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

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

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

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

Mini-Lessons for Literature Circles

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

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

Explore classroom management strategies for teaching comprehension. Understand the cueing systems that allow skilled readers to make sense of what they read. Learn how to assess a student’s current comprehension level and troubleshoot poor connections. Practice lessons that foster student engagement and high-level thinking and retention.

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

Comprehension Connections: Bridges to Strategic Reading

Grades K–8 / Developed by Tanny McGregor

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

Comprehension & Collaboration

Inquiry Circles in Action

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

This seminar will give teachers the tools they need to guide students in powerful and effective inquiry projects. In carefully structured “inquiry circles,” kids read with care, think deeply, and collaborate to build knowledge about the curriculum—and their own questions. This program shows how to explicitly teach strategy lessons in comprehension, collaboration, and inquiry so that kids are well equipped to seek, understand, remember, and actively use a wide range of knowledge throughout the content areas.
The Power of Comprehension Strategy Instruction
Grades K–12 / Developed by Ellin Oliver Keene and Susan Zimmermann

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

To Understand
Grades K–12 / Developed by Ellin Oliver Keene

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

Comprehension Strategy Instruction for K–3 Students
Grades K–3 / Developed by Gretchen Owocki

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

Making Sense of Informational Texts
Grades K–6 / Developed by Linda Hoyt

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

Time-Tested Strategies for Teaching Reading Comprehension
Grades K–6 / Developed by Linda Hoyt

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

Writing

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

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

High Definition
Unforgettable Vocabulary-Building Strategies Across Genres and Subjects

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

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

Content-Area Writing

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

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

Nurturing Writers in Preschool and Kindergarten

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

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

Engaging Young Writers

Grades PreK–1 / Developed by Matt Glover

Children in preschool, kindergarten, and first grade are motivated to write in various ways. Some children are natural storytellers, ready to share their narrative in books. Others are more interested in telling people everything they know about a particular topic. Regardless of the type of writer, teachers can increase children’s energy for writing when they consider how they invite children to enter into writing.
Assessing Writers

*Planning for Writing Instruction*

**Grades 3–8 / Developed by Carl Anderson**

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

Inside the Teaching of Writing

**Grades 2–6 / Developed by Donald H. Graves and Penny Kittle**

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

Teaching Revision Techniques

**Grades 2–8 / Developed by Georgia Heard**

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

Writing to Persuade

**Grades 3–8 / Developed by Karen Caine**

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

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

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

Academic Language for English Language Learners and Struggling Readers

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

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

English Language Learners Day by Day, K–6

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

Grades K–6 / Developed by Christina Celic

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

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I enter a book carefully, trying to get a feel for this writer/narrator/teller that I will spend time with. I hear the language, feel the movement of sentences, pay attention to punctuation, sense pauses, feel the writer’s energy (or lack of it), construct the voice and temperament of the writer. To be sure, I visualize, but equally important I auditorize. My spell-checker underlines auditorize, so I need to create a rule recognizing it. The fact I can’t find a recognizable word for this activity indicates there is important work to do here.

If I am going to spend time with an author, I want to hear his or her voice—I want some human connection. Because even as I read “silently,” I am still in a world of sound. My connection to writers, my pleasure in reading, even my capacity for comprehension depends on this sound, on the voiced quality of print.

I don’t hear this voice all the time—when I skim the Internet for facts, or fast-forward through the too-frequent, too-lengthy letters from university administrators. But for reading that truly matters to me, that asks me to be continuously present, I depend on this acoustic connection.

I am thrown off my reading game, when I am forced to go too fast. I can feel this connection slipping away. I lose this vital sense of language and rhythm. I am forced to skip, scan, and sample when I feel myself on the clock. As I feel myself pushed beyond a physiological processing limit, one of my favorite and most pleasurable activities becomes suddenly unpleasant. And surely there is no such auditory connection in much of the reading we all do on the Internet where, by some accounts, we “read” about 18 percent of the words on the screen.

To read slowly is to maintain an intimate relationship with a writer. If we are to respond to a writer, we must be responsible. We commit ourselves to follow a train of thought, to mentally construct characters, to follow the unfolding of an idea, to hear a text, to attend to language, to question, to visualize scenes. It means paying attention to the deci-
ions a writer makes. Though often characterized as “literary reading,” it is relevant to all texts we take seriously. There is usually an ebb and flow to slow reading, periods when we are immersed in the narrative flow, and times when we pause to reflect or reread or just savor the moment. Outside directives that seek to regulate this rhythm (making us stop too often, telling us when to stop, or not giving us the opportunity to stop—even making us go too slowly) are profoundly disrupting.

Although I am convinced that slow reading is essential for real comprehension, it is also clearly crucial to the deep pleasure we take in reading and for the power of reading to change us. As John Miedema eloquently puts it: “By opening your inner self to a book in this way, you invite ideas and feelings that enrich and expand your interiority. Reading is the making of a deeper self.”

My own reading story is a very privileged one. My father, a biology professor, was a voracious and eclectic reader, from Montaigne to Mickey Spillane. I would come home from school and I could sometimes hear his voice drifting down from the second floor as he paced and read. He loved Mark Twain and read The Adventures of Tom Sawyer to my brother and me several times as a bedtime book. I remember vividly how scary the graveyard scene was. He later bribed us to read both that book and Huckleberry Finn—paying us a penny a page. For both of us, there was a ceremonial reading of the last page, and Dad would just shake his head in appreciation of the ending where Huck decides to “light out for new territory” and not go back to the Widow Douglas. “I been there before,” my dad would say, quoting Huck, “Isn’t that just great? ‘I been there before.’”

And from an early age I had contact with writers. My dad loved mosquitoes more than anyone I would ever meet; we grew up with their names as part of our vocabulary (Culex, Anopheles, Aedes aegypti), and he would write scientific papers on insects like the dance fly that preyed on mosquitoes. He would send them off to Annals of the Entomological Society of America; then, as now, there would be the long wait, and after months he received the decision with the reviewers’ comments, which he always resented. I’m convinced I first learned the expression “son of a bitch” in reference to outside reviewers. There would be the two-hour trip to the Ohio State library to incorporate additional citations, the return of the manuscript, and the eventual publication.

His best friend, Dick Snyder, was a poet and short story writer, who brought a steady stream of acclaimed writers to the college campus. We would hear his stories about the literary critic John Crowe Ransom whom he studied with, and of writers like Randall Jarrell, Mary Lavin, Gwendolyn Brooks, or Stephen Spender, all of whom passed through our little town. I once asked Dick’s widow, Mary, what she remembered of Ransom, and she said, “Hell of a poker player.” In the early ’60s, after Catch-22 became a huge best seller, he had Joseph Heller over to his house. They both flew in bombers during World War II and exchanged war stories. Dick himself talked about his own efforts to place poems, and later let me read drafts of the stories he was working on.

I was privileged to see reading being made by writers, and I could also see the deep affection my father and his friends had for particular writers. Even as a ten-year-old there was no doubt in my mind that James Joyce was more important than Dwight Eisenhower. From an early age, and to this day, reading for me was about an intense relationship with a writer, whose presence I felt. It was reciprocal: the writer was working hard for me (I’d seen it firsthand) and I would work hard as well. I would persist, and together we, the author (or narrator) and I, would enact the story. It was a partnership. Even then, I knew that much of the way I was taught and tested was bogus—texts didn’t have main ideas, I determined them through my own pattern of attention. Texts didn’t have correct interpretations that could be passed on to me. Interpretation was something we did together. Hidden meanings? I didn’t believe authors hid things from me, though there was much I discovered in multiple readings.

I was loyal to the books and authors I read, and learned to give them my full attention; in fact, reading taught me to be attentive.

The ideas in this article are explored in more detail in Tom Newkirk’s newest Heinemann book The Art of Slow Reading: Six Time-Honored Practices for Engagement.
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800.541.2086 ext. 1402
Nancy Akhavan
Grades K–12

Nancy Akhavan’s experience includes time as a principal, elementary school bilingual teacher, bilingual resource teacher, and professional developer. Currently, Nancy is the Assistant Superintendent for Middle Schools in the Fresno Unified School District where she leads fifteen middle schools. She has provided staff development training to teachers grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including The Title I Teacher’s Guide to Teaching Reading, K–3 (2008) and most recently Teaching Writing in a Title I School (2009).

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

Carl Anderson
Grades K–8

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

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

Related PD:
See Featured Authors Chart (page 56)

Janet Angelillo
Grades 1–8

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

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

Grades 4–12

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

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

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

Related PD:
See Featured Authors Chart (page 56)

Katherine Bomer

Grades K–12

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

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

Jim Burke

Grades 6–12

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

Topics include:
- Adolescent literacy: teaching the essentials
- Teaching with tools: helping students read, write, and think
- Teaching with questions: improving engagement, comprehension, and retention
- Can we talk? Using discussion to help students read, write, and think
Harvey Daniels
Grades K–12
Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Daniels is the author or coauthor of many Heinemann publications, including Comprehension and Collaboration: Inquiry Circles in Action, coauthored with Stephanie Harvey, and his most recent book Texts and Lessons for Content-Area Reading, coauthored with Nancy Steineke (2011).

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

Related PD:
See Featured Authors Chart (page 56)

Patricia Edwards
Grades PreK–5
Patricia Edwards is a Distinguished Professor of Teacher Education and a Senior University Outreach Fellow at Michigan State University. She is currently President of the International Reading Association (IRA). Dr. Edwards was also the first African American President of the National Reading Conference (NRC). A nationally recognized expert in parent involvement, home, school, community partnerships, multicultural literacy, early literacy, and family/intergenerational literacy, especially among poor and minority families, Dr. Edwards is the author of A Path to Follow: Learning to Listen to Parents (Heinemann 1999); Children’s Literacy Development: Making it Happen Through School, Family, and Community Involvement (Allyn & Bacon, 2004), and Tapping the Potential of Parents: A Strategic Guide to Boosting Student Achievement Through Family Involvement (Scholastic, 2009).

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

Related PD:
See Featured Authors Chart (page 56)

Michael P. Ford
Grades K–6
Michael is a professor of reading in the College of Education and Human Services at the University of Wisconsin Oshkosh. He has been involved with literacy education for more than thirty years as a first-grade and Title I teacher as well as a researcher and teacher-educator. His work with the international school associations has taken him to Africa, Europe, and the Middle East. He is the coauthor of numerous Heinemann titles, most recently Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers (2008).

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

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

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

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

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

Barry Gilmore
Grades 6–12

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

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

Matt Glover
Grades PreK–6

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

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

Related PD: See Featured Authors Chart (page 56)
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: nonfiction in the primary grades
• Poetry literacy centers
• Ten essential writing lessons

Related PD:
See Featured Authors Chart (page 56)

Sara Holbrook and Michael Salinger
Grades 3–12
Sara Holbrook and Michael Salinger have collaborated for decades on improving vocabulary skills through writing, peer collaboration, and classroom poetry performance. “Our classroom experience has taught us that the more students discussed the clear and implied meanings of words, putting the unfamiliar words in the context of their own language through discussion, writing, and classroom performance, the more they were able to expand their vocabularies.” They are authors of the new book High Definition: Unforgettable Vocabulary – Building Strategies Across Genres and Subjects (2010), as well as Outspoken! How to Improve Writing and Speaking through Poetry Performance. Michael is founding curriculum director of the Slam U program at Playhouse Square Foundation and the founder of Poetry Slam Inc. and SUNY Oneonta’s Poetry Cross Training Conference, while Sara is the author of thirteen poetry books for children, teens, and adults as well as the Heinemann title Practical Poetry. She is recognized as one of the country’s leading performance poets. Sara and Michael can be booked to speak together or separately.

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

Related PD:
See Featured Authors Chart (page 56)

Mary Howard
Grades K–8
Mary Howard is the author of Moving Forward with RTI (2010) as well as RTI from All Sides: What Every Teacher Needs to Know (2009). A “teacher’s teacher,” she’s been an educator for almost four decades. Mary combines extensive experiences as a special education, Title I, and Reading Recovery teacher with continued in-school support as a reading consultant and literacy coach. She understands the realities of today’s classroom and supports teachers across the country in creating high-quality literacy experiences for every child.

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

Related PD:
See Featured Authors Chart (page 56)
Carol Jago

**Grades 6–12**

Carol Jago has taught English in middle and high school for 32 years, is immediate past president of the National Council of Teachers of English, and serves as an associate director of the California Reading and Literature Project at UCLA. Carol served as AP Literature content advisor for the College Board and has published six books for teachers with Heinemann. Her Heinemann titles include *Papers, Papers, Papers: An English Teacher’s Survival Guide* and her latest work is *With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature*. She has also published four books on contemporary multicultural authors for NCTE’s High School Literature series. Carol has written a weekly education column for the *Los Angeles Times*, and her essays have appeared in *English Journal, Language Arts, NEA Today*, as well as in other newspapers across the nation. She edits the journal of the California Association of Teachers of English, *California English*, and served on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework.

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

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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

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Penny Kittle

**Grades K–12**

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

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

**Related PD:**

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

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

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

ReLeah Cossett Lent
Grades 6–12

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

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

Tanny McGregor
Grades K–8

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

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

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

Former elementary school teacher and reading specialist, Dr. Michael F. Opitz is a professor of elementary education and reading at the University of Northern Colorado. He is the coauthor of multiple Heinemann titles, including *Good-bye Round Robin, Updated Edition* and *Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*. Michael works in selective classrooms in the United States and abroad planning, teaching and evaluating demonstration lessons focused on different aspects of literacy in K–5 classrooms.

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

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Stephanie Parsons  
**Grades K–5**

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

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

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

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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

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

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

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

Related PD:
See Featured Authors Chart (page 56)

Frank Serafini
Grades 2–8

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

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

Related PD:
See Featured Authors Chart (page 56)

Jennifer Serravallo
Grades 1–6

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

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

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

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

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

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Susan Zimmermann  
**Grades K–12**

An internationally-known speaker and workshop leader, Susan Zimmermann is coauthor of *Comprehension Going Forward* (2011) and the educational bestsellers *Mosaic of Thought*, Second Edition (2007) and *7 Keys to Comprehension* (with Chryse Hutchins, 2003). Currently a full-time speaker and writer, Susan gives workshops, keynotes, and summer institutes on ways to deepen the reading and writing experience for adults and children.

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

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Institutes are presented by our internationally noted authors and provide comprehensive study in a variety of compelling topics.

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800.541.2086 ext. 1511
Presented by Kylene Beers and Robert E. Probst

The 5th Annual Boothbay Literacy Retreat

Boothbay Harbor, ME • June 24–27, 2012

Join Kylene Beers and Bob Probst for the 5th Annual Boothbay Literacy Retreat. This summer we’ll build on best practices for helping struggling readers and writers while pushing toward next practices. To talk about next practices means talking about engagement, technology, autonomy, collaboration, and purpose.

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

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

What are the next practices we should be trying?

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

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

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

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

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

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

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

A retreat such as this requires a wonderful faculty. We’re excited to announce this year’s faculty members:

Chris Crutcher
Linda Rief
Penny Kittle
Donald Leu
Ralph Fletcher
Sara Kajder

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

Using the Continuum of Literacy Learning to Guide Teaching

Grades PreK–8
Location and Date TBD*

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

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

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

Participants will:

• learn how to plan for and select books to use in reading mini-lessons, as mentor texts in writing minilessons, for interactive read-aloud, for small literature discussion groups, and for guided reading

• explore using intentional conversation in the interactive read-aloud and specific teaching points in reading minilessons, to help students bring new understandings to their independent reading

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

Related Resource:

Systematic Intervention to Help Struggling Readers
Implementing Leveled Literacy Intervention (LLI) for Levels A–N

Grades K–2
Location and Date TBD*

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

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

• receive a thorough introduction to the components of the LLI system, including the principles on which they are based

• learn how to use the LLI system, including the planned lessons that ensure results in accelerated student progress

• use several of the resource components featured in each LLI System (Orange, Green, and Blue)

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

* For updated details for these institutes, check www.heinemann.com/pd/institutes
Spend a day of focused professional learning with a Heinemann author and leave with new energy and understanding that will inform your teaching all year.

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

For complete details go to heinemann.com/pd/workshops
800.541.2086 ext. 1151
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.

Engaging Young Writers

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.

Establishing a Writing Workshop for Beginning Writers

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

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

Grades K–4

Presented by Katie Wood Ray

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

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.

Reading, Writing, and the Common Core

Grades K–8

Presented by Lucy Calkins

In this workshop Lucy Calkins, Founding Director of the Teachers College Reading and Writing Project, will help you understand the implications of the Common Core State Standards (CCSS) and devise a plan for aligning your reading, writing, and content-area instruction to the CCSS. Lucy will show ways in which your reading and writing workshop instruction is already aligned to the CCSS, and they will guide you to see steps you can take to revise your literacy curriculum so that it supports the new dimensions of learning called for in the standards. Above all, Lucy will show you how to teach the higher levels of comprehension and composition skills called for by the standards—teaching students to compare and contrast, to theorize and analyze, to interpret and to think critically. Author of numerous best-selling books on literacy education, Lucy recently coauthored with Mary Ehrenworth the Common Core Reading & Writing Workshop series for Grades K–8 which informs the content of this new workshop. Lucy and Mary also recently coauthored with Chris Lehman a new book Pathways to the Common Core, set for release in 2012.
One-Day Workshops

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

Mary Ehrenworth serves as Deputy Director of Teachers College Reading and Writing Project (TCRWP) and has worked for years alongside Lucy Calkins, founding director of the TCRWP. In this workshop developed in collaboration with Lucy, Mary will help you understand the implications of the Common Core State Standards (CCSS) and devise a plan for aligning your reading, writing, and content-area instruction to the CCSS. She will show ways in which your reading and writing workshop instruction is already aligned to the CCSS, and she will guide you to see steps you can take to revise your literacy curriculum so it supports the new dimensions of learning called for in the standards. Mary will show you how to teach students to compare and contrast, to theorize and analyze, to interpret and to think critically.

Mary recently coauthored with Lucy Calkins the *Common Core Reading & Writing Workshop* series for Grades K–8, and the two recently coauthored with Chris Lehman the new book *Pathways to the Common Core*, set for release in 2012.

**Content-Area Literacy: Comprehension, Collaboration, and Inquiry**  
**Grades K–12**  
*Presented by Harvey “Smokey” Daniels*

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

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

**Teaching Reading in Small Groups**  
**Grades 1–6**  
*Presented by Jennifer Serravallo*

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

Drawing from Jennifer Serravallo’s second book, *Teaching Reading in Small Groups*, this workshop will invite participants to consider the power of matching methods with those purposes to think beyond Guided Reading as the only way to work with readers in small groups. With today’s swelling class sizes and RTI demands, teachers need practical ways to assess, teach, and help all readers meet AYP goals – while still holding tight to the joy and love of literature.
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 yearlong curriculum for readers grades 3–5. You’ll hear about ways in which thousands of teachers are creating rigorous, accountable reading workshops based on the work of Lucy Calkins and the Teachers College Reading and Writing Project. You’ll learn ways to design units of study, teach minilessons, and lead small-group work so as to provide learners with the explicit instruction they need in prediction, envisionment, determining importance, synthesis, and interpretation, among other skills.

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

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

Conferring with Student Writers

Grades 2–8

Presented by Carl Anderson

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

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

Related PD:
See Featured Authors Chart (page 56)

Units of Study Across the Year in an Intermediate Writing Workshop

Grades 3–5

Presented by Lucy Calkins

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

Above all, Lucy will share her newest thinking about a sequence of monthlong units of study that support yearlong curriculum.
Teaching Struggling Readers in the Twenty-first Century
Grades 4–10
Presented by Kylene Beers and Bob Probst

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

Teaching Adolescent Writers: Shaping Practices to Meet Common Core and More
Grades 4–9
Presented by Laura Robb

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

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

Related PD:
See Featured Authors Chart (page 56)

Lessons That Change Writers
Grades 5–9
Presented by Nancie Atwell

In her workshop, Lessons That Change Writers, Nancie Atwell focuses on the minilesson: the powerful, whole-group meeting that begins each day’s writing workshop. The minilesson is a key influence on the quality of the student writing produced in the workshop, and Nancie shares dozens of lessons that her own students cited as transformative in their writing lives. With her warm, patient, encouraging manner Nancie offers advice, models, activities, and language that kids can understand and put to work in their writing. These relevant, practical approaches have helped her students become more engaged, more productive, and more purposeful writers, and achieve publication and recognition beyond their classroom and school. These strategies have helped Nancie become a better teacher, and they’ll help you too.
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