Unchaperoned Writers  
By M. Colleen Cruz

Reaching the Brilliant & the Bored  
By Kimberly Parker

When the World Hands Us a Curriculum  
By Harvey “Smokey” Daniels

The Power of Inquiry  
By Jessica Lifshitz

Makerspaces Bring STEM Lessons to Life  
By Jo Anne Vasquez, Michael Comer, and Joel Villegas
My first years teaching were tough. Quality professional development kept me in love with teaching. It’s why I do what I do now. I want all teachers to feel inspired, well-equipped, and proud to be an educator.

—Jennifer Serravallo

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About the Covers: (Front) This scene shows an engaged inquiry group of students working together comfortably in a classroom that fosters independent reading and learning. The teacher is the hero for these learners by ensuring their independent work is supported with intentional instruction and conferring. (Back) After class, she keeps her focus by connecting regularly with her colleagues in their own professional learning community. These scenes are hand-painted by illustrator Joshua Brunet.
Hold Fast During Times of Change

Staying true to your constants matters. I was reminded of this in an article about printed books I read recently. The article explained that, ten years ago, the print industry faced a crisis in the midst of change. How could print compete with the ease, immediacy, and low price of a book on an e-reader? Print publishers felt threatened and responded by creating, literally, a cheaper product: low-quality paper, poor design, flimsy covers. Perhaps going cheap would save the industry.

The tactic wasn’t successful, but not for the reason you might think. Customers still wanted books; they just didn’t want poorly made books.

Flash forward a decade to today: e-book sales are declining while sales of hardcover books are on the rise. High-quality, beautifully rendered books are seen as a worthy investment of people’s time and money. It turns out there is no substitute for holding a solid, printed book in your hand. That is a constant.

During times of change, it can be tempting to grasp at answers that feel easy, fast, and superficially safe—the low-quality book solution. Instead, what if we hold on to our constants?

Right now, we are living through a time of swirling educational change. Those who have been in education for more than a year or two know that change is inevitable. Some of it is positive, some of it brings challenge, but it always comes. So, what are our constants? What do we, as educators, hold fast to during times of change?

At Heinemann, we have built our constants around our foundational authors’ ideas: that school should be student centered; and that responsive, excellent teaching is effective. We believe in the workshop model. We believe that everyone can get math. We believe in the power of inquiry, of choice, and of respect. We believe that strong public schools are the cornerstone of a thriving democracy and that every student deserves a high-quality education. We believe that students should be met where they are. And, at Heinemann, we strive to meet teachers where they are.

In these pages, you will see professional development services options from dozens of authors on a variety of subjects, delivered online, off-site, and on-site. Each author’s voice and viewpoint is unique, but the Heinemann constants are at the center of all of their work. We invite you into these pages to see what Heinemann PD Services offers, to learn about our authors’ constants, and to look ahead in your own professional growth as you begin this new school year.

—Mim Easton
New Year’s Resolutions Come in September

The New Year, for me, has nothing to do with January—who picked that date anyway? Obviously, the New Year is the beginning of the school year! As I write this letter the first week of July, I’m thinking about my resolutions for the real New Year—September. This issue of the Heinemann PD Catalog-Journal provides the perfect fodder for my resolutions.

**Resolution #1: Experiment with makerspaces!** Jo Anne Vasquez, Michael Comer, and Joel Villegas bring clarity and inspiration to the idea in their article, “Makerspaces Bring STEM Lessons to Life.” We know that students’ understanding lasts longer when their learning is integrated. I’ve seen makerspaces in action and, within them, a whole lot of engaged students!

**Resolution #2: Proclaim!** Kimberly Parker, a Heinemann Fellow and instructional coach in Cambridge, Massachusetts, authored “Reaching the Brilliant & the Bored.” She writes eloquently about the necessity for educators to speak out when we witness practices that inhibit learning for young people of color. She resolved to proclaim every student’s right to access Honors and Advanced Placement classes and went about making that happen in her own classroom.

**Resolution #3: Tackle Tough Topics!** Two of the most compassionate educators in the country, Harvey “Smokey” Daniels and Jessica Lifshitz, guide us in thinking with students about times when the unexpected happens—a national or world tragedy, a student’s personal loss, for example. In tackling sensitive issues, many teachers avoid using inquiry processes. In separate articles (“When the World Hands Us a Curriculum” and “The Power of Inquiry”), Smokey and Jessica argue that our students understand, are curious about, and can handle probing discussion. We can (and should!) provide thoughtful guidance to help students learn to be empathic and to take meaningful action in their world.

**Resolution #4: Don’t Bail Them Out!** M. Colleen Cruz, in “Unchaperoned Writers,” helps us understand how to build children’s independence in writing. She shows us how, with best intentions, educators tend to overscaffold for students, leading them to become dependent writers. She offers this wisdom: “Let’s rethink our perception of support. If we view reduction of support as a way to encourage independence, the transition is easier to make.”

So, happy New Year! I feel fortunate to have worked alongside these first-rate thinkers and am certain that you will find the energy and inspiration from this issue to create your own New Year’s resolutions. Lucky are the children whose teachers read these articles!

—Ellin Oliver Keene
I remember heading down the hallway toward the front door on my way out to my first high school party, feeling fancy with the sting of Jean Naté Body Splash behind each knee, only to come to a complete stop when I overheard my older brother say to my mom, “Are you really going to let her go to a high school party? Do you know if she’s ready for that? Maybe I should go with her.”
I held my breath and froze so the creaking floorboards wouldn't give up my eavesdropping. My mom answered, "I don't know if she's ready. But I'm pretty sure I've taught her all I can about how to handle herself. Now there's only one way to find out. And it doesn't involve a big brother chaperone."

As I loudly rounded the corner and waved good-bye to my family, pretending I hadn't overheard, I reviewed everything my mother had taught me about high school parties. About kids sometimes doing things they shouldn't be doing and that there were ways I could still have fun, while also making the right choices for me. Her list of strategies went on.

As I climbed into the back of my friend's Ford Econoline, I was half terrified about what could happen at this mythical High School Party and half vibrating with anticipation. At the party when my friends dispersed, I put almost all my mother's lessons to good use.

I left that party feeling triumphant. I could do this thing—with no grown-ups to watch over me. That feeling of competence, that I had the strategies to make my way in the world, was one of the greatest gifts my mother ever gave me.

I was reminded of that high school triumph recently, as I sat at a table with several fourth-grade teachers, discussing struggles in teaching writing. "I have a lot of students who can do the work, but only when I'm sitting right next to them," one teacher said. A chorus of nods followed.

"What happens when you don't sit next to them?" I asked.

"Nothing."

All at once I remembered Ronald. Ronald was a student who puzzled me. On one hand, I felt very proud of my work with him and how much he had accomplished. When he first came to my class, he claimed to hate writing. Midway through the year, he published a piece with every class unit, with a big smile, too. Perhaps they weren't the strongest pieces, but they were certainly a huge improvement over years past when Ronald, I had been told, had not written at all. However, it seemed like Ronald would only write if I was sitting next to him at his table or nagging him every five minutes. No teacher nearby, no writing.

It didn't take me long to realize that I had started to make a writer out of Ronald, but one who was dependent on me. And although, theoretically, it was a huge improvement over what Ronald had done in the past, and he was strengthening his writing muscles more by writing than by not writing, I also knew that he wasn't growing as a writer unless he could write without me. I was acting like the chaperone my brother had wanted to be, all those years ago at the party, and not at all like my mother, who trusted her own teaching and knew the only way to find out if her lessons stuck was to let me possibly fail.

Unfortunately, Ronald is not the only student, whether as a classroom teacher or as a staff developer, whom I have chaperoned into writing dependency. It's an insidious thing because we teachers feel compelled to ensure a student makes as much progress as he can in his learning, and we are willing to do whatever it takes to make it happen. And, if I'm completely honest, it can feel very good to have a student show marked progress and growth because of my presence, but I knew it was problematic.
Why It Can Stop Us: When Something We Know Is Wrong Feels Right

As anyone who has ever helped a preschooler get ready for school knows, it is so much easier and faster to just put the dang shoe on for her than to let her do it.

And there are few things in this life that feel as good as helping another person. One of the key reasons we became teachers was to help others. So, when we pull up a chair alongside a struggling writer and he produces as we sit shoulder to shoulder, there is something that warms our spirits. And, truthfully, there is and should be space in every writer’s workshop for writing teachers to sit side by side with their students and write with them. We do, however, need to teach them the strategies they need to work more independently.

Recognizing the Opportunity: Our Students Need to Learn Independence While They Still Have a Safety Net

Let’s rethink our perception of support. If we view reduction of support as a way to encourage independence, the transition is easier to make. We know that children need to learn the importance of effort and the power of learning from one’s failures. Our young writers need to experience that uncomfortable butt-in-seat feeling, where writing is challenging but deeply gratifying. Our role is to equip each child with tools she can use as a writer forever. In writing as with many other disciplines, often the best ideas come from the failures. By not letting students fail, we can undermine the very self-confidence we are trying to protect. (My excited-to-be-on-her-own high school self would agree.)

Experiment by Mindfully Handing Over the Reins

The first step I believe is the most crucial. It is not so much an action as a stance. We need to assume competence. This was something my teaching partner, Jenifer Taets, taught me years ago. The idea is simple. Before we swoop down to offer students supports, we should see what kids can do independently. As Kristi Mraz, master teacher and coauthor of A Mindset for Learning (Heinemann, 2015) has been known to say, “I pretend I can’t use my arms. If I let them try to do everything, it might not be perfect, it will probably be messy, but most kids will figure out how to do a lot more than we think they can.”

Our role is to equip each child with tools she can use as a writer forever.

We should assume students can do more, and tell them we believe they can do more than any of us can imagine. After she struggles to the point of frustration, then we can give support until there is no longer frustration and she is back to being appropriately challenged. In such cases, we need the least restrictive, most tailored scaffolding possible, whether access to individual-sized class charts, setting up a partnership, or offering a grammar app that helps the student write with more confidence in technical aspects.

When I was a new teacher, I am embarrassed to admit I used to claim to support my strugglers by handing out graphic organizers. Every student who had a hard time with writing would receive the same graphic organizer. Some students did have trouble with organization, but for others it was a fine-motor issue, still others struggled with generating ideas. So, for one or two kids my scaffolds worked, but for most they did nothing—or even worse, they held writers back. Now I know that if I am going to use scaffolding, I need to make sure it matches the individual student’s needs and still allows her to work at her maximum capacity.

When putting a scaffold in place, we need to plan for how and when to remove it. Scaffolding on buildings and in teaching is meant to be temporary. Just as construction companies put up scaffolding with a time line for removal, we need to do the same. When a child needs a scaffold to support him, we provide what he needs. Whatever the scaffold is—say, a set of sentence frame cards (sentence frames are phrases that start and end sentences to help students give syntax to their content)—when you introduce...
it to the child, you might consider saying that you are giving him a tool he will use for a few weeks (or days, or minutes) to help him get stronger at a skill. Then, perhaps to keep yourself honest, set an alarm on your phone to remind you when you should pull the scaffold back a bit, perhaps reducing the sentence frame stack to just the ones the student is not yet using independently, or ones with more sophisticated syntax. Then set another alarm for removing that scaffold, when it’s clear the student has integrated certain sentence frames into his writing. That way, even if the student isn’t yet ready for the removal, you are reminded that it needs to go eventually.

Of course, not all supports need be temporary. School is a great time to teach interdependence to support independence. After all, once students leave school, their friends and colleagues will most likely support them with their life goals. Therefore, we need to teach students how to work well with their peers. Being able to work well with peers is one of those gifts that keeps on giving. Students don’t always know how to do this effectively. You might consider teaching a string of lessons to your students on how to give strong feedback and support to their writing partners.

Final Step: Cautious Trust

The day will come, just like it did for my mother, that you will have taught several strategies that support your students as independent writers, and it will be time to send them off to that party. Just like a teenager, half vibrating with excitement as she heads out to her first high school party, we’ll know we’ve done our work right when they can’t wait for us to leave them alone so they can test their mettle. Before you step aside, remind them of what they know and that they can come back to you if they get stuck. Then let them go.

More often than not, they’ll be just fine, remembering and applying all you taught them. On occasion, they will not. In that case, simply return to the teaching, polishing old favorites and introducing a few new, so that your students can soon bask in the feeling of writing confidence they so rightfully deserve.

Adapted from *The Unstoppable Writing Teacher* (Heinemann, 2015). *Photography by Nadine Baldasare*

**M. Colleen Cruz is the author of** *The Unstoppable Writing Teacher* as well as several other titles for teachers, including *Independent Writing* and *A Quick Guide to Helping Struggling Writers*. She is also the author of the young adult novel *Border Crossing*, a Tomás Rivera Mexican American Children’s Book Award Finalist.

Colleen was a classroom teacher in general education and inclusive settings before joining the Teachers College Reading and Writing Project where she is Senior Lead Staff Developer. Colleen presently supports schools, teachers, and their students nationally and internationally as a literacy consultant.

*To continue to engage with Colleen on this topic, please go to www.heinemann.com/pd/journal.*
Online PD

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On-Demand Courses
(pages 11–16)
Impact your classroom with the most advanced on-demand PD courses.

Webinar Series
(pages 17–21)
Online PD comes to life with the immediacy of real-time, live webinars presented by our authors and consultants.

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(pages 26–27)
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Online PD / On-Demand Courses

Strategies in Action
Grades K–8
Presented by Jennifer Serravallo
Self-Study / Choice of Full-Length Course and Eight Single-Session Courses

Drawing from Jennifer Serravallo’s best-selling resources *The Writing Strategies Book* and *The Reading Strategies Book*, this on-demand course will help participants understand how to find goals for their readers and writers and how to support them over time as they work toward those goals. Offered as either a full-length course or as eight single-session offerings, Jen’s new online course also will guide you with videos and lessons designed to help you learn about different conference types including goal setting, coaching, research-decide-teach, compliment conferences, and more.

NEW! On-Demand Single-Session Course
Transforming Our Teaching Through Reading-Writing Connections
Grades K–1
Presented by Regie Routman
Self-Study / DCSCN RRRWC / $29.00 per participant

In this single-session course, learn how master teacher and best-selling author Regie Routman demonstrates what kindergarten students are capable of as independent readers, writers, and thinkers. Observe on video how Regie uses stories from the children’s lives as a springboard for leading scaffolded conversations to personally engage students and extend their language skills, to model concepts about print and teach skills in context, and to raise literacy expectations. Observe also how it’s possible, as one teacher, to conduct one-on-one roving, writing conferences with every student in the classroom.

NEW! On-Demand Mini-Course
Transforming Our Teaching Through Reading to Understand
Grades K–6
Presented by Regie Routman
Self-Study / DCOCN0019 / $49.95 per participant

In this video-based mini-course, you will learn how to use an informal reading conference as an efficient and effective tool for comprehensive reading assessment. Through conducting a one-on-one reading conference, you will be able to ensure all your students are self-selecting books for enjoyment and deep understanding and are not just moving through texts. Observe how Regie guides students in a diverse classroom to become self-monitoring readers through building on their strengths, strategically teaching what skills and strategies the student needs next to move forward, identifying goals with the student, and raising expectations for quality and quantity of reading.

See heineman.com/pd/ondemand for details.
Everyday Habits That Grow Successful Readers
Grades K–5
Presented by Samantha Bennett and Debbie Miller
Self-Study / DCOCN0008 / $199.00 per participant
The Nitty Gritty on Nurturing Resilient Readers
What are the habits of readers with grit—with persistence and resilience? Can we model them and even teach with grit? Sam Bennett and Debbie Miller share practices and structures that help students meet reading standards by looking beyond one school year and toward a lifetime of strong reading habits and academic success.

COURSE OBJECTIVES
• Describe habits that help kids persevere with their reading
• Describe habits of teachers who persevere through instructional difficulty
• Organize learning time to intentionally increase student resilience
• Explore the impact of the use of learning targets on student learning habits

Teaching Reading in Small Groups
Matching Methods to Purposes
Grades K–8
Presented by Jennifer Serravallo
Self-Study / DCOCN0007 / $199.00 per participant
Assess Confidently, Teach Powerfully
It is possible to assess, plan, and teach small groups of readers to meet increasing demands and challenges, while still holding tight to the joy and love of literature. To think beyond guided reading, in this six-session, full-length on-demand course, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.

COURSE OBJECTIVES
• Become well versed in assessment lenses and tools
• Learn elements of strong reading conferences
• Understand how to form groups flexibly based on what students need
• Understand small-group structures to support engagement, comprehension, and conversation skills
• Make purposeful instructional choices during independent reading

Adolescent Reading Rx
What to Try When Teen Readers Can’t or Won’t
Grades 6–12
Presented by Samantha Bennett and Cris Tovani
Self-Study / DCOCN0005 / $199.00 per participant
Reel in Reluctant Readers!
Reluctant readers are finally within the reach of every teacher! Sam Bennett and Cris Tovani share ways to demolish disengagement, boost comprehension of increasingly sophisticated texts, leverage formative assessment to create instructional feedback, and create meaningful summative assessments and grading practices.

COURSE OBJECTIVES
• Find ways to create a web of authentic, compelling reasons for students to read
• Evaluate the efficiency and effectiveness of instruction on a daily, weekly, quarterly, or annual basis
• Discover strategies for helping students comprehend more sophisticated texts over time
• Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit
Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing
Grades K–12
Presented by Mary Ehrenworth
Self-Study / DCOCN0002 / $199.00 per participant

Implement the Common Core with Confidence
With video, student examples, and opportunities for feedback and collaboration, this course readies you to accept the challenge that standards present. Mary Ehrenworth shows how to achieve a high-quality implementation of the Common Core through curricular planning, professional collaboration, and instructional best practices.

COURSE OBJECTIVES
• Evaluate your reading and writing instruction against CCSS expectations
• Raise students’ skill levels with specific teaching strategies
• Plan strategically, within your own classroom, across content areas, and across the grades
• Understand CCSS “hot spots” and strategize to address them effectively

Introduction to Writing Workshop
Upper Elementary Grades
Presented by Stephanie Parsons
Self-Study / DCOCN0004 / $199.00 per participant

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

COURSE OBJECTIVES
• Learn the guiding principles of writing workshop
• Experience the writing process firsthand by writing your own narrative
• Build a writing curriculum
• Learn and experiment with the structures of writing workshop, including creating the optimal social and physical environment for writing
• Practice assessing writers and their writing
Putting the Practices into Action
Implementing the Standards for Mathematical Practice
Grades K–8
Presented by Susan O’Connell
Self-Study / DCOCN0013 / $199.00 per participant

Unpack the Power of the Math Standards
The Standards for Mathematical Practice are the heart and soul of the Common Core Standards for Mathematics. Through them, students build deeper understanding and develop reasoning, and through them we discover effective ways to teach mathematics. This course will help you identify the key elements of each standard and discover practical strategies for making the standards come alive in math classrooms.

COURSE OBJECTIVES
• Learn the guiding principles of the CCSS Math Practice Standards
• Experience the standards through classroom anecdotes and video
• Reflect on instructional strategies that build students’ math practices
• Design math tasks for your students that address both content and practice

Making Math Far More Accessible to Our Students
Grades K–12
Presented by Steven Leinwand
Self-Study / DCOCN0009 / $199.00 per participant

Math Instruction Demystified
Steve Leinwand strengthens teachers’ confidence and capacity to make K–12 math instruction far more effective. From engagement to best practices to differentiation, he helps maximize students’ understanding through language, alternative approaches to problem-solving, and multiple representations. Then he ties it all together with ideas for effective lesson planning.

COURSE OBJECTIVES
• Develop techniques for increasing student engagement and learning
• Explore classroom routines that focus on student explanations
• Promote fruitful discussion in the mathematics classroom
• Plan, teach, and reflect on lessons based on ideas presented in the course

Smarter Charts: Bringing Charting to Life
Grades K–5
Presented by Marjorie Martinelli and Kristine Mraz
Self-Study / DCOCN0012 / $199.00 per participant

Deepen Engagement with Thoughtful Charts
In this comprehensive course on charting, you will learn how charts can build independence and agency, communicate information efficiently and effectively, and help in setting and achieving goals. Through videos, photos, and interviews, you will discover new ways to create and use charts with your students that are based on the science of memory, moving your charting work from good to great.

COURSE OBJECTIVES
• Understand the philosophy, theory, and research behind charting
• Learn to plan and prepare different types of charts
• Design charts using language, visuals, and different tools and techniques
• Teach with charts
• Explore charting across the curriculum
On-Demand Mini-Course
*Classroom Redesign with Children in Mind*
**Grades K–5**

*Presented by Samantha Bennett, Marjorie Martinelli, Debbie Miller, Kristine Mraz, Stephanie Parsons*
Self-Study / DCOCN0017 / $49.95 per participant

*Create Inviting, Engaging Classroom Spaces*
Join five master teachers, authors, and classroom redesigners in this mini-course journey as they explore how and why classroom environment impacts academic habits and behaviors. Instructors Samantha Bennett, Marjorie Martinelli, Debbie Miller, Kristine Mraz, and Stephanie Parsons come together and share practical concepts to make your classroom an inviting space that prompts student independence. Learn to set up a workshop-model classroom where kids feel safe to take risks. Gain confidence in the development and use of cocreated charts that prompt engagement. And join in a major classroom makeover full of practical designs and tips, complete with “before” and “after” analysis.

On-Demand Mini-Courses
*Presented by Toni Czekanski, The Lesley University Center for Reading Recovery and Literacy Collaborative*
**Grades K–8**

**The F&P Text Level Gradient™: Using Fountas & Pinnell Resources to Match Books to Readers**
Self-Study / DCOCN0015 / $49.95 per participant

*Learn to Analyze Texts to Support Literacy Development*
A gradient of texts is a tool that helps you look at texts along a continuum from easiest to most challenging. Fountas and Pinnell have identified ten factors that are used to analyze texts and arrange them along the gradient. Once you become familiar with these factors, you will be able to look at texts more analytically and determine how these aspects affect the challenges that a given text might present to readers.

**Introducing Texts Effectively in Guided Reading Lessons**
Self-Study / DCOCN0016 / $49.95 per participant

*Learn to Plan Effective Text Introductions to Support Student Learning in Guided Reading Lessons*
This mini-course is comprised of a series of three hands-on, working sessions designed to help you plan effective text introductions for guided reading lessons. Guided reading is an instructional tool that is used to teach students with similar strengths and needs in small-group settings. The teacher uses information gathered from individual or group assessments to group students together for guided reading instruction.

**Thinking and Talking About Books Across the Day: Creating a Community of Readers**
Self-Study / DCOCN0018 / $49.95 per participant

*Learn to Plan Interactive Read-Alouds and Book Clubs to Prompt Thinking Within, Beyond, and About the Texts*
When readers engage with texts, they read, think about, and discuss them in order to deepen their understanding. In this mini-course, you will examine two instructional contexts in which students have the opportunity to share their thinking with their classmates. In providing these opportunities, you not only give students the space to communicate with one another, but as the instructor, you can also gather evidence of the kinds of thinking your students demonstrate and prompt them to think even more.
Webinar Series

Convenient, Interactive, Collaborative

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

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• A webinar series consists of three to five clock hours of streaming webcast, including live discussion with the presenter, video demonstrations, presentation materials, and access to archived recordings. CEU credit is awarded upon completion.

• Individual tuition for our author-led and consultant-led webinar series is $199.00 per person. If you register a group of three or more at the same time, there is a discounted rate. Please call to discuss group pricing and custom options.

For complete details, go to heinemann.com/pd/webinarseries, or call 800.541.2086 ext. 1100
The following topic areas, author-presenters, and related books represent a sampling of the growing and rolling schedule of webinar series that Heinemann offers throughout the year.

**Classroom Practice Webinar Series**

**Harvey “Smokey” Daniels**
The Curious Classroom: 10 Structures for Teaching with Student-Directed Inquiry
Grades K–6

**Katie Muhtaris and Kristin Ziemke**
Amplify: Digital Teaching and Learning
Grades K–6

**Lindsey Moses**
Supporting English Learners in the Literacy Classroom
Grades K–6

**Kristine Mraz and Christine Hertz**
A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth
Grades K–6

**Dan Feigelson and Carl Anderson**
Conferring with Student Readers and Writers: Honoring Student Voice
Grades 3–8
Online PD / Webinar Series

Reading and Writing Webinar Series

Jennifer Serravallo
The Reading Strategies Webinar
The Writing Strategies Webinar
Grades K–8

Ellin Oliver Keene and Dan Feigelson
Using Reading Conferences to Foster Student Engagement
Grades K–8

Tanny McGregor
Reading Connections
Grades K–6

M. Colleen Cruz
The Unstoppable Writing Teacher
Grades 3–8

Harvey “Smokey” Daniels and Nancy Steineke
Texts and Lessons for Content-Area Writing
Grades K–12

Lisa Eickholdt and Patricia Vitale-Reilly
Writing Workshop Essentials: Environment, Structures, and Lessons
Grades K–6
Join the Unstoppable Writing Teacher Online!

In *The Unstoppable Writing Teacher*, M. Colleen Cruz takes on the common concerns, struggles, and roadblocks that we all face in writing instruction and helps us engage in the process of problem solving each one.

From dealing with writing workshop skeptics to working with students both gifted and those facing writing obstacles, and of course combating that eternal barrier—lack of time—Colleen offers tried-and-true strategies to address and overcome obstacles.

What makes you unstoppable, or what’s stopping you?

Join Colleen live in *The Unstoppable Writing Teacher Webinar Series* to answer these and other important questions to bolster and advance your writing instruction success throughout the school year!

- What is a teaching mindset for teaching writing?
- How do I honor student choice while including standards and curriculum?
- How can I address such a wide range of student needs?
- What can I do to find support with this work within the community and professionally?
- How do I find time and resources?
- How will my own writing improve my teaching of writing and my classroom’s workshop?

FOR MORE INFORMATION:
heinemann.com/pd/webinarseries
800.541.2086 ext. 1100

Continue the engagement by joining the Unstoppable Writing Teacher Facebook Group at www.Facebook.com/Groups/UnstoppableWritingTeacher
Fountas & Pinnell Classroom™ is a cohesive system for high-quality, classroom-based literacy instruction. Our new collection of PD webinars provides participants with an understanding of how to implement various instructional contexts and how these contexts fit together to create a cohesive classroom literacy system. Participants will increase their ability to observe students, set teaching goals, instruct students in whole-class, small-group, and individualized instruction as well as assess student learning.

These five Fountas & Pinnell Classroom™ Webinar Series are recorded and include video demonstrations, presentation materials, archived chat discussion with our Fountas and Pinnell–trained consultant, and access to the recorded webinar series for ongoing professional learning for up to ninety days. CEU credit (five clock hours) is awarded upon completion of each.

The Fountas & Pinnell Classroom™ Overview / Webinar Series (Grades K–2)
An introduction to all instructional contexts included with the system: Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Phonics/Spelling/Word Study, Book Clubs, and Reading Minilessons. Webinar participants will learn how each context works individually as well as how the contexts work together to increase student learning within the classroom.

Interactive Read-Aloud (Grades K–2): A Fountas & Pinnell Classroom™ Webinar Series
Interactive Read-Aloud is the heart of Fountas & Pinnell Classroom™. Participants will increase their knowledge of this powerful instructional context and learn how to use The Fountas & Pinnell Literacy Continuum to observe children and set teaching goals, and how to engage children’s thinking through high-quality, engaging texts.

Guided Reading (Grades K–2): A Fountas & Pinnell Classroom™ Webinar Series
Guided reading is small-group instruction for children. Participants of this webinar will learn how to scaffold, instruct, prompt for, and assess the learning of individual students.

Phonics/Spelling/Word Study (Grades K–1): A Fountas & Pinnell Classroom™ Webinar Series
A critical component of Fountas & Pinnell Classroom™ is the systematic teaching of phonics, spelling, and word study. Participants will increase their ability to use the resources provided to instruct and assess whole-class instruction and provide children with independent or small-group application of principles.

Shared Reading (Grades PreK–3): A Fountas & Pinnell Classroom™ Webinar Series
Shared reading provides an opportunity to build community and increase literacy competencies using highly engaging texts. Participants will increase their ability to use The Fountas & Pinnell Literacy Continuum to identify goals to observe and teach for. Participants will explore the lessons provided with Fountas & Pinnell Classroom™ to identify specific teaching goals that will match the learning needs of the children in their classroom.

For more information on these Webinar Series and other live and recorded webinar offerings supporting additional Fountas & Pinnell professional resources, please go to heinemann.com/pd/webinarseries or call 800.541.2086 ext. 1100.
When you live with thirty other human beings for 180 days a year, sad things and bad things can happen. Individual children or the whole group will encounter struggles, worries, losses, changes, or emergencies. It’s not whether, but when.

Many of these happenings are predictable and expectable. A class pet dies. Someone breaks a bone. Someone moves away. Someone new arrives. Someone has a sick parent or grandparent. Someone’s family is in a car crash. There’s a bullying incident on the playground.

Other events are more shocking. A house fire breaks out across the street. A big storm rages through town. There’s scary news on TV, and adults are agitated about it. A new president is elected who threatens many families.

What all these sudden events have in common is that they preempt the curriculum. You and the kids have to deal with them immediately. In the following story, Megan planned over a weekend. The issue, the problem, the worry is on everyone’s mind, preoccupying their thoughts, right now. You can’t play the expert because in these moments you usually don’t have any better answers than the children. As my colleague Robert Probst has written: “All of our teaching is in some ways preparation for such events” (Heinemann, 2010).
We would not normally think of such disruptions as entry points for inquiry, and certainly not as teachable moments. First and foremost, we need to show our human empathy and concern and partner with the children to manage their worries. But the tools and methods of inquiry—asking questions, gathering knowledge, listening to experts, considering alternatives, and working together to plan for action—are perfectly suited to this task. So what we can do is be an expert on helping kids think well under pressure. If you are running an inquiry-rich program, you have many assets already in place.

Let’s look at an example of how the world can thrust an unavoidable curriculum into our classrooms. Last spring in Megan Dixon’s second grade in Wisconsin, a student’s mother died suddenly. Due to the circumstances of the death and the family living situation, Megan knew she and John’s classmates would have to play a large role in the healing process. After the funeral, a visit with the family, and a discussion with the school guidance counselor, Megan decided to share the news with John’s classmates before he returned to school. Because class meetings were a regular part of their classroom routines, Megan decided to bring up the subject during her next morning meeting.

After seventeen years as a classroom teacher, Megan has had the experience of working through the death of several classroom pets. “Standard protocol” includes reading The Tenth Good Thing About Barney by Judith Viorst (Atheneum Books, 1987), acknowledging sadness and other feelings students have, and sharing memories and “good things” about Fluffy, or Humphrey, or Oreo—orally and in writing. John’s loss was of a different order of magnitude—and there was no protocol for a teacher to follow.

Megan spent the weekend reading about the grief children experience when losing a parent, dealing with loss in the classroom, and thinking about how to facilitate a class meeting on this sensitive topic. At first, she thought she would encourage children to share their feelings with comments such as “I’m so sorry about the loss of your mom.”
But then she wondered, what if all the children share at once and John becomes overwhelmed and further reminded of his loss? Maybe, she thought, we shouldn't say anything at all. Feeling uncertain and nervous about saying everything or nothing, Megan questioned how she could remain strong for her students and help them through this experience.

As the students gathered for the class meeting, looking at her closely and sensing something very important was going to be shared, it became clear that Megan needed to trust her students more fully. She also needed to embrace her own sadness and be honest with her students that she did not have all the “right answers.” She had to let kids talk, listen closely to their concerns, help them name their feelings, and guide them in creating personal or group action steps they could take when John returned.

She began the meeting by telling the students, “I have some very sad news and I’ve been struggling with how to tell you about it. Many of you have wondered why John hasn’t been here the past few days. The reason is that John’s mom died. I know some of you who live near John already know this and have been very respectful by keeping this information private. I am very sad. I’ve been doing some reading about some things we can do to help John when he returns to school. I know that I can trust you to help John and each other through this difficult time.

You might be feeling sad, confused, or uncomfortable. That’s OK. I have those feelings too. Let’s share your thoughts and listen closely to each other with compassion.”

Megan began by sharing what she learned from the resources she consulted over the weekend. She explained that other people who experienced a death like this wrote that teachers and students don’t need to be experts. Instead, they can help most by being present and attentive to the grieving classmate and letting the student express his or her feelings. Megan also explained that sometimes even though John is sad, he might not want to talk, and that’s OK. A student chimed in that after her grandma died, her mom didn’t want to talk about it either.

She also shared that John would probably have a difficult time concentrating and learning for a while. She encouraged the students to “show patience and kindness and know that John may not participate in our activities the same way when he comes back.” As expected with seven- and eight-year-olds, students began sharing stories of loss in their own lives. Perceiving that students needed a few moments to share these personal stories, Megan had students talk with their thinking partners about their own loss experiences. Some students talked about the death of pets, grandparents, and other relatives. After sharing some of these stories, Megan asked the second graders to think about what they might say to John when he returned.

The students knew they could probably say, “I’m sorry about your mom,” but this didn’t seem strong enough to convey the sadness they felt. They shared Megan’s worry that if they all said the same words to John, it wouldn’t be meaningful enough or they would overwhelm him. One student even remarked, “If we all say we are sorry about your mom, that might remind John more of his mom and that could make him more sad.” As students shared their feelings, they began problem solving and brainstorming. As they did this, Savanah suggested making a T-chart (a typical format for other instructional activities in this classroom) for what they could say and do. Students shared that they could say things like “I’m sorry,” “You are a good friend,” “I know how much you’ll miss your mom.” On the other side they shared things they could do: give John a hug, smile at him, or make him pictures and cards.

As they continued the conversation, Megan found that some kids were worried that when John came back, they would be afraid to interact with him or might unconsciously shun him, and then he would feel isolated. So she started another round of brainstorming...
and listed “things we could do to be sure John doesn’t feel alone tomorrow and throughout the week.” These are some of the ideas kids came up with:

- walk with him to recess
- sit with him at lunch
- put dinosaur pictures in his mailbox
- fill his book bag with books he loves
- ask to be his partner during math.

Megan finished the story:

By the end of this process, all the second graders had something unique and personal they could say to John and a specific action they could take in welcoming him back the next day and in the days that followed. Although no one felt expert at how to handle this, my students knew that they needed to be observers, exercise patience, and demonstrate empathy and understanding. For the next few weeks, that’s exactly what happened. Students did respond with kindness and compassion in their words and actions. They were careful not to overwhelm John, but weren’t scared to share their feelings.

John’s mailbox overflowed with pictures and cards, and he was often seen reading and looking at them. At first, he would eat and have recess only in the classroom, but day by day he invited other students to join him as he worked his way back to more “normal” participation in everyday activities. He spent recesses and choice times drawing a variety of dinosaurs that adorned our classroom walls. He would carefully explain them—and

his growing artistic expertise—to the class. Drawing seemed to be a way he dealt with much of his grief and how he shared his gratitude for his friends. He would often sneak dinosaur pictures he drew into other students’ mailboxes, which were cherished by his classmates.

A month later, we were deeply saddened when John suddenly moved away to live with relatives in another town.

It was emotionally hard for Megan to share this story for publication, just a few months after the events. I’m grateful for her courage, both in the classroom and on the page. She is an extraordinary human being and a master teacher. I also think we can see in Megan’s actions how she used the tools of inquiry to face this fraught situation. She:

- did her own research on the topic
- was authentic about her own thinking and feeling
- modeled her own ways of coping
- didn’t assume an expert role
- acted as the lead learner in the room
- gathered kids as a community
- built upon previously established friendship and support
- created lessons based on kids’ wonderings and worries
- let students speak and ask questions
- scribed students’ thinking on charts
- helped children identify and plan possible actions
- supported kids to implement their plans over many days.

When crises come to our classrooms, whether a scary world news or a grieving struggling child, we rely first on our hearts. But if we have already established a community of inquiry with our kids, we have ready at hand the structures we need to cope together and press on in hope.

Adapted from: The Curious Classroom: 10 Structures for Teaching with Student-Directed Inquiry (Heinemann, 2017).
Digital Library

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Energize your classrooms and benefit from professional learning provided at your school or district, where teachers learn in context with colleagues. Heinemann’s suite of powerful, author-developed on-site options will build upon your staff’s strengths and introduce new expertise that helps transform students.

On-Site PD

School-Based Seminars
(pages 29–53)
Connect your teachers with the modern research and proven practices of today’s leading thinkers, presented in seminars at your location.

Speakers & Consulting Authors
(pages 56–63)
Energize your district around timely, important topics with author keynotes and on-site consulting.

Residency Programs
(pages 64–65)
Bring all the expertise of a leading Heinemann author to yearlong or multi-year improvements in your school or district.
School-Based Seminars

Examine pressing instructional topics and energize your team in seminars presented at your location.

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

The following seminars are designed by our renowned authors and delivered on-site by author-selected, Heinemann-trained consultants.

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

Customized writing workshop seminars will help you:

- 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

A sampling of writing workshop seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of writing workshop seminars contributors:

Katherine Bomer  
Lisa Cleaveland  
Lisa Eickholdt  
Dan Feigelson
On-Site PD / School-Based Seminars

Carl Anderson

One of the nation’s leading experts on teaching writing to K–12 students, Carl Anderson specializes in the writing workshop model with a focus on assessing, conferring, and minilessons.

In addition to skills honed in his classroom teaching and custom consulting roles, Carl brings years of experience as a Lead Staff Developer for Teachers College Reading and Writing Project at Columbia University, demonstrating effective teaching and coaching on the writing workshop model. He now dedicates his energies exclusively as an education consultant and writer.

Carl’s series, Strategic Writing Conferences, is a curriculum resource and diagnostic guide for writing teachers looking to use conferences to move young writers another step or two forward. Carl also authored the foundational texts How’s It Going? A Practical Guide to Conferring with Student Writers and Assessing Writers.

Enlist Carl’s On-Site PD consulting and coaching skills on the following topics or explore custom options:

- Practical guidance on the two-part structure of an effective writing conference and the role of the teacher and the student in the conference
- How assessment enables more effective conferences and informs the development of units of study
- Strategies for enhancing your current writing curriculum to help you confer with greater purpose and effectiveness

Assessing Writers
Grades 3–8

How’s It Going? A Practical Guide to Conferring with Student Writers
Grades 2–8

Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward
Grades 3–6

Visit: heinemann.com/pd/onsite  Phone: 800.541.2086 ext. 1402

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Visit: heinemann.com/pd/onsite  Phone: 800.541.2086 ext. 1402
Reading Seminars

Customized reading seminars will help you:

- 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

A sampling of reading seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of reading seminars contributors:

Sara Ahmed
Kylene Beers and Robert Probst
Harvey “Smokey” Daniels
Carol Jago
Kate Roberts and Maggie Beattie Roberts

Coauthors Kate Roberts and Maggie Beattie Roberts are experts in elementary and secondary reading (and writing) practices, close reading, and student-centered instruction.

Kate Roberts and Maggie Beattie Roberts are national literacy consultants, authors, and popular keynote speakers. Together, they coauthored DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence. Kate is also coauthor (with Christopher Lehman) of the popular Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life. Following diverse classroom teaching roles, Kate and Maggie both had long careers as staff developers for Teachers College Reading and Writing Project. Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum. Maggie has led research and development to help teachers use digital literacy and technology, including popular media, as an alternate way to help young people grasp fundamental concepts; she has also pioneered new work in content-area literacy. Together, they offer personalized planning to ensure responsive, relevant, and rigorous professional development.

Seminar topics presented by Kate and Maggie are customized and can include components of the following:

• Strategies for close reading instruction
• DIY literacy: teaching tools for differentiation, rigor, and independence
• Literary essay and writing about texts
• Conferring and small-group instruction

DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence
Grades 3–8

Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life
Grades 5–12

Visit: heinemann.com/pd/onsite Phone: 800.541.2086 ext. 1402
Writing Seminars

Customized writing seminars will help you:

• 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 formal and informal assessments to better respond to student learning
• advance skills to teach through the full writing process—planning, drafting, revising, and editing
• earn techniques to help students find their writing topics and ideas

A sampling of writing seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of writing seminars contributors:

Carl Anderson | Jim Burke | Harvey “Smokey” Daniels | Georgia Heard
Rozlyn Linder

An in-demand author-expert on the subject of elementary and middle school literacy programs, Rozlyn Linder specializes in teaching strategies that build independent writers.

For Rozlyn Linder, watching students grow as learners is the only thing more inspiring than watching teachers grow as professionals. As a literacy specialist, a blogger, a high-demand consultant, and the author of the Heinemann title *The Big Book of Details: 46 Moves for Teaching Writers to Elaborate* and the best-selling Chart Sense series, Rozlyn loves to help colleagues take complicated research and turn it into classroom-ready teaching ideas. She specializes in creating engaging classroom environments and reaching diverse and reluctant learners.

Rozlyn has more than sixteen years of public school experience teaching in urban, high-poverty elementary, middle, and high schools before becoming an elementary school administrator and district school improvement specialist. She now serves as a fulltime literacy consultant and author who works with elementary and middle school teachers all around the country.

Rozlyn’s seminar topics are customized and often include components of the following:

- Learn effective ways to make writing conferences more meaningful and productive
- Learn a wide variety of ways to help students elaborate and add details to their writing
- Learn to help students respond to independent writing prompts and address on-demand writing tasks
- Discover strategies to build independent writing capacity for all students

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**The Big Book of Details:**
46 Moves for Teaching Writers to Elaborate
Grades 3–8
Comprehension Seminars

Customized comprehension seminars will help you:

• 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

A sampling of comprehension seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of comprehension seminars contributors:
Ellin Oliver Keene

**Author, master educator, and thought leader** Ellin Oliver Keene helped revolutionize how comprehension is taught across our country.

Ellin Oliver Keene’s best-selling foundational book *Mosaic of Thought* (coauthored with Susan Zimmermann) is in its second edition. It translates current comprehension research into powerful teaching tactics for any classroom.

Ellin’s next book, *To Understand*, takes this conversation beyond strategy instruction. It challenges educators to consider what it truly means to understand, and offers a vision of classroom instruction that takes students to new depths of engagement and comprehension.

Through her on-site consulting and residency work, Ellin brings the totality of her research and experience to focus on the needs of each school or district.

Ellin works with schools and districts to identify their needs and design PD strategies to meet those needs. Topics can include:

- Comprehension instruction
- Assessing thinking and teaching comprehension effectively across multiple genres
- Implementing the new generation of Readers’/Writers’ Workshop
- Essential knowledge of theory, content, instruction, and assessment practices in reading and writing
- Conducting action research

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**Mosaic of Thought, Second Edition:**

*The Power of Comprehension Strategy Instruction*

*Grades K–8*

**To Understand:**

*New Horizons in Reading Comprehension*

*Grades K–8*

**Talk About Understanding:**

*Rethinking Classroom Talk to Enhance Comprehension*

*Grades K–8*
On-Site PD / School-Based Seminars

Classroom Practice Seminars

Customized classroom practice seminars will help you:

• develop practices that nurture the social-emotional growth of all students
• explore ways to design classroom spaces with healthy independence and learning purpose in mind
• gain and practice effective classroom management skills, which include teaching to expectations and responding to behavioral challenges
• learn how creating a classroom and schoolwide environment based on respect, collaboration, empathy, and positivity leads to academic success

A sampling of classroom practice seminars texts:

- Engaging Every Learner
- Core Instructional Routines
- Classroom Management: Principles, Strategies, and Tools
- The Teacher You Want to Be
- Classroom Management Magic

Heinemann authors are master PD educators. Here’s a sampling of classroom practice seminars contributors:

Sara Ahmed  Harvey “Smokey” Daniels  Matt Glover  Troy Hicks
Christine Hertz and Kristine Mraz

Authors Christine Hertz and Kristine Mraz want to change how we look at our classrooms. They say we need to think beyond the idea of “good in school” and ask, will our students do good in the world?

In their best-selling book, *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth*, Christine Hertz and Kristine Mraz pair research—psychological, neurological, and pedagogical—with practical classroom help, including instructional language, charts and visuals, teaching tips, classroom vignettes, and more. Kristine is also coauthor of several other books including *Purposeful Play* and *Smarter Charts*. As classroom teachers, researchers, writers, and PD consultants, Kristine and Christine together specialize in custom coaching to build class practices that engage student learners and enhance student mindsets.

Seminar topics presented by Christine and Kristine are customized and can include components of the following:

- Building a classroom ecosystem of energy and engagement
- Designing learning environments that impact student mindsets and foster abundant opportunities for student engagement
- Using whole-class conversations to build habits of constructive reflection
- Teaching the habits of mind needed for academic success, a love of learning, and agency in the world
- Weaving social emotional learning into existing teaching practices and routines

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Math and Science Seminars

Customized math and science seminars will help you:

- learn how to incorporate the Standards for Mathematical Practice into your teaching
- ensure that your students develop the critical skills needed to advance
- determine how best to implement authentic STEM teaching and learning into your classrooms
- develop a content-coaching model for your PD practice around math and science
- create a customized plan to meet your school’s specific math or science PD needs

A sampling of math and science seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of math and science seminars contributors:

- Brian Campbell
- Michael Comer
- Lori Fulton
- Pamela Weber Harris
Susan O’Connell

Susan engages math teachers with powerful coaching that integrates the latest standards to quickly elevate student learning of math from knowledge to application.

Susan O’Connell is an in-demand speaker and education consultant, providing math PD for schools and districts across the country. She has years of experience as a classroom teacher, instructional specialist, district school improvement specialist, and university PDS coordinator. Susan is the lead author of Math in Practice, a new grade-by-grade K–5 professional learning resource. She is also is coauthor of Putting the Practices into Action, Mastering the Basic Math Facts in Addition and Subtraction, and Mastering the Basic Math Facts in Multiplication and Division.

Bring Sue to your school or district for a customized day of PD math teachers as they:

- Explore foundational mathematical ideas, instructional goals, and learning progressions
- Strengthen abilities to nurture and support young mathematicians
- Understand the Standards for Math Practice and learn how to integrate them into content teaching
- Discover ways to blend content and practice in math lessons
- Identify the skills of good problem solvers
- Strengthen questioning skills and develop tasks that promote math talk

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Math in Practice
Grades K–8

Putting the Practices into Action
Grades K–8

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

Mastering the Basic Math Facts in Multiplication and Division
Grades 2–6
New! School-Based Seminars Developed by Jennifer Serravallo

Invite a Heinemann Consultant to Your School to Deliver Custom PD Planned by Jennifer Serravallo.

Bestselling resources The Reading Strategies Book and The Writing Strategies Book guide educators through practical steps to understand how to use formative assessment information to find appropriate goals for each student. Author Jennifer Serravallo also describes how to craft explicit, clear strategies, how best to coach and prompt readers, and how to provide feedback as students practice strategies. Now you can invite our On-Site PD consultant to present a custom PD day planned by Jennifer.

For complete details go to Heinemann.com/pd/seminars or call 800.541.2086 ext. 1402
Strategies and Structures for Teaching Reading

Developed by Jennifer Serravallo
Based on the PD resource The Reading Strategies Book
Recommended Grade Level: Grades K–8

This seminar draws from Jen’s best-selling resource The Reading Strategies Book, as well as her other popular titles about formative assessment, conferring, and small-group instruction.

The day will begin with exploring the hierarchy of reading goals and quick and practical ways to use a variety of formative assessments to discover which goal is right for each reader in the classroom. With an understanding of goals, participants will then learn how to craft strategies and effective feedback prompts to support students as they practice strategies to accomplish their goals.

In the final portion of the day, participants will learn about different methods for teaching strategies including research-decide-teach, coaching, and compliment conferences, as well as the differences between guided reading and strategy lessons. Through hands-on activities and video examples of Jen teaching in real classrooms, participants will leave equipped to bring strategies to life in their own classrooms right away.

COURSE GOALS:
• To understand how to use formative assessment information to find appropriate goals for each reader
• To craft explicit, clear strategies
• To coach and prompt readers and provide feedback as students practice strategies

Strategies and Structures for Teaching Writing

Developed by Jennifer Serravallo
Based on the PD resource The Writing Strategies Book
Recommended Grade Level: Grades K–8

Drawing from Jen’s best-selling resource The Writing Strategies Book, this seminar will help participants to understand a variety of writing genres and modes, writing process, behaviors, skills, and qualities of good writing.

Then, participants learn how to go beyond writing checklists and tips that tell writers what to do, and instead craft explicit, clear strategies that children learn how to do it. We will also explore effective feedback and prompts to coach writers as they practice strategies for their goals.

In the final portion of the day, participants will learn about different methods of teaching (types of individual conferences and small groups) to flexibly respond to students and their needs. Through hands-on activities and video examples of Jen teaching in real classrooms, participants will leave equipped to bring strategies to life in their own rooms right away.

COURSE GOALS:
• To understand how to use formative assessment information to find appropriate goals for each writer
• To craft explicit, clear strategies
• To coach and prompt writers and provide feedback as students practice strategies

A Crash Course in Reading and Writing Strategies

Developed by Jennifer Serravallo
Based on the PD resources The Reading Strategies Book and The Writing Strategies Book
Recommended Grade Level: Grades K–8

Drawing from Jen’s best-selling resources The Writing Strategies Book and The Reading Strategies Book, this seminar will help participants understand how to find goals for their readers and writers and how to support them over time as they work toward those goals.

In the morning, participants will dive into reading: how to know what to expect of readers’ print work, fluency, comprehension, writing about reading, and talk. Participants will practice determining goals based on a thirteen-goal hierarchy and matching strategies to individual goals by studying student work. As they explore each goal, they will see and have opportunities to discuss video examples of students working on those goals, with Jen teaching strategies and providing feedback and support.

In the afternoon: writing. Participants will explore a ten-goal hierarchy of possible writing goals by considering writing genres and modes, writing process, behaviors, skills, and qualities of good writing.

Again, they’ll look at student writing to practice making decisions based on the hierarchy of writing goals, match strategies to those goals, and explore the goals through video examples, activities, and conversations with coparticipants.

COURSE GOALS:
• To understand how to use formative assessment information to find appropriate goals for each child in reading and writing
• To craft explicit, clear strategies and provide feedback as students practice
• To explore ways that strategies can come to life in the classroom through video examples of conferences and small-group instruction
Fifth-grader Jennifer walks in her front door and excitedly tells her mother that her team at school is designing and developing a new and creative game, which is similar to a pinball machine. They are going to be working with wires, batteries, and Legos, and they could even use a 3-D printer if they need it! All of this is thanks to the school’s makerspace. These types of integrated science, technology, engineering, and math (STEM) experiences motivate students, engage them intellectually, develop their creativity and collaboration skills, and provide an authentic way for students to build their understanding.

In STEM-oriented makerspaces (inside and outside schools), people can create, plan, fail, learn, revise, and revamp solutions to problems they are investigating. Individuals can share equipment and materials, knowledge and expertise, to design, prototype, or manufacture products that individually they could not manage or afford. In schools, makerspaces can be areas of self-directed learning, a kind of DIY area for experimenting, creating, and exploring. In makerspaces, students take control of their own learning; they create their own learning goals, and they design alongside other interested students. Jennifer and her team are going...
to apply all the skills and knowledge they are learning to design and build their new pinball machine.

Makerspaces like this one are just one example of how integrated STEM experiences are shifting the focus away from emphasizing one discipline at a time, or “siloed” education. Students have a world of information at their fingertips, so it becomes our role as educators to help them understand and recognize how they can use new knowledge to develop solutions.

In another example, third-grade teachers in one school were teaching force and motion in science, graphing in math, and reading informational text in literacy. Instead of addressing the subjects separately, they designed an integrated STEM unit. Using their science content as the “driver” for their unit, students built and tested Mars Rovers with different applied forces that moved the Rover over different surfaces simulating the landscape of Mars. The students kept track of the distance traveled within a certain time and created a graph, which they shared as they explained their design. Along the way, they learned and applied their science and math content and skills in a new and meaningful way and were able to use the skills of critical and creative thinking, collaboration, and communication.

These integrated experiences can extend beyond the four STEM fields—and beyond the classroom walls. A fourth-grade teacher in Pinal County, Arizona, realized that her students were having difficulty solving multistep word problems involving area and perimeter. The teacher planned a project in which students developed a floor plan for the design of a new library that was being built in a neighboring town and submitted the proposal to local city officials. Not only was the project a rigorous and relevant way for students to learn the math content they had previously struggled with, it incorporated key social studies content as well. Students collaborated with the deputy town manager and an architect from a design company. They learned about area and perimeter; they also learned about local government structure, taxes, voting, and procurement procedures through this project. And they engaged in authentic research on town demographics, building codes, and historic district regulations.

The students collaborated and presented their proposals to a panel consisting of the mayor, town council members, and deputy town manager. Their communication skills were evaluated as well as their proposals. When the new library was completed, the students took a special VIP tour of the facility. Although their proposals were not actually used, the students recognized and commented on different aspects of the library’s design that they had also proposed. They were left with a clear understanding of how this type of facility comes to life and the many different roles and careers of the individuals who worked hard to complete it. They felt pride and ownership as they followed the process from start to finish. What a wonderful learning experience.

Integrated STEM experiences and classroom makerspaces are best when they tap into students’ natural curiosity and give them the chance to develop questions, collect data, and have some reason to analyze what they collect. This type of learning ensures retention of knowledge and skills as well as transference to other real-world situations. If the learning is presented within a context that is connected to the students’ world, be it their own life, a local issue, a global concern, or a social need, students are more apt to take notice and show interest in finding solutions.

The Mars Rover and library architect STEM units both were results of teachers having access to ongoing professional learning, collaboration with their peers, and mentoring. It takes time, other teachers’ STEM units to use as models, and practice to integrate STEM learning, but the result—students who are engaged not only with the content we want them to learn, but with real-world problems to which they can make real contributions—are more than worth it.
A partnership with a Fountas and Pinnell-trained consultant can transform your classroom.

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

For complete details, go to heinemann.com/pd/fountasandpinnell, or call 800.541.2086 ext. 1402
Benchmark Professional Development

For the Fountas & Pinnell Benchmark Assessment System

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

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

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

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

Role of the Administrator in the Implementation of Benchmark Assessment

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

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

Professional Development

For the Fountas & Pinnell Sistema de evaluación de la lectura (SEL)

Niveles A–N, Grados K–2

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

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

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

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

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

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

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

**RELATED RESOURCES:**

Leveled Literacy Intervention (LLI)
Middle and High Systems for Grades 3–12, Levels L–Z Professional Development

The Leveled Literacy Intervention (LLI) Red and Gold Systems are designed for grade 3 and 4 students who are reading below grade level. The LLI Purple System is designed for grade 5 students reading below level. And the LLI Teal System is geared toward older students in grades 6–12.

Designed to bring children up to grade-level performance in as little as 18–24 weeks, LLI Red, Gold, Purple, and Teal systems form a powerful, research-based early intervention program designed specifically for intermediate, middle, and secondary students who have been struggling and lagging behind their peers for a number of years.

- **Red, Levels L–Q (Grade 3)**
- **Gold, Levels O–T (Grade 4)**
- **Purple, Levels R–W (Grade 5)**
- **Teal, Levels U–Z (Grades 6–12)**

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

**RELATED RESOURCES:**
Role of the Administrator in the Implementation of Leveled Literacy Intervention (LLI)

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

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

RELATED RESOURCES:

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 The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching, PreK-8. This continuum along with The Fountas & Pinnell Benchmark Assessment System provides the basis for this professional learning opportunity.

The Literacy Continuum describes text characteristics and behavioral goals for prekindergarten through middle school, across the areas pertinent to the language arts. Drawing from this important resource, this professional learning opportunity provides an introduction in how to use the Literacy Continuum to plan for whole class, small-group, and individual instruction. Participants will also learn how to use the Literacy Continuum as a bridge to connect assessment data from the Benchmark Assessment to instruction as well as monitoring student progress over time.

COURSE GOALS FOR ONE-DAY PROFESSIONAL LEARNING OPPORTUNITY

• Explore the eight continua included in the Literacy Continuum: Interactive Read-Aloud and Literature Discussion, Shared and Performance Reading, Writing About Reading, Writing, Oral and Visual Communication, Technological Communication, Phonics Spelling and Word Study, and Guided Reading.
• Apply the Literacy Continuum to student work and assessment data to inform instruction in reading and writing.
• Explore how to support a writer’s development in the areas of craft, conventions and the process of writing.

COURSE GOALS FOR TWO-DAY PROFESSIONAL LEARNING OPPORTUNITY

• The three goals from the above one-day plan
• Learn how to use the Literacy 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 observe, teach for, and support in getting students to think within, beyond, and about text and how these understandings shift over time.

RELATED RESOURCE:
Teaching for Comprehending and Fluency  
**Grades K–8**

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

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

**RELATED RESOURCE:**

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When Readers Struggle  
**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 how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell’s book (also included in the LLI System), *When Readers Struggle*, this seminar will address the range of difficulties that interfere with literacy learning in the primary grades.

Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower-achieving readers from initiating and problem solving successfully as they read. By understanding reading behaviors and how to respond with language that supports the reader’s development, teachers will learn to plan multiple layers of intervention to ensure reading success.

Seminar participants will learn how to use *When Readers Struggle* as a comprehensive and practical resource to support effective teaching of low-achieving readers.

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

**RELATED RESOURCE:**

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Phonics, Spelling, and Word Study Lessons
Grades K–3

The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide 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, Spelling Lessons, and Word Study Lessons
• Gain knowledge of how the lessons are taught, and actively participate in demonstration lessons
• Gain understanding of, and guidance in, the importance of working with colleagues to implement Phonics Lessons in school
• Explore ideas and suggestions for organization of materials needed in the implementation of the Phonics Lessons

RELATED RESOURCES:

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 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:
Genre Study: Teaching with Fiction and Nonfiction Books
Grades K–8

In this seminar and in their book, Genre Study: Teaching with Fiction and Nonfiction Books, Fountas and Pinnell advocate teaching and learning in which students are actively engaged in developing genre understandings and applying their thinking to any genre. It is through using genre understandings that your students will learn to think, talk, and read texts with deeper understanding, and write more effectively. Partner with a Fountas and Pinnell-trained consultant for this school-based seminar and each participant will:

- Receive an overview of the layout and content of Genre Study
- Gain a beginning understanding of the genres and forms of literature, including the differences between poetry and prose
- Understand the steps in the process of genre study and the roles of both the teachers and students during the process
- Explore the instructional context for genre study and the relationship between text complexity and learning to process text
- Learn how genre study might be carried over the course of a month within interactive read-aloud, and readers’ and writers’ workshop

RELATED RESOURCE:

Guided Reading
Grades K–3 and Guiding Readers and Writers
Grades 2–6

An overview of the key principles of reading instruction outlined in Fountas and Pinnell's best-selling Guided Reading, Second Edition: Responsive Teaching Across the Grades 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, Second Edition, 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–3
- Analyze leveled books to better understand the F&P Text Level Gradient™ and how to match books to readers
- Focus on assessment and how running records and anecdotal evidence help inform our instruction in guided reading

COURSE GOALS, GUIDING READERS AND WRITERS:

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

RELATED RESOURCES:
Fountas & Pinnell Classroom™ ignites learning with thousands of texts, lessons, and resources for all students in grades PreK–6.

Heinemann’s School-Based Seminars, delivered by Fountas and Pinnell–trained consultants, are available to guide educators on the best practices for implementing The Fountas & Pinnell Classroom™ System.

The System is designed to support whole-group, small-group and independent learning opportunities including: guided reading, independent reading, book clubs, phonics/spelling/word study lessons, shared reading, reading minilessons, and interactive read-aloud collections. Seminar participants will gain an understanding of how to implement these various instructional contexts and how these contexts fit together to create a cohesive classroom literacy system.

For complete details on School-Based Seminars go to heinemann.com/pd/fountasandpinnell or call 800.541.2086 ext. 1402
I believe in rage, and I believe in action.

Ze‘Voun tells me that he never knew that reading books could matter so much, could be so enjoyable. He is a young man who is black, brilliant, and bored. He is a writer and a reader for whom many schools are not designed. When he disappears from my class without any explanation, I learn that he has been assigned to an out-of-school placement program, joining other boys who are—likely—as black, brilliant, and bored as he is.

My most essential work is making classrooms spaces where kids like Ze‘Voun can read and write in ways that matter to them—from diss tracks to letters to the local police department reminding them that black lives matter, too, and that wearing their hoodies is not a crime; to Tweets to favorite authors thanking them for books that seem to be written just for them; to reading books that affirm, reflect, and extend their existence as brilliant black boys. My rage helped me to realize that I needed to open spaces inside my classroom where students can speak a variety of Englishes as they explore the origins of Ebonics, where they can engage and delight with both canonical and multicultural texts, write about their understandings, and create texts that validate and stretch their identities. This is some of “the work my soul must have.”

Into the classroom

What does this mean for the day-to-day teaching of high school English? I work with young people who enter high school behind. They have had few positive reading experiences. They often have undiagnosed learning challenges. They have suffered from adults’ low expectations of them for too long. When we meet and I share my expectations, it’s no wonder that they look at me incredulously. I tell them that this year they will love reading (or, at least like it a lot), that they will read at least forty books of their choice, and that their writing will be driven by their interests.

Some even laugh at me. Others glance at classmates, roll their eyes, call me some inaudible name I’ve heard before. (Note: I’m pretty sure Ze‘Voun did all of those things at some point in our history.)

My school tracks students heavily. Typically, students of color and other underserved young people are placed in the euphemistically named “College Prep” track, while their white peers are placed in Honors and Advanced Placement classes. For the most part, students remain in those tracks for the duration of their high school experiences. I’ve come to understand, after fifteen years of teaching, that my students have no reason to suspend their perceptions and realities that have brought them into my classroom.

Initially, I taught only Honors classes (and predominantly white, privileged students). But, as I frequently interacted with young people who were not in my classes (predominantly students of color and economically diverse), I knew I wanted to use my classroom to create an intentional literacy community that explicitly focused on eliminating the achievement and opportunity gap that was not getting any narrower despite the hours my faculty spent discussing it.

Out of that rage came the action: Honors Prep. My hunch is that explicitly naming the academic strategies and behaviors required to succeed in an Honors/Advanced Placement English class will demystify the higher-level courses for students and impact their attitudes and their propensity to take more Honors or Advanced Placement courses. Importantly, giving students the time to practice and become proficient in those academic skills and behaviors over two semesters will prepare them to enter and remain on the advanced literacy track for the remainder of their high school careers. Equally important, creating a cohort of students who take upper-level classes together could diminish the feelings of isolation that many students of color report, feelings that can become a barrier for them to enter or remain in upper-level classes.
One foundational piece in my classroom has been student choice for independent reading books and the intentional curation of a classroom library that is diverse and inclusive. I believe in Rudine Sims Bishop’s “mirrors, windows, and sliding glass doors” to provide young people with texts that affirm and extend their identities. Far too many students have entered my classroom and exclaimed that they never knew there were books written by authors of similar backgrounds. They never knew. It’s not enough to flood them with books of all genres; it’s more important to surround them with books that echo their language, their traditions, their ways of being, their ways of dreaming.

Though Ze’Voun never returned, I continue to hold space in my classroom for other young people who have similar needs and desires, who are hungry for the diverse texts that reach them. I continue to hold on to a belief, and a dream, that the work I do must be as diverse as the students—as escapist, as validating, as powerful as the texts they read. As whole, as free, as happy as we all wish, hope, and need to be.

**Reference**

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Sara Ahmed  
Grades 4–10  
- Growing upstanders and nurturing social responsibility in classrooms through inquiry  
- Building risk-taking, collaborative classrooms  
- Digital citizenship in the middle school classroom  
- Reading comprehension strategies (nonfiction and fiction)

Nancy Akhavan  
Grades K–12  
- 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

Carl Anderson  
Grades K–8  
- Conferring with student writers  
- Assessing with student writers  
- Using mentor texts to teach the qualities of good writing  
- How studying The Beatles as writers can help us become better writing teachers

Honi Bamberger  
Grades PreK–5  
- Coaching  
- Differentiating instruction in mathematics  
- Connecting mathematics to other areas of the curriculum  
- Assessment in mathematics

Kylene Beers and Robert E. Probst  
Grades 4–12  
- Strategies for close reading  
- Understanding the demands of twenty-first-century literacy  
- Reaching struggling adolescent readers  
- Aliteracy: The glitch in becoming a nation of readers

Katherine Bomer  
Grades K–12  
- Writing workshop and writing process  
- Genre studies, especially memoir, essay, and poetry  
- Qualities of good writing (how to name and teach)  
- Independent reading, book clubs, and reading workshop
Jim Burke  
Grades 6–12  
- 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

Karen Caine  
Grades 3–8  
- Teaching students to write opinion and argument pieces  
- Implementing writing conferences that immediately lift the level of student writing  
- Welcoming revision: Helping students become better at revising their writing  
- Using writers’ notebook exercises (in argument, information, and narrative writing) as springboards for short writing projects

Gianna Cassetta  
Grades K–8  
- Teaching and assessing social and emotional competencies  
- Schoolwide practices to support student culture and positive behavior  
- Classroom management  
- Academic instruction that promotes social and emotional learning

Jocelyn Chadwick and John Grassie  
Grades 6–12  
- Reading for relevance, writing, and research  
- Strengthening literacy skills across the disciplines by blending texts and digital resources  
- Curriculum reimagined: Cross-curricular approaches made doable, made engaging  
- Leveraging the power of literature with twenty-first-century students

Lisa Cleaveland  
Grades K–2  
- Writing right from the start (K–2): Starting a writing workshop on day one  
- Using mentor authors and illustrators to guide teaching in the primary grade writing workshop  
- Nurturing writers in preschool and kindergarten  
- Teaching process and craft through illustration study in the primary writing workshop

Harvey “Smokey” Daniels  
Grades K–12  
- Content-area reading and writing  
- Teaching with inquiry: Structures and strategies for a curiosity-driven curriculum  
- Creating a collaborative climate: Teaching the social skills of academic interaction  
- Texts and lessons for fiction and nonfiction
Lisa Eickholdt  
Grades K–5  
- Building time and space for writing workshop: Environment, tools, and routines  
- Workshop structure: Mini-lesson, independent practice and conferring, mid-workshop teaching point, wrap-up  
- The launch as a unit of study: Teaching lessons in process, habits, and craft  
- Using students’ writing as mentor texts: Celebrating student writing and promoting student engagement

Dan Feigelson  
Grades 3–8  
- Reading/writing workshop 101: Getting started  
- Comprehension strategies across the grades  
- Reading/writing workshop and the Common Core  
- Reading and writing in the content areas

Michael P. Ford  
Grades K–8  
- 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

Matt Glover  
Grades PreK–6  
- Nurturing writing and reading development in the youngest students  
- Key beliefs, structures, and supports for writing and reading development  
- Essentials of writing workshop  
- Leading literacy change in elementary schools

Pamela Weber Harris  
Grades 6–12  
- Supporting students in developing sophisticated numeracy strategies  
- Helping students construct powerful numerical connections that support higher math  
- Empowering students to confidently expect mathematics to make sense  
- Creating classroom communities that foster discussion and deep mathematical understanding

Georgia Heard  
Grades K–8  
- Teaching to make a difference: Touching the hearts and minds of all of our students  
- Writing from the heart: How to engage and motivate all of our students to write  
- Looking again: Revision and developing the eyes to see the qualities of good writing  
- Making a place for wonder: Reading and writing nonfiction in the primary grades
Troy Hicks  
**Grades K–5**  
- Integrating new literacies into the teaching of reading and writing  
- Examining elements of author’s craft in digital writing  
- Designing effective digital writing assignments  
- Assessing students’ digital writing projects

Mary Howard  
**Grades K–8**  
- 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

Carol Jago  
**Grades 6–12**  
- Helping English learners acquire academic literacy  
- Expository reading and writing  
- Working with reluctant readers: Strategies that work  
- Responsive writing instruction: Building upon students’ strengths to improve their skills

Penny Kittle  
**Grades K–12**  
- Writing workshop and writing process  
- Planning units of study in writing  
- Independent reading and reading workshop in middle and high school  
- Adolescent literacy

Tasha Tropp Laman  
**Grades K–5**  
- Successful writing strategies for English language learners  
- Writing workshop: Setting up an instructional framework that supports multilingual writers  
- Conferring with English language learners  
- Best practices for reading and writing workshop in the primary grades

Lester L. Laminack  
**Grades K–6**  
- *Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities*  
- Reclaiming read-aloud: Mastering the art of read-aloud in an age of accountability and standards  
- Building a community of kindness through read-aloud and guided conversations: Bullying hurts  
- Exploring writing instruction with a writer
Christopher Lehman  
**Grades 3–8**  
- Understanding, teaching, and assessing for the Common Core State Standards  
- Close reading instruction  
- Conferring with readers and writers  
- Curriculum planning and literacy leadership

ReLeah Cossett Lent  
**Grades 6–12**  
- Reading for meaning in the content areas  
- Writing to learn across the content areas  
- Increase comprehension, vocabulary, and background knowledge with picture books in content-area classes  
- Student study groups: Collaborative learning across the curriculum

Rozlyn Linder  
**Grades 3–8**  
- Teaching students to elaborate and add supporting details  
- Creating engaging classroom environments  
- Reaching diverse and reluctant learners  
- Utilizing visual aids and anchor charts

Tanny McGregor  
**Grades K–8**  
- Teaching abstract concepts in concrete ways  
- Launching reading comprehension strategies and genre studies  
- Using picture books to deepen comprehension  
- Reaching all students through art, music, and concrete objects: ESL, special education, gifted

Heidi Mills  
**Grades K–5**  
- Story matters: Authentic strategies for teaching content and literacy across the curriculum  
- Kidwatching and responsive teaching in joyfully rigorous inquiry-based classrooms  
- Integrated units of study in the sciences and social sciences  
- Inquiry for ongoing professional development and school renewal

Lindsey Moses  
**Grades K–8**  
- Effective instruction for English learners  
- Reading and writing workshop  
- Inquiry-based instruction  
- Differentiation and small-group instruction
Kristine Mraz
Grades K–5
- Supporting emergent reading and writing
- Writing workshop and the writing process
- Charts and tools for independence
- Engaging young children in playful literacy

Susan O’Connell
Grades K–8
- Communicating (talking and writing) about math
- Math problem solving
- Differentiating math instruction
- Math coaching

Linda Rief
Grades 6–12
- How to frame the school year for an abundance of writing and reading
- Big lessons in small texts: The craft we teach in the poems we love
- *Inside the Writer’s-Reader’s Notebook*: An essential tool for deepening reading and writing
- Keeping story central to the core of all writing

Kate Roberts
Grades 3–8
- Close reading instruction
- DIY literacy: Teaching tools for differentiation, rigor, and independence
- Literary essay and writing about texts
- Conferring and small-group instruction

Frank Serafini
Grades 2–8
- Getting started in the reading and writing workshop
- Implementing effective lessons in comprehension
- Using assessment to support readers and writers
- Engaging in new literacies and Web 2.0 resources

Jennifer Serravallo
Grades K–8
- Accountability, agency, and increased achievement in independent reading and writing
- When texts get complex: Assessing readers and writers, setting goals, and getting students to the next level
- Strategies and structures for teaching reading and writing
- Conferring and small-group instruction
On-Site PD / Speakers & Consulting Authors

Nancy Steineke
Grades K–12
- Using best practice to meet the standards
- Engaging students in text and text sets
- Refining student academic conversation
- Nonfiction writing: Argument, persuasion, genre

JoAnne Vasquez
Grades 3–8
- Designing effective science lessons
- Promoting learning through inquiry
- Linking literacy development and science
- Effective elementary science program administration

Vicki Vinton
Grades K–12
- Making the invisible visible: Teaching the process of meaning making
- Embracing complexity: Moving toward a problem-based approach to teaching reading
- Helping students (and ourselves) become critical thinkers and insightful readers
- Reinventing small-group instruction for the age of the Common Core State Standards

Patty Vitale-Reilly
Grades K–10
- Implementing effective and engaging reading, writing, and content-area workshops
- Cultivating student engagement through structures, strategies, and tools
- Differentiating teaching and learning for all students
- Supporting struggling learners through powerful instructional moves

Nancy Butler Wolf
Grades 5–8
- Mathematical modeling
- Algebraic reasoning
- Problem solving
- Literature and writing in the math classroom

Kristin Ziemke
Grades K–6
- Successfully pairing best practice instruction with digital tools in the elementary classroom
- Making reading, thinking, collaboration, and inquiry the heart of your curriculum
- Planning lessons that are standards-based and personalized
- Designing management habits and routines for devices in the workshop classroom
Residency Programs

Engage our authors and consultants as visiting consultants who become part of the pedagogical fabric of your school or district.

Heinemann Residencies are delivered over a year or several years by leading Heinemann authors and author-trained consultants who share expertise, demonstration, and feedback, as they offer a customized and sustainable plan for implementation.

“As Kylene and Bob taught their Notice and Note lessons, I watched a room of high school teachers get curious, slightly anxious, then completely enthusiastic about new avenues for approaching literacy in their urban classrooms. Kylene and Bob understand research and classrooms filled with real students equally well, which is why their work continues to be essential.”

Marilyn Halperin
Director of Education, Chicago Shakespeare Theater

Heinemann authors are master PD educators. Here’s a sampling of residency programs consultants:

- Kylene Beers and Robert Probst
- Matt Glover
- Ellin Oliver Keene
- Penny Kittle
Transform your school or district’s practices to meet goals:

- Prepare and meet the demands set by the Common Core State Standards
- Experience the immediate benefits of in-classroom observing, modeling, and teaching
- Grow your teachers’ strengths and confidence with coaching and side-by-side work in student conferences
- Build in custom multi-day embedded PD to meet specific needs
- Amplify your outcomes with administrator-focused workshops

For complete details, go to heinemann.com/pd/residency or call 800.541.2086 ext. 1151
One of the most dangerous aspects of our society is our tendency to maintain silence on difficult issues. I believe that by not talking about the things that make us uncomfortable, we are allowing the very worst parts of our society to continue unchanged. I believe that it is not hyperbole to state that this prolonged silence is killing us. And nowhere do I believe that is more evident than in our classrooms.

For years, I kept who I was a secret because I was afraid that telling my students I am a lesbian would cause too many waves. I might make someone uncomfortable. I sacrificed my own well-being and wholeness as a human being because I was afraid of upsetting someone else. Perhaps the fact that my very existence makes others uncomfortable gives me a perspective that makes me more willing than others to bring difficult conversations into my classroom.

I know the arguments, I know the fear, I know the discomfort as well as anyone else. And yet, I also know that this discomfort cannot stop us from doing what we should do. We must find a way to bring these conversations into our classrooms even when there are so many factors convincing us not to.
For me, one of the greatest solutions is inquiry. My students and I use inquiry circles in the way they are outlined in the book *Comprehension and Collaboration* by Harvey “Smokey” Daniels and Stephanie Harvey (Heinemann, 2015). Our inquiry circles focus on issues of social justice. We study problems that exist in our world so that we can learn more and then allow our learning to lead to action.

This year, we began our work with inquiry circles just as a new president took office. We began our work when my students had been exposed to months of debate and discourse and disagreement. 

**We must find a way to bring these conversations into our classrooms even when there are so many factors convincing us not to.**

But that is the beauty of inquiry. These topics are coming from the kids themselves. This is what they want to know. And because inquiry is student-led, they will learn about these issues in a way that is appropriate for them.

For four days, I watched as my students immersed themselves in the issues of the world around us. I watched as they discussed and debated what they thought they knew and what they wanted to know more about. I did not once need to ask them to refocus or to get back to work because the work itself was keeping their attention. If I needed any kind of proof that this work was worthwhile, their engagement provided all the evidence I needed.

When people tell me that fifth graders are too young to have difficult conversations, too young to tackle the problems of the grown-up world, I will point them to the list of topics my students created. And when parents ask questions about the topics we are covering (and parents will and should ask questions), I take great comfort in knowing that every child dove into a topic and explored it only to the extent that she or he was comfortable. As adults, we have a choice. We can either continue to pretend that our kids are not ready to meet these issues head-on or we can help them learn about these topics in a supportive classroom environment where they can understand the issues from multiple perspectives.

The kids are showing us they are ready. It is up to us to follow them into the work. So as a new school year begins, do not let the thought of bringing complicated social issues into our classrooms frighten you. Instead, be encouraged by the power of inquiry to allow us to join together with our students in learning how to make this world a better place.

Jessica Lifshitz is a fifth-grade literacy teacher in Northbrook, Illinois and was a member of the inaugural cohort of Heinemann Fellows. Jessica’s action research project focused on how to craft student-driven, authentic, and purposeful learning experiences for young readers and writers. Jessica continues to build on this research as she and her students work within the school district’s curriculum, but inquire into matters of great consequence in the world. Students immerse themselves in complex and compelling topics about the world beyond the walls of their classroom. Jessica reports regularly on her students’ inquiry projects and learning results as well as her own teaching discoveries in her blog *Crawling Out of the Classroom*.

To continue to engage with Jessica on this topic, please go to www.heinemann.com/pd/journal.
Off-Site PD

Meet and retreat with the leading thinkers in teaching. Heinemann’s One-Day Workshops, Multi-Day Institutes, and Custom PD Events transport you out of the classroom to meet face-to-face with internationally renowned author-experts. You’ll reflect on crucial topics, learn exemplary teaching practices, and receive inspiring guidance.

Multi-Day Institutes
(pages 69–72)
Extend your learning with Heinemann’s expert authors over two or more days with like-minded teaching professionals from around the country.

One-Day Workshops
(pages 73–78)
Spend a focused day of professional learning with a Heinemann author and depart with renewed energy and practical classroom tools.

Custom PD Events
(page 79)
Identify your desired PD topic and goal. Heinemann will then match the ideal author or educational consultant for a custom-crafted day or multiple days of in-depth learning.
Multi-Day Institutes

Extend your learning with Heinemann’s expert authors over two or more days.

Expand the outcomes for your practice and the results for your students. Heinemann’s multi-day institutes are led by the “best of the best” in literacy instruction, who consistently deliver powerful learning experiences.

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

For complete details, go to heinemann.com/pd/institutes, or call 800.541.2086 ext. 1511
Santa Fe Literacy Weekend 2018
Grades K–12
Santa Fe, NM / January 12–15, 2018

Join Harvey “Smokey” Daniels, Nancy Steineke, Cornelius Minor, Sara Ahmed, and Kristin Ziemke in historic Santa Fe, New Mexico, over the Martin Luther King Jr. weekend for this comprehensive, professional development literacy institute.

During this weekend, you’ll learn how to help your students develop into thoughtful, curious, lifelong learners while building the foundational knowledge they will need for high-stakes tests. You’ll uncover how to shift your curricula from sit-still rote learning toward more challenging and engaging inquiry. And throughout the weekend, you’ll work with colleagues on a tech-enabled, multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people, and history of the Santa Fe area itself.

**STRANDS**

- **Reading and Writing**—Lessons that develop thinking, build knowledge, and invite kids to engage with the world.
- **Teaching with Inquiry**—Turn the curriculum into investigations that engage all learners.
- **Social-Academic Lessons**—Create a supportive climate for responsible small-group work all year long.
- **Just-Right Technology**—Use technology to truly enhance thinking and interaction in the classroom.
- **Including Everyone**—Support English language learners, students with special needs, and/or those who struggle.
- **Instructional Leadership**—Four special sessions on the roles of principals, coaches, curriculum specialists, and central office leaders.

**WHO SHOULD ATTEND?**

- Classroom teachers K–12
- Literacy/instructional coaches and specialists
- Principals, vice principals
- District leaders
- Technology coordinators

Strategies and Structures for Teaching Reading and Writing 2018
Grades K–8

Check our website for dates and locations

Join best-selling author Jennifer Serravallo and her specially trained consultant at this institute for two days of learning how to best help your students realize, develop, and achieve their reading and writing goals.

Every teacher wants to provide thorough and relevant lessons to maximize their students’ learning experience. But with many students with different needs on different levels within the same classroom, how can you make this feasible? During this institute, Jennifer Serravallo will show you practical ways to target what each student needs most, how you can use your everyday classroom work to identify goals, how to supply each student with strategies that will make a difference, and how to choose from among several methods for teaching reading and writing to both individuals and groups.

Participants will:

- Learn to study student work to determine goals using a hierarchy in reading and writing
- Craft strategies and feedback prompts and learn to match them to student reading and writing goals
- Learn practical ways to differentiate instruction through conferences and small groups, and how to decide which teaching structure to use for which purpose(s)
- Explore essential and practical organization, management, and note-taking options

**WHO SHOULD ATTEND?**

- Classroom teachers of grades K–8
- Administrators
- Curriculum coordinators
- Reading/writing teachers, specialists, and coaches
- Staff developers
The 11th Annual Boothbay Literacy Retreat
Grades 4–12
Boothbay, ME / June 24–28, 2018
Presented by Kylene Beers, Bob Probst, with core faculty Chris Crutcher, Linda Rief, and Penny Kittle

Throughout the week, we’ll ask overarching questions, such as: How can we develop responsive and responsible readers and writers? How is fake news changing how we read? and What do we hope guides teaching for the next decade?

This fun and informative retreat is organized into four daily sessions:

- **Mornings**: We begin early with a writing class, and after breakfast, we convene for a large-group presentation, followed by small-group conversations.
- **Afternoons**: After lunch, we return to small groups to closely study issues including helping readers and writers, and understanding best practices for tomorrow. In the late afternoon, we set aside time for you to do some reading or writing on your own, or talk with any of the faculty about questions you have.
- **Evenings**: Enjoy dinner on your own in the surrounding area, but meet back for our nightly Distinguished Lecture series.

We hope you consider staying through Thursday at noon for our optional lagniappe session, where we will focus on a different method you can use to improve your students’ writing.

**WHO SHOULD ATTEND?**
- Classroom teachers for grades 4–12
- Teachers of ELA/reading, social studies, science and special education teachers
- Literacy/instructional coaches
- Reading/writing specialists
- Principals, administrators, and district leaders

The Fourth Annual Pacific Coast Literacy Institute
Grades 4–12
Check our website for dates and location
Presented by Kylene Beers, Bob Probst, with core faculty Chris Crutcher, Linda Rief, and Penny Kittle

This institute is the perfect opportunity to work with colleagues and literacy experts to learn strategies that will help reading and writing students at all levels to advance. Here, you will learn methods to help you give your students the tools they need to become independent learners and responsible readers and writers. For a real, hands-on experience, bring some of the texts you use in your own classroom with you; by immediately applying what you learn during the institute, you can maximize your learning experience.

You’ll learn:
- Methods for encouraging engagement, building relevance, and promoting rigor
- Strategies that help students analyze fiction and nonfiction texts
- New ways for teaching vocabulary
- Approaches to help your students write expository and narrative texts

**WHO SHOULD ATTEND?**
- Classroom teachers of grades 4–12
- Literacy/reading specialists and coaches
- Curriculum coordinators
- Staff developers
- Administrators

Agendas are subject to change.
Join Irene Fountas’ and Gay Su Pinnell’s specially trained consultants in these focused professional learning sessions, and leave with new energy and understanding that will inform your teaching all year.

**Institute 1: Grades K, 1, and 2 (Levels A–N/Orange, Green, and Blue)**

During this participatory two-day institute, you will explore:
- The Leveled Literacy Intervention (LLI) Primary systems, including sample lessons
- Tutorials to help you code and analyze the reading behavior of children in the group
- Instructional routines that can be incorporated into small-group teaching

**Institute 2: Grades 3, 4, 5, and 6–12 (Levels L–Z/Red, Gold, Purple, and Teal)**

In this interactive two-day institute, you’ll:
- Learn about the LLI Red, Gold, Purple, and Teal systems’ tools and systematic plans to use in coordinating supplementary teaching with classroom instruction
- Deepen your understanding of many research-based ways to help struggling readers
- Develop systematic, intentional vocabulary development

**WHO SHOULD ATTEND?**
- Users of LLI grades K–2 who would like to preview the intermediate grades 3–12 systems
- New users of LLI grades 3–5 and 6–12 who seek professional learning
- Literacy teachers and coaches, Title 1 teachers, and other reading resource teachers who work with students reading below level Z
- Special education teachers who work with students reading below grade level

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**Fountas & Pinnell Classroom™**

Create Your Vision:
Getting Started with Fountas & Pinnell Classroom™
Grades K–2

Check our website for dates and location

**Fountas & Pinnell Classroom™** is a first-of-its-kind, cohesive system for high-quality classroom–based literacy instruction. This new system, developed by master educators and best-selling authors Irene C. Fountas and Gay Su Pinnell, is designed to change the landscape of reading instruction and to ensure the right of every student to lead a literate life. In this interactive four-day institute, the authors will present their vision to lift students’ literacy learning through authentic experiences in reading, thinking, talking, and writing.

Participants will:
- Develop an understanding of the values and vision that underpin Fountas & Pinnell Classroom™
- Explore how to observe students and identify teaching goals through the use of The Fountas & Pinnell Literacy Continuum
- Develop an understanding of the need for and strength of whole-class, small-group, and individualized instruction
- Explore the instructional components that comprise Fountas & Pinnell Classroom™: interactive read-aloud, guided reading, shared reading, independent reading, book clubs, reading minilessons, and phonics/spelling/word study

**WHO SHOULD ATTEND?**
Successful implementation of Fountas & Pinnell Classroom™ depends on strong leadership at the district and school level as well as knowledgeable teachers within the classroom. With this in mind, we strongly recommend your school or district send a team to this institute. The team could include:
- School- and district-level administrators
- Classroom teachers
- Literacy teachers, Title 1 teachers, reading specialists
- Literacy coaches and staff development personnel who support classroom teachers

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*Agendas are subject to change.*
One-Day Workshops

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

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.

For complete details, go to heinemann.com/pd/workshops, or call 800.541.2086 ext. 1151
Units of Study One-Day Workshops
Presented by Lucy Calkins and her senior colleagues

The Units of Study for Teaching Reading, Grades K–8
At this workshop, Lucy and her copresenters will share their newest thinking on reading instruction and reading workshop, embodied in the Units and drawing on their decades of research, curriculum development, and work in thousands of schools.

Participants will:
• Learn about the principles, progressions, and methods that undergird a reading workshop curriculum and foster a strong reading/writing connection
• Explore how to teach the higher-level comprehension skills required by today’s ambitious standards
• Grasp ways of supporting kids as they progress up the ladder of text complexity

The Units of Study in Opinion/Argument, Information, and Narrative Writing, Grades K–8
During this workshop, teachers and administrators will learn about both overarching plans and precise details of the writing instruction that are essential to help students not only reach but exceed high writing standards.

Participants will:
• Learn to teach opinion/argument and narrative writing with increasing complexity and sophistication
• Explore the importance of weaving in engaging mentor texts to foster a strong reading/writing connection
• Unpack writing frameworks to better guide students to meet and exceed high expectations

Adapting Reading and Writing Workshops to Support English Learners, Grades K–5
This workshop will provide the essential methods for adapting the workshop approach to instruction for English learners. You’ll learn to use formative assessments of language and literacy to design instruction to help promote language development in the classroom.

Participants will:
• Learn a core set of teaching methods to support language development
• Understand methods to assess, link, and design instruction around reading, writing, and language goals
• Learn how reading and writing workshops can help foster vocabulary development

The Leadership Challenge in Implementing Units of Study in Writing, Grades K–5
Learn how a school or district can use the new Units of Study for Teaching Reading and Units of Study in Opinion, Information, and Narrative Writing to help whole schools accelerate kids’ literacy development toward the ambitious new standards of today.

Participants will:
• Foster schoolwide conversations about methods, assessments, and goals
• Explore practical ways to use schoolwide assessments to drive small-group instruction
• Understand how instructional charts and tools provide feedback on methods of instruction

Agendas are subject to change. For more details, go to heinemann.com/pd/workshops, or call 800.541.2086 ext. 1151. For grade-specific support, or to learn more about The Units of Study for Teaching Reading series, visit UnitsofStudy.com

Please check our website for dates and locations!
Heinemann’s One-Day Workshops are held around the country throughout the year; there’s sure to be one near you. Check our website for dates and locations!

Kylene Beers and Bob Probst
Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
Grades 4–12
With Kylene and Bob, you’ll explore ways to create attentive, engaged, and empowered readers of nonfiction. You’ll take a close look at strategies students can use to improve vocabulary, fix up confusions, make inferences, and discover strategies to get kids into reading nonfiction texts to extend their thinking. You’ll discuss close reading and text-dependent questions as well as the ever-critical topics of engagement and lifelong learning.
The stances, signposts, and strategies discussed are designed to help readers at all levels to not only question the nonfiction texts they read, but also to question their own assumptions, preconceptions, and possible misconceptions.

Kathy Collins and Matt Glover
I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book
Grades PreK–1
This workshop is designed for early childhood teachers who want to learn how to support children’s meaning making and language development, while nurturing joyful engagement with any book. Learn to nurture children as readers before they can read conventionally, and help them create a positive disposition toward all books.
In this workshop, you’ll receive easily replicable ideas to nudge students to talk more about their books, and show how to support children’s identities as readers. You will learn how to provide literacy opportunities that are inviting, child-centered, and considerate of all young children, no matter where they are as readers.

Harvey “Smokey” Daniels
Curiosity Across the Content Areas: Engaging Kids Through Self-Directed Inquiry
Grades K–12
During this workshop, Smokey Daniels will show you ways to engage your students; strengthen their reading, writing, and speaking skills; and create inquiry units where kids tackle challenging and energizing topics from the required curriculum and their own curiosity. You’ll see how kids can think better around challenging topics, and how to use close reading and collaborative writing as tools for exploration in any subject.
The workshop is highly interactive; you’ll participate in a variety of demonstrations and mini-lessons that are adaptable for all grade levels and subject areas, and you’ll return home with numerous classroom strategies you can use the next day.

Matt Glover
Designing Units of Study: Building an Effective and Responsive Writing Workshop
Grades K–5
This workshop will help you design writing workshop units of study that are responsive to your students’ needs. You’ll build background knowledge around key concepts necessary for creating a unit of study, and practice reading like a writer to improve your skill at noticing what authors do. You’ll examine the role of mentor texts to ensure that your texts match what your students need.
With Matt’s help, you’ll create an actual unit of study by studying a stack of texts, setting primary and secondary goals, and projecting a sequence of possible mini-lessons. Make sure to bring your own mentor texts!
Ellin Oliver Keene

ALL IN: The Role of Engagement in Comprehension
Grades K–8

In this workshop, you’ll discuss ways to identify if students are merely compliant, half-heartedly participating, or truly engaged. You'll learn what constitutes genuine engagement and investigate how students reveal their level of interest in the literacy classroom.

You’ll experiment with the differences between motivation, understanding, and engagement, and discover how to weave comprehension strategy instruction into your literacy workshop. You’ll also examine ways students show that they’re truly engaged and learn straightforward tools you can use to be great models of true engagement for students.

Penny Kittle

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

Teachers of adolescents often ask, “How come so many students who loved reading in elementary school stop reading in middle and high school?” Penny Kittle has asked this question of her own middle and high school students for years and has come to a deep understanding of what motivates adolescents to engage with books and sustain an interest in reading.

During this workshop, Penny will suggest ways to deepen comprehension, increase nonfiction reading, and create independent, skilled readers who choose challenging texts and accelerate their own growth in reading. You’ll explore ways to heighten thinking through writing and how to teach into the intentions of students in conferences.

Lester L. Laminack

Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities
Grades K–6

Writers look for structure and craft, intention and execution, voice, tone, and mood. Efficient readers can be shown how to flip their insights about structure and strategies into more powerful writing. Learning to write using your reader knowledge has important implications for growing more informed and efficient writers. To be a good writer, you must first be able to read deeply and understand author’s intent. Writers ARE readers.

In this workshop, you will write a bit yourself to play with structures and craft, and learn how to show your students ways they can transfer what they know about reading structures and strategies into practices that will hone their writing skills. Lester will show you that the key to successful writing is harnessing the power of close reading.

Christopher Lehman and Kate Roberts

Fall in Love with Close Reading
Grades 4–12

This workshop will teach you practical methods for teaching deep analytical reading. You’ll learn to facilitate thoughtful conversations about texts and provide ongoing opportunities for using this authentic assessment in your reading instruction.

You’ll learn to think practically about text complexity, and discover structures that lead to independent close reading habits, avoiding the common pitfall of students only superficially reading. You’ll consider ways of broadening this study beyond texts, and see how reading anything closely can be eye-opening and empowering. Chris and Kate’s fun and interactive teaching style will leave you able to support students as they develop big ideas about narratives, nonfiction texts, and media.
Rozlyn Linder
The Power of Details: Teaching Students to Elaborate in Argument, Narrative, and Informational Writing
Grades 3–8
In this workshop, Roz reveals the strategies and instructional tools that have moved even the most reluctant writers forward. You’ll learn easy-to-implement, fun, and effective ways to help writers add details to their writing.
This workshop will explore innovative strategies for not only engaging writers, but helping them build their writing tool kits with methods to persuade readers, support arguments, and craft engaging narrative scenes. Elaboration, description, details, and citing evidence become easy for students! Join us for a day filled with laughter, joy, and most importantly, strategies that work for writers.

Tanny McGregor
Reading Connections: Deepen Comprehension in Concrete Ways
Grades K–8
In this workshop, you’ll learn how to usher your students into the world of complex text using concrete objects, art, music, and conversation, and make your thinking visible through sketchnotes and visual representation. Tanny has developed a launching sequence that honors the gradual release of responsibility, making learning incremental and achievable, even when the content or concept is abstract. Strategies taught can be instantly used with students as a viable option for deepening comprehension.
This workshop will provide you with the tools you need to reach kids where they are, and guide them to a deeper understanding of abstract concepts.

Lindsey Moses
Supporting English Learners in the Reading Workshop
Grades K–6
With classrooms that are more diverse than ever before, how can you support English learners in ways that help them reap the same benefits from reading workshop that your English-speaking students do? During this workshop, Lindsey will offer practical ideas, research-based tips, and classroom examples for supporting students during whole-group, small-group, and independent work time, and share effective ways to modify your routines to meet the needs of every student.
Her instructional ideas and differentiation strategies give you all the tools you need to implement a reading workshop that is as effective for your English learners as it is for your English speakers.

Kristine Mraz
Mindsets for Learning: Teaching Strategies for Joyful, Independent Growth
Grades PreK–5
In this workshop, you will learn how to leverage the powerful instructional strategies of storytelling, reflection, and goal setting with your students. You’ll discover how daily structures like conferring and whole-class conversations can be used to create classroom communities of joyful effort, while still meeting benchmarks along the way. Classroom charts and other resources will be shared to help the classroom experience come alive, and to ensure that you can keep this powerful work going all year long. This day is an opportunity to explore and deepen your understanding of one of the most powerful tools we can help children to develop: a joyful, independent, growth-oriented mindset.
Susan O’Connell

Math in Practice: Everyday Strategies for Building Confident and Capable Learners
Grades K–5

In this workshop, Sue O’Connell will illustrate practical strategies that make math come alive for all of your students. You’ll hear about easy-to-implement alternatives to worksheets that will motivate and engage your students as well as challenge them to model, reason, and solve math problems. You’ll explore a wealth of classroom-ready ideas and activities you can immediately implement in your classroom.

Join Sue in this dynamic workshop where you will discover ways to help students learn and love mathematics. This workshop is for all teachers of math—those who are math experts and those who may feel as though they are learning math along with their students.

Jennifer Serravallo

Strategies and Structures for Teaching Reading and Writing
Grades K–8

With many students with different needs on different levels within the same classroom, how can you make sure to provide thorough and relevant lessons? In this workshop, you’ll explore practical ways to target what each student needs, and how to choose from several methods for teaching reading and writing to individuals and groups.

This workshop will help you understand how to find goals for your students and how to support them as they work toward those goals. Jen uses a very active, hands-on approach in her workshops, helping you feel you can turn what you learned in the workshop directly into practice in your classrooms the next day.

Kristin Ziemke

Literacy, Independence, and Critical Thinking: Rethinking the Role of Technology in the Classroom
Grades K–6

As a teacher, you know what works best in your classroom, and you know how to best enhance your students’ experiences. While it’s tempting to want to use technology, it’s important to understand it’s not just about having the technology in classrooms, but about how and why it should be used.

You’ll learn ways to help decide when and how to use technology to personalize learning for students, as well as discover practical ideas to incorporate digital learning to promote literacy, independence, and critical thinking. You’ll explore new resources to encourage student interest and curiosity, and hear about practical strategies for using technology both in the reading and writing workshop and across the day.
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