PROFESSIONAL DEVELOPMENT SERVICES FOR K–12 EDUCATORS

Edited by Ellin Oliver Keene

Seeing Anew: An Invitation to Teacher Research
By Thomas Newkirk

The Heinemann Fellows: Reflections from Our First Class

Content Literacy: Building Knowledge Through Thinking-Intensive Learning
By Stephanie Harvey and Anne Goudvis

The Power of Listening: When Not Talking Is Your Best Teaching Move
By Sara Ahmed
How it feels to build relevant and inspired teaching expertise

Creating an engaged and motivated team of skilled educators is the first step to advancing student achievement. Our world-class collection of author-experts is a who’s who of the greatest minds in teacher professional development. Most of our renowned experts (and their author-trained consultants) are available to work directly with your school district through customized programs. The result—time and time again—is a significant lift in energized teachers and focused students.

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Enhance your PD plan with a custom blend of in-person and online learning

Learn how our blended PD planning services can extend your professional development program and deliver the specific results your school needs.

- Blended options are unlimited
- Consider booking an on-site seminar and extend that learning with a related on-demand online course
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- Augment your own PLC work with a live webinar series

“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

An Example of a Customized PD Plan with Jennifer Serravallo

- Start with a vision for interactive reading instruction PD
- Use *Teaching Reading in Small Groups*, by Jennifer Serravallo, as a professional book study
- Deepen thinking and change practice as cohorts engage in Heinemann’s *Teaching Reading in Small Groups* facilitated On-Demand Course
- Clarify thinking via live webinar and course discussion with Jen
- Generate interest and raise the level of instruction across the district through successful collaborative professional learning with Jen and Heinemann, setting the stage for continued on-site and online PD next year
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Finding Community, Cooperation, and Synergy

In recent months, I have spent hours reflecting on the power of community. From families, neighborhoods, and schools, to our cities, our country, and even our planet—our sense of community continues to bring us together and can shape our collective future.

Through my work with Heinemann, I’ve spoken with teachers from every part of the country. I’ve found that while some feel a strong sense of community, cooperation, and synergy where they teach, others feel like they are the only ones in their district focused on child-centered, progressive educational practices. Those who feel isolated and alone often have a much harder path to forge. They might find themselves carrying the full weight of piloting, refining, and defending best practice, and need to be the ones to educate those around them about progressive education.

It’s heartening to realize that even teachers who feel alone in their district do not need to be alone in the world. I think of a teacher I spoke to after a multi-day institute. She told me about the relief she felt now that she had met other teachers who were walking the same path she was. She had found a community, and optimism shone on her face; the work already felt lighter.

I’ve also seen the transformative power of a rejuvenated community. Long after workshops have ended, I’ve watched groups of colleagues who have worked together for years excitedly discussing how they would bring the beliefs and strategies from the workshop into their classrooms. In these reenergized communities, no one has to carry the entire load by themselves.

Active and healthy communities offer more than emotional support. They challenge us to clarify our thinking, and they push us further. They encourage us to ask questions of ourselves and others while simultaneously reassuring us that we are not alone.

In that spirit, I welcome you to this edition of our Catalog-Journal. Within these pages, you will find a community of teachers, researchers, leaders, questioners. With Heinemann Professional Development, you are part of a thriving community centered on research-derived teaching, drawn from Heinemann’s rich library of professional learning texts. Our authors ask hard questions, seek better thinking, and always strive to improve. We are grateful to have you in this community with us.

Join all the voices within these pages, your fellow educators in your area and around the country, and Heinemann PD all year long. We will meet you where you are: online, on-site, or off-site.

We wish you a school year of fulfillment, joy, challenge, and—most of all—community.

—Mim Easton
The Power of a Question

We are questioners by nature; attending to queries and struggling with possible responses energizes us and piques our intellectual interest, in our classrooms and in our lives. After thirty-four years in education, I’ve come to believe that questioning and reflecting on our practice are among the most important ways we can support children’s learning. We thrive on unanswered questions and on finding new ways to promote learning.

This issue of the Catalog-Journal explores questioning. You’ll read Tom Newkirk’s recollections of his father’s teacher research question, posed in 1939, long before we talked about teacher research. The conclusions Tom draws about our calling to question the world will forever change your definition of what it means to read and undertake research.

His article is complemented by descriptions of action research undertaken by the inaugural class of Heinemann Fellows, ten educators who pursued research questions in their classrooms and schools to generate new understanding for all educators. Their insights will serve as fodder for discussion among you and your colleagues, but most importantly, you will see the potency of an educator’s question thoughtfully studied in the classroom. You can also read their blogs on heinemann.com/fellows.

In this issue, Stephanie Harvey and Anne Goudvis argue that kids’ questions lead them deep into the content world with energy and engagement and that “conventional content instruction needs to be turned on its head” by following kids’ questions into in-depth exploration of the social and natural world. Their phenomenally practical article lays out a road map for doing just that. They propose a researcher’s workshop—why haven’t we been looking at content learning like this for years?

Finally, I must acknowledge the recent incidences of anger and violence embroiling this country. We’re left with heart-breaking questions, and many wonder if, when, and how to explore these questions with children. Sara Ahmed’s sensitive piece provides invaluable guidance on these important conversations with students. Her wise advice is (you guessed it) to ask questions and listen with our whole hearts. She argues that sometimes the best teaching is not to teach.

In an issue that focuses on the importance of asking questions, it seems fitting to consider Warren Berger’s words from A More Beautiful Question (2014, New York: Bloomsbury USA): “I have become convinced that questioning . . . is more important . . . in helping us figure out what matters, where opportunity lies, and how to get there. We’re all hungry for better answers. But first, we need to learn how to ask the right questions.”

—Ellin Oliver Keene
The year is 1939. A twenty-four-year-old science teacher at the Tiffin (Ohio) Junior Home, an orphanage, is tending his last-period study hall—in which no studying is going on. As he describes it: “I assigned the lessons and saw to it that students looked at their books, but I didn’t turn their pages and neither did they.”

This teacher knows the scene well: he is an orphan himself and had spent almost his entire life at the Junior Home, beginning at age six after his father was killed in a tornado. He graduated (second in his class) and later he worked there as a janitor to help pay his way through Heidelberg College.

He decides to do something about this study hall. He brings all of his books into the classroom to create a classroom library (remember, this was before there was such a thing as a paperback). He borrows others from friends and fellow teachers. Among them are *Of Mice and Men*, which had been recently published—and improbably James Joyce’s *Ulysses*, which was banned in the United States until a 1933 district court ruling. There are also more accessible choices: Pearl Buck, Booth Tarkington, the Tom Swift series, Jack London, and Zane Gray.

The teacher wants to see if he could engage these students in self-chosen reading, and if he could, determine which of his books would be chosen. He calls this method “free reading.” He introduces the books to the students, and over the course of the year monitors the reading choices. His students carefully avoid the established and longer classics (Dickens, Thackeray, Tolstoy, Thoreau) and choose *Of Mice and Men*, *The Call of the Wild*, *White Fang*, James Hilton’s *Goodbye Mr. Chips*, and Edward Eggleston’s *The Hoosier Schoolboy*. On average, students read 6.5 books that year (not bad for twenty-five minutes a day), and for many it was the first time they had ever read a book of their own choice.

He publishes his results in the state National Education Association journal *Ohio Schools*, an account that finishes with a flourish: “Regardless of the reading level that students may be expected to attain, the chances are poor that they’ll ever read outside of school unless they can be induced to read of their own free will.” That man, my father.

I am sure the term teacher research was nonexistent at the time, but that is what he was about. His account traces the arc of inquiry (Dewey 1910). He begins with a felt problem, the wasting of time in the study hall. He devises an intervention, and then monitors the effect of the change. If this sounds like a version of what teachers...
“We believe that teachers are researchers and that instructional decisions are best when based on what teachers have learned and documented by observing and listening carefully to students throughout the day.”

—Belief Statement 1 (Teachers as researchers) from *The Teacher You Want to Be: Essays about Children, Learning, and Teaching*, featuring author Thomas Newkirk
In the late 1800s, the famous biologist Louis Agassiz would begin his anatomy classes with the requirements that his students observe a fish—for three full days. Students typically began with some interest, became dreadfully bored, and gradually came to see new things and regained their interest.

do all the time—well, it is. The school day is filled with acts of inquiry—microtheories about student performance, adjustments, and checks to see if the changes make a difference. It’s what John Dewey called “intelligence.” Teacher research is a slightly more formalized version of this inquiry arc.

Of course, the very term research can seem imposing and intimidating. It suggests objectivity, expertise, conclusiveness, scope, and statistics. We can imagine that “Research” produces “Truth” where the best that we can do is produce a lowercase “truth”—something that helps us understand our own classroom (and ourselves) better but may not generalize to other classes (or even to all our classes). It feels more transitory, fragile, amateur. But these insights are also vital and useful—they speak to our specific situations in a way that more formal research can’t. They open us up to possibilities, and pull us out of routines.

There is another mental trap that needs to be named. It is easy to talk yourself out of an inquiry by claiming your method or intervention is not “original”—it has been described or tried before, by Nancie Atwell, or Peter Johnston, or Donald Murray. It’s been done before. But it hasn’t been done in your context, by you, with your students, your school, at this point in educational history.

It’s actually hard to just copy. Even if we try to reproduce a sentence or quote for a paper, we invariably change it. Copy editors nail me on this every time. Whatever approach you are employing, you are adapting it, giving it your personal stamp. I’m not even sure that there are truly original ideas, or what one would look like (hideous, I think). My advisor at the University of Texas once said to me in a moment of candor, “My original ideas are those for which I’ve forgotten the source.”

Look at the Fish!—The Importance of Thinking Small

In the late 1800s, the famous biologist Louis Agassiz would begin his anatomy classes with the requirements that his students observe a fish—for three full days. Students typically began with some interest, became dreadfully bored, and gradually came to see new things and regained their interest.

I have always thought this is the cycle of true research: to take something you think you “know”—and through sustained attention, begin to see it anew. The long-standing goal of qualitative research is to make the familiar strange. In the hectic world of the classroom, we rarely have time to pay attention in this way—but by identifying small, manageable points of inquiry, we can learn from our practice.

Here are some brief ideas for getting started:

1. Ask a good question. Here would be some I would suggest.  
   a. How do my responses promote good student talk in my writing/reading conferences (i.e., do I know how to stop talking)?  
   b. How would I define ways in which my students develop as writers?  
   c. How would student writers/readers describe their growth?  
   d. How do young students mix drawing and writing?  
   e. How do students incorporate popular cultural references or genres in their writing?  
   f. What comprehension and word attack strategies does a struggling reader use?  
   g. Is there any pattern to the voluntary book choices students make? (My dad’s question!)

2. Gather a small and manageable set of data. This could be a few interviews, some transcripts, some selections from a portfolio of student writing, or some videotaped classroom episodes. It’s often better to do more with less—don’t drown in data. Perhaps focus on one or two students.


4. Be willing to change your question. As you explore, you may find more interesting problems to look at. Remember the classic recipe for cooking sturgeon: place on wooden board, cook two days on low heat, throw away the sturgeon, and eat the board.

5. Share with colleagues—this doesn’t have to be a grand presentation. Look at the fish together. Actual student work, I am convinced, is endlessly informative. You may want to go on to bigger things, for example, a conference talk or even an article, but start small. (The best guide available for teacher research is *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers* by Ruth Shagoury Hubbard and Brenda Power.)
Why Do Teacher Research?
The answer to this question might seem obvious—to create knowledge, even if it is local knowledge geared to a specific group of students. Or to help us become more effective teachers. All true. But there is a more basic reason—to keep ourselves alive, and alert, and happy as teachers. To be learners. We become depressed when we find ourselves (or imagine ourselves) in closed systems, where all decisions are laid out for us, where we have the infamous pacing guides, the common assessments, the administrator wanting everyone “on the same page.” I am using depressed in a clinical, not just metaphoric sense: studies have shown (in rats, monkeys, and humans) that when we lose a sense of agency, or freedom to make choices or affect our future, we can easily sink into depression or sadness.

If we are honest with ourselves, it is not always external forces that inhibit us. We all can be victims of our own inertia, when we feel passive and mediocre and tired—so that even the thought of making a change and investigating it feels like too much effort. We are in a rut, we are settling, we are not the teacher we want to be. At moments like this, the action of research is not an additional burden; it is the way up and out.

I have always thought this is the cycle of true research: to take something you think you “know”—and through sustained attention, begin to see it anew.

The best antidote to sadness is learning. In T. H. White's The Once and Future King, Merlyn has this advice for a despondent Arthur:

“The best thing for being sad,” replied Merlyn, beginning to puff and blow, “is to learn something. That’s the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the only thing for you. (1939, 185–86)

It is the thing for all of us.

References
White, T. H. 1939. The Once and Future King. New York: G.P. Putnam’s Sons

Literature Cited

Tom Newkirk is a Professor Emeritus in the English Department at the University of New Hampshire where he founded the New Hampshire Literacy Institutes. He is the author of numerous essays, studies, and books on literacy instruction at all levels. His latest research-related essay “On the Virtue of Thinking Small: Reclaiming Teacher instruction at all levels. His latest research-related essay “On the Virtue of Thinking Small: Reclaiming Teacher Research” is featured in Heinemann’s new release The Teacher You Want to Be: Essays about Children, Learning, and Teaching, edited by Matt Glover and Ellin Keene.

Tom’s most recent book is Minds Made for Stories: How We Really Read and Write Informational and Persuasive Texts. His Misreading Masculinity was cited by Instructor Magazine as one of the most significant books for teachers in that decade. Tom also wrote the books Holding On to Good Ideas in a Time of Bad Ones and The Performance of Self in Student Writing, which won NCTE’s David H. Russell Award for Research. Other recent titles from Tom include Children Want to Write (coauthored with Penny Kittle) and The Art of Slow Reading.

To continue to engage with Tom on this topic go to www.heinemann.com/pd/journal.
Leading edge online offerings deliver round-the-clock access to expert authors and author-trained consultants who present quality instruction on the most crucial topics of our time.

**Online PD**

**On-Demand Courses**  
(pages 11–17)  
Impact your classroom with the most advanced on-demand PD courses.

**Webinar Series**  
(pages 18–22)  
Online PD comes to life with the immediacy of real-time, live webinars presented by our authors and consultants.

**Digital Library**  
(pages 28–29)  
Access dynamic online PD resources—including books, articles, and video clips—in one place for one low cost.
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Heinemann’s On-Demand Courses make the most of educators’ PD time and resources by presenting affordable, aligned, sustained, and supported PD options that target specific needs within the context of real classroom examples and practical tools.

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NEW! On-Demand Single-Session Course

*Strategy Lessons in Reading: Conferring with Small Groups*

*Grades K–8*

Presented by Jennifer Serravallo

Self-Study / DCSCNJSSL / $29.00 per participant

**Use Strategy Lessons Efficiently and Effectively**

In this single-session course, Jen Serravallo will help you learn how to use reading strategy lessons to maintain the feel of one-on-one conferring while working efficiently with small groups of students. This single-session course is specially produced from one of the strategy sessions within Jen’s full-length On-Demand Course (see page 14). In strategy lessons, students gather based on the need for a common strategy, rather than because they are reading at the same level, and use their own self-selected texts to practice a new strategy as the teacher flexibility varies the amount of support for each individual through prompts, coaching, and feedback.

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

This mini-course helps you guide students toward becoming independent readers who love and understand what they read. Join Regie Routman in this video-rich course as she demonstrates her effective teaching methods—including informal reading conferences—in diverse, authentic classroom settings. Regie’s intimate knowledge of teaching and learning, down-to-earth style, and dedication to all children’s success make her one of the most vibrant and respected names in literacy education today. Join her in this online mini-course and gain time-tested reading instruction strategies and practical knowledge to apply right away in your daily classroom teaching.

NEW! 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.
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 standards 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

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

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
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

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, 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
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

Strategies for Teaching Nonfiction Writing
Meeting Standards Through Writing Across the Curriculum
Grades K–2 | 3–5

Presented by Linda Hoyt and Tony Stead
GRADES K–2 Self-Study / DCOCN0010 / $199.00 per participant
GRADES 3–5 Self-Study / DCOCN0011 / $199.00 per participant

Real Strategies for Teaching Real-Life Writing
Linda Hoyt and Tony Stead show you how to teach the nonfiction writing genres mandated by the Common Core State Standards. Their strategies help you promote writing across the curriculum and support writers as they increase their output, elevate their craft, and express wonder about their world.

COURSE OBJECTIVES
• Discover strategies for ensuring students’ success with nonfiction research and writing
• Evaluate your instruction against CCSS expectations and the strategies modeled in this course
• Reflect on your practice and identify how and when to use these strategies
• Learn to use these strategies in all curriculum areas

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
NEW! On-Demand Mini-Courses:
Presented by Toni Czekanski, The Lesley University Center for Reading Recovery and Literacy Collaborative

The F&P Text Level Gradient™: Using Fountas & Pinnell Resources to Match Books to Readers
Grades K–8
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
Grades K–8
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. For this mini-course, you will be using The Continuum of Literacy Learning to help you think about using text introductions to support students’ learning in guided reading lessons.

Thinking and Talking About Books Across the Day:
Creating a Community of Readers
Grades K–8
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. During interactive read-aloud and literature discussion, students learn to express their thinking in ways that lead to increased understanding and the creation of a community of readers in your classroom.
NEW! On-Demand Mini-Courses

Heinemann PD Services is now offering a collection of online Mini-Courses, providing a self-paced option to explore some of the foundational ideas behind Irene Fountas and Gay Su Pinnell’s work.

• Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative (CRRLC)
• Produced and delivered online by Heinemann PD to support work in assessing and planning for literacy instruction
• Designed to be completed in a shorter time frame than Heinemann’s standard On-Demand Courses
• Grounded in research and rich with practical video modeling, reading, writing, and personal reflection

Educators and students interested in deepening their experience with Fountas and Pinnell resources may choose to take a Heinemann Mini-Course as a sampling of possibilities for further study. Those seeking a full-length online course or Lesley Graduate Certificate (GC) grounded in the work of Fountas and Pinnell are advised to contact the Lesley University CRRLC for additional information.

(Email crrcourses@lesley.edu)

See facing page for more details.

Three Mini-Courses Now Open!

The following are the first three in a collection of Heinemann Mini-Courses, presented by Toni Czekanski, Lesley University, CRRLC:

• The F&P Text Level Gradient™: Using Fountas & Pinnell Resources to Match Books to Readers
• Introducing Texts Effectively in Guided Reading Lessons
• Thinking and Talking About Books Across the Day: Creating a Community of Readers

Tuition is $49.95 per participant | Group discounts are available

For more information about Heinemann Mini-Courses, visit heinemann.com/pd/ondemand
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.

How Our Webinar Series Work

• 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.

**Literacy Webinar Series**

**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

**Christopher Lehman and Colleagues from The Educator Collaborative**
*Classroom Essentials for Right Now: Resources and Conversations to Start the Year Strong*
Grades K–12
Online PD / Webinar Series

**Reading Webinar Series**

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

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

- **Jennifer Serravallo**
  Using Reading Strategies in the Classroom:
  Matching Methods to Purpose Throughout the Year
  Grades 1–5

- **Tanny McGregor**
  Reading Connections
  Grades K–6

- **Frank Serafini**
  Reading Workshop 2.0
  Grades 3–8

- **Lisa Eickholdt and Patricia Vitale-Reilly**
  Writing Workshop Essentials: Environment, Structures, and Lessons
  Grades K–6
Fountas & Pinnell Webinar Series

Webinar Series with Fountas & Pinnell-Trained Consultants

Presenting live PD webinars on:
- The Benchmark Assessment System
- Guided Reading
- The Continuum of Literacy Learning
- When Readers Struggle: Teaching That Works
- Phonics and Word Study Lessons

A typical webinar series consists of three to five clock hours of streaming webcast, including live discussion with a Fountas & Pinnell-trained consultant, video demonstrations, presentation materials, and access to archived recordings. CEU credit is awarded upon completion.

Individual tuition for our Fountas & Pinnell 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.

Register for a live series and attend each session in real time, or select a previously recorded series and take the course as a self-paced option.

Also, consider a custom group webinar presented by a Fountas & Pinnell content-area expert. Contact one of our PD specialists to discuss your specific needs and craft a customized webinar or blended PD experience to meet your goals on time and on budget.

For more information on Heinemann’s Webinar Series, please go to heinemann.com/pd/webinarseries or call 800.541.2086 ext. 1100.
Decades ago, Don Graves first showed us that reading and writing instruction can be elevated to a much higher level when we sit down with our students and confer one-on-one. Research continues to prove the “workshop model” of teaching delivers accelerated student engagement and learning for our young readers and writers alike. Today, Heinemann Online PD offers you both self-paced and live online course options to help advance your skills in conferring and managing reading and writing workshops in your classrooms.

Below is a sampling of On-Demand Courses and PD Webinar Series on this subject presented by Heinemann’s leading author experts.

- Introduction to Writing Workshop, by Stephanie Parsons
- Teaching Reading in Small Groups, by Jennifer Serravallo
- Adolescent Reading Rx, by Samantha Bennett, Cris Tovani
- Transforming Our Teaching Through Reading to Understand, by Regie Routman
- Supporting English Learners in the Reading Workshop, by Lindsey Moses
- Using Reading Conferences to Foster Student Engagement, by Ellin Oliver Keene and Dan Feigelson
- Writing Workshop Essentials, by Lisa Eichholdt and Patricia Vitale-Reilly
- Reading Workshop 2.0, by Frank Serafini
- Conferring with Student Readers and Writers, by Dan Feigelson and Carl Anderson

For information on Online PD options, visit heinemann.com/pd/online or call 800-541-2086, ext. 1100
Reflections from Our First Class

Two years ago, ten educators from across the United States were selected to form the first class of Heinemann Fellows. They represented a cross section of content areas and brought diverse experiences and perspectives to their work. And, through focused action research projects, observations, and continued sharing via articles and blogs, they have become part of the fabric of Heinemann. As the second cohort of Heinemann Fellows launches for 2016-2018, our first class reflect on their insightful journeys.
Amy Greenbaum
English Teacher, Christ Episcopal School, Covington, Louisiana

“The heart of my classroom is the voice of my students. My hope as their teacher is to assist them in discovering the power of their own voice and a means to share it with others.”

At first, I thought I was simply seeking to investigate the role poetry might play in developing student writers. The connections to student voice in writing were obvious to me, and I sought to deepen my understanding and to offer my students more meaningful ways to interact with poetry. Yet, as I proceeded, I realized I was neglecting aspects of aiding my kids in discovering the power of their voice.

And that was when my project shifted. I then began investigating how trusting students with choice in the classroom not only empowers them as learners and writers but also offers more profound opportunities for engagement in the classroom.

The heart of my classroom is the voice of my students. My hope as their teacher is to assist them in discovering the power of their own voice and a means to share it with others. This is the center of my research—research that began in my time as a Heinemann Fellow and that will continue into the future.

Lorilee Cabrera Liberato
Cornerstone Literacy Coach, Springfield, Massachusetts

“I have learned to become adaptive to respond to the changing needs and goals of students, teachers, coaches, and other district staff and to be present in every situation.”

I am tempted to say that the journey began about two years ago with the call saying I had been chosen as part of the first Heinemann Fellows group, but that isn’t completely accurate. My journey began thirty-eight years ago with the decisions my parents made about my upbringing and education. I grew up in a household where the main goal was to provide me with the opportunities to which they never had access.

Providing access has become my passion. I have devoted my career to doing this in several capacities, as teacher and as coach. My action research focused on supporting teachers in becoming reflective and effective practitioners, and it has led to immense personal growth.

I have learned to become adaptive to respond to the changing needs and goals of students, teachers, coaches, and other district staff and to be present in every situation, listening to people’s needs and asking the right questions to promote reflection. I have also learned that my best coaching begins with a quiet determination to stay true to my principles and beliefs.

Lisa Birno
Literacy Coach, Eden Prairie Public Schools, Eden Prairie, Minnesota

“How pursuing an action research plan through the Heinemann Fellows has changed me as a teacher. This work has shown me the power of truly reflective practice.”

My journey as a Heinemann Fellow has been rich, challenging, and rewarding. My action research centers on the power of teachers’ intentional instructional practices to bring about change in the classroom. During my first year of work, I examined how the use of purposeful talk can promote equity and intellectual engagement with my sixth-grade class. I was eager to see the impact of this intentional use of purposeful talk, but I never anticipated how much depth it would bring to our classroom as my students and I focused on the power of our collaborative conversations.

When I moved to an instructional coaching position this year, my Heinemann action research project expanded and focused on how teaching practices change as a result of reflective coaching. This broader perspective allows me to discover the impact of collegial collaboration centered on students’ learning.

Pursuing an action research plan through the Heinemann Fellows has changed me as a teacher. This work has shown me the power of truly reflective practice. It’s something I’ll carry with me forever.
Valerie Geschwind  
Staff Developer, Teacher’s College  
Reading and Writing Project, Columbia University, New York, New York  
“We can celebrate the unknown and believe that the journey to discovery will be more powerful than a curriculum, a standard, a ‘right’ answer.”

If you’ve spent time with a toddler, you’ve probably been subject to an endless stream of questions. Research suggests that these questions decrease with age as a result of well-intended but limiting adult responses. Although I continue to consider how to foster innate curiosity in children in my role as a staff developer, I have been left wondering: How do we foster curiosity in educators?

I set out to study the impact of teacher-conducted action research on student growth in an academic or social area. I found that the largest hurdle was supporting educators in identifying a question to study. Just as adult response to toddlers can inadvertently squash curiosity, too many teachers believe they need to have the “right” answer. I realized that we need to help teachers feel safe to generate questions around their own inquiry.

How can we foster curiosity among teachers? We can encourage questioning. We can reflect alongside teachers. We can celebrate the unknown and believe that the journey to discovery will be more powerful than a curriculum, a standard, a “right” answer.

Jessica Lifshitz  
Fifth-Grade Teacher, Meadowbrook Elementary School, Northbrook, Illinois  
“My students and I now search for ways to give meaning to the work that we do and, whenever we can, we make sure that the meaning of our work goes beyond the walls of our classroom.”

I began my action research by examining the best instructional strategies to help my students create student-generated reading goals that focused more on the quality of their thinking than on the quantity of their reading. This led me to learn to listen to my students differently and to keep them at the very center of our work. It also led me to search for ways of learning that felt more authentic and purposeful to both me and my students. This action research has sent ripples through every aspect of my teaching as I began to work with my students to craft more authentic and purposeful learning experiences.

Although I’ve started by looking at student-written reading goals, I ended up looking at every instructional decision that I make through a lens of authenticity.

Julie Nora  
Director, International Charter School, Pawtucket, Rhode Island  
“I learned that students are more engaged when they blog for authentic audiences and purposes, that many students do not have access to technology at home and as a society we need to address this issue.”

I began the Heinemann Fellows journey knowing a lot. I knew I was seeking professional growth in a new setting. I knew mentors and other educators would share their expertise and push me to reconsider my practice. I knew I wanted to share what I have learned in the diverse, dual language environment of my school. I knew I would investigate how to integrate Information and Communication Technology (ICT) in meaningful ways.

Although I knew a lot when I started this journey, I had no idea how much I would learn. I learned that students are more engaged when they blog for authentic audiences and purposes, that many students do not have access to technology at home and as a society we need to address this issue. I learned that teachers need to develop their own skills to teach students ICT, that teachers will integrate ICT in meaningful and creative ways, and that students and teachers learn a tremendous amount from their peers.
Michael Pershan
Math Teacher, Saint Ann’s School, New York, New York

“Our students learn from feedback when they actively reflect on that feedback—and we have to support them in this work.”

When I took algebra, the only feedback was whether my test answers were right or wrong. We can do better than this, but how? My research concerns improving feedback in math classes. At first, I worked on improving the quality of the feedback I gave my students. I soon discovered that comments that merely point out errors are ineffective. Instead, they need to express support for the student while making a very specific mathematical request. (“I love how you . . . Can you try . . . ?” is a sturdy format.)

As I dug deeper, I found that improving comments is not enough. Even the best comments often fail to support learning. Our students learn from feedback when they actively reflect on that feedback, and we have to support them in this work.

Learning can be improved by integrating feedback into larger routines of instruction that start with assessment and end with student reflection. I have found revision to be a particularly powerful routine: collect the work, discuss it together, return with comments, and revise in class with support.

Kate Norem
Literacy Coach and Reading Specialist, John Muir Elementary School, Seattle, Washington

“My students are completely engrossed in their writing when they are given the freedom and responsibility to choose their topic, genre, and mode.”

Whether they are creating a play to perform as a gift, collaborating on a song to teach younger kids about composting, or writing an encyclopedia of bacteria for a high school biology class, my students are completely engrossed in their writing when they are given the freedom and responsibility to choose their topic, genre, and mode. These instances are meaningful to the students in a way that my teacher-selected, genre-driven writing units simply are not. Therefore, my inquiry has centered on the question, “What purposeful choices can students make that impact the quality of their writing and what teacher moves best support these choices?”

As I have implemented more choice within my writer’s workshop, I have documented changes in both the quantity and quality of the students’ work. However, the most powerful change has come from the questions that I am asked numerous times throughout the school day: “Is it writing time yet?,” “Can I bring my writing to recess?,” and “How long do we get to write for today?”

As a teacher of both intermediate and primary grades, I observe again and again that my students are most engaged in their writing when they are given choice over more than just their topic.

Sascha Robinett
Principal and School Cofounder, Milagro Charter School, Los Angeles, California

“After experiencing what a performance-driven evaluation system can do to the morale and growth of a dedicated teacher, I knew that as an administrator, I needed to develop an alternative process.”

My inquiry as a Heinemann Fellow has been based on the theory that teachers will be more effective at serving their students’ needs if they are supported in taking charge of their own growth and change. Many current teacher evaluation systems focus solely on teacher performance, making the need for growth a professional liability.

After experiencing what a performance-driven evaluation system can do to the morale and growth of a dedicated teacher, I knew that as an administrator, I needed to develop an alternative process. For the last two years, I have been working with my teachers to develop their own action research projects as an alternative method for gathering data on their effectiveness. Once their research is established, they are supported in their efforts to understand the impact on students.

As a school, we have gone from loathing our evaluation process to being inspired and excited by our own growth and change. In my experience, the best teachers are those who know that learning, growing, and changing are vital components of their professional success.
I teach in a small school of less than eighty kids in rural Montana, which is a glorious but sometimes messy assignment. In this setting, I often have smaller class sizes, but I also face the daily challenges of a multigrade classroom and the isolation that comes from having no grade-level colleagues. I am always searching for effective strategies and solutions.

This search led me to implement a multidisciplinary learning block that encompasses literacy, social studies, and science, in which the students and I cocreate authentic learning opportunities. Students are no longer inundated by isolated, skill-based instruction but engaged in reading, writing, discussing, and questioning. This increased exposure to higher-level, content-specific vocabulary caused me to question whether this approach would help students transfer vocabulary into their writing and speaking.

After collecting and analyzing my data, the findings were clear. Not only are students engaged in meaningful learning tasks immersed in richer content-area vocabulary, they are also able to transfer this knowledge into their writing and speaking as they make sense of the world around them.

To continue to engage with the Heinemann Fellows, visit heinemann.com/fellows and follow the hashtag #HFellows. The Heinemann Fellows are also participating in our Teaching & Learning Community Facebook Group. Join them and other colleagues at Hein.Pub/PD/TLC.

Introducing the 2016-2018 Heinemann Fellows

Front row, left to right: Kimberly Parker, English teacher, The Cambridge Rindge & Latin School, Cambridge, MA; Tiana Silvas, fourth grade teacher, PS 59, New York, NY; Katie Charner-Laird, principal, Cambridgeport School, Cambridge, MA; Hollis Scott, fifth grade teacher, Montair Elementary School, Danville, CA; Kate Flowers, English teacher, Santa Clara High School, Santa Clara, CA.

Back row, left to right: Chris Hall, fifth and seventh grade teacher, Oyster River Middle School, Durham, NH; Aeriale Johnson, second grade teacher, Joseph & Olinga Gregory Elementary School, Kalskag, AK; Ian Fleischer, elementary school teacher, New Franklin School, Portsmouth, NH; Tricia Ebarvia, English teacher, Conestoga High School, Berwyn, PA; Anna Osborn, reading specialist, Jefferson Middle School, Columbia, MO; Kent Haines, seventh and eighth grade math teacher, Simmons Middle School, Hoover, AL.
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On-Site PD

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.

School-Based Seminars
(pages 31–50)
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 66–67)
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
On-Site PD / School-Based Seminars

Writing Workshop

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 texts:

Heinemann authors are master PD educators. Here’s a sampling of Writing Workshop contributors:
Matt Glover

A leading author-expert on the subject of elementary literacy programs, Matt Glover specializes in evaluating and then unpacking new writing workshop practices.

Matt has been an educator for more than twenty years, including twelve years as a principal and instructional leader. As author of Engaging Young Writers, and coauthor of Projecting Possibilities for Writers (with Mary Alice Berry), as well as Already Ready and Watch Katie and Matt . . . Sit Down and Teach Up (with Katie Wood Ray), he brings trusted research and solid expertise to efficiently advance school writing programs. Matt is frequently invited back over subsequent years to deliver embedded long-term PD programs.

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

- Nurturing Writing Development in the Youngest Writers
- Essentials of Writing Workshop
- Conferring with Young Writers
- Key Beliefs, Structures, and Supports for Writing Development
- Fostering Energy and Motivation for Young Writers
- Leading Literacy Change in Elementary Schools

Visit: heinemann.com/pd/onsite  Phone: 800.541.2086 ext. 1402
On-Site PD / School-Based Seminars

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 Seminar contributors:

Sara Ahmed  Harvey “Smokey” Daniels  Carol Jago  ReLeah Cossett Lent
Kylene Beers and Bob Probst

As today’s thought leaders in teaching strategies for close reading, Kylene and Bob partner to coach teachers and share their powerful approach to cultivating critical reading habits in all students.

Building on their foundational texts, including Kylene’s *When Kids Can’t Read/What Teachers Can Do*, and Bob’s *Adolescent Literacy* (with Linda Rief), their most recent co-authored best-sellers *Notice and Note* and *Reading Nonfiction*, deliver important new interlocking scaffolds that every student can use to go beyond a superficial reading. As consulting authors, Kylene and Bob provide on-site professional learning on all aspects of teaching reading, and today are most in demand to model lessons based on their new books’ proven student engagement and reading comprehension strategies.

**Notice & Note: Strategies for Close Reading**
*Grades 4–10*

**Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies**
*Grades 4–10*

**Reading Nonfiction Student Bookmarks**
*(At-hand guides)*
*Grades 4–10*

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

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Seminar topics presented by Kylene and Bob are customized and can include components of the following.

- Strategies for Close Reading of Fiction and Nonfiction Texts
- Examining the New Emphasis on Text-Dependent Questions, Rigor, Text Complexity, and What it Means to be Literate in the Twenty-First Century
- Understanding the Demands in Reaching Struggling Adolescent Readers
- Cultivating Critical Reading Habits to Make All Students More Attentive, Thoughtful, and Independent Readers
- Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies

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Lindsey Moses  
Frank Serafini  
Jennifer Serravallo  
Nancy Steineke
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 Seminar contributors:

Carl Anderson  Jim Burke  Georgia Heard  Linda Hoyt
Smokey’s seminar topics are customized and often include components of the following.

- Content-Area Writing and Reading
- Texts and Lessons for Teaching Writing, Reading, and Literature
- Introduction to Inquiry Circles: Comprehension and Collaboration Across the Curriculum
- Literature Circles 2.0: New Structures for Student-Led Discussions
- Teaching the Social Skills of Classroom Collaboration: Practical Steps to Friendliness, Support, and Responsibility
- Best Practice: Bringing Standards to Life in the Classroom

Harvey “Smokey” Daniels

Smokey shows colleagues how to simultaneously build students’ writing fluency, increase student engagement, spark lively discussion, and create a safe space for respectful peer feedback on writing.

Smokey works with elementary and secondary teachers throughout the United States, Canada, and Europe, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds.

A former city and suburban classroom teacher and a college professor, Smokey has authored and edited more than a dozen best-selling literacy professional books. His latest co-authored release (with Nancy Steineke) is *Text & Lessons for Content-Area Writing* which is the companion volume to their popular *Texts & Lessons for Content-Area Reading*.

Smokey often collaborates and delivers seminars and multi-day institutes with his longtime and newer coauthors, and this year he is teaming closely with Nancy Steineke, Kristin Ziemke, and Sara Ahmed.

Texts and Lessons for Content-Area Writing
Grades 6–12

Content-Area Writing: Every Teacher’s Guide
Grades 6–12

Visit: heinemann.com/pd/onsite 800.541.2086 ext. 1402
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 Seminar contributors:

Jim Burke  Harvey “Smokey” Daniels  Linda Hoyt  Ellin Keene
Nancy Steineke

Nancy shares a wealth of content-area teaching comprehension strategies that engage and motivate students while advancing their literacy skills.

Nancy Steineke consults nationally as a seminar presenter and literacy coach for K-12 teachers. She specializes in content-area literacy, nonfiction writing, purposeful close reading, literature circles, and student engagement. Using her experiences teaching English, history, and vocational education, Nancy keeps the focus on manageable strategies that help teachers get the job done in ways that best benefit students. Participants regularly praise her "practicality," "concrete ideas," and "energetic style."

Nancy offers customized seminar plans that include professional learning options for all school sizes and types. In addition to consulting in schools, Nancy, along with Harvey “Smokey” Daniels, has also organized and led more than 50 multi-day institutes for teachers in locations around the U.S.

Nancy’s practical, classroom tested strategies offer teachers next-day implementation opportunities as she delivers seminars on the following topics.

- Deepening Comprehension with Meaningful Close Reading
- Implementing Literacy Strategies Across Content Areas
- Designing and Using Nonfiction Text Sets to Support Literature and Content Studies
- Guiding and Refining Accountable Student Discussion about Text
- Reading with an Eye Toward Craft

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

Mini-lessons for Literature Circles
Grades 6–12

Texts and Lessons for Teaching Literature
Grades 6–12

Texts and Lessons for Content-Area Reading
Grades 6–12

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

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- Guiding and Refining Accountable Student Discussion about Text
- Reading with an Eye Toward Craft

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On-Site PD / School-Based Seminars

School Culture Seminars

Customized school culture seminars will help you:

• learn how creating a classroom and school-wide environment based on respect, collaboration, empathy, and positivity leads to academic success
• 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

A sampling of School Culture texts:

Heinemann authors are master PD educators. Here’s a sampling of School Culture contributors:

Sara Ahmed  Gianna Cassetta  Harvey “Smokey” Daniels  Matt Glover
School Culture Seminars

Today’s research proves that more positive school environments based on inclusive and mutually respectful student-staff relationships, well-managed classrooms, and collaborative learning models are better prepared for academic success.

For decades, Heinemann’s authors have consistently focused on the importance of encouraging the social-emotional growth of all students while advancing content knowledge. Heinemann’s master teacher-authors are leading strategic thinkers and coaches in building strong school cultures.

Customized School-Based Seminars are available based on the teachings in these professional books and more:

- Classroom Management Matters: The Social–Emotional Learning Approach Children Deserve
- The Teacher You Want to Be: Essays about Children, Learning, and Teaching
- A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth
- Purposeful Play: A Teacher’s Guide to Igniting Deep and Joyful Learning Across the Day
- Amplify: Digital Teaching and Learning in the K-6 Classroom
- DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence
- Upstanders: How to Engage Middle School Hearts and Minds with Inquiry
- Thrive: 5 Ways to (Re)Invigorate Your Teaching

Visit: heinemann.com/pd/onsite  Phone: 800.541.2086 ext. 1402
Math & Science Seminars

Customized 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 & Science Seminars texts:

Heinemann authors are master PD educators. Here’s a sampling of Math & Science Seminar contributors:

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Benchmark Professional Development

*For the Fountas & Pinnell Benchmark Assessment System*

The *Fountas & Pinnell Benchmark Assessment System* is a one-on-one, comprehensive assessment to determine independent and instructional reading levels, for placing students on the F&P Text Level Gradient™, and for connecting assessment to instruction with the *Continuum of Literacy Learning*. Available for both System 1 (Grades K–2) and System 2 (Grades 3–8), Benchmark Professional Development introduces participants to the thinking behind the *Fountas & Pinnell Benchmark Assessment System*, provides training on how to administer and analyze the assessment, and helps participants understand instructional and grouping implications.

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

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

**Professional Development**

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*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.

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Role of the Administrator in the Implementation of Benchmark Assessment

Administrators play an important role in determining the success of school initiatives, including the implementation of the Benchmark Assessment system. In order to support the implementation process and the teachers using the materials, principals must have 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.
On-Site PD / Fountas & Pinnell Seminars

**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 classroom practices such as guided reading and read-aloud. Their professional book, The Continuum of Literacy Learning: A Guide to Teaching, is included with the Fountas & Pinnell Benchmark Assessment System and provides the basis for this seminar. Drawing from this important resource, the seminar provides an introduction to The Continuum and how it can be used to set goals for learning in planning lessons for individuals, small groups, and the whole class.

Discover how The Continuum can be used as a bridge in connecting your assessment data and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

COURSE GOALS:

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

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:**

When Readers Struggle
*Teaching That Works*
Grades K–3

Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and 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:**
Phonics Lessons and Word Study Lessons

Grades K–3

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

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

**RELATED RESOURCES:**

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:**

*Literacy Beginnings: A Prekindergarten Handbook*
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:**

[Genre Study](https://heinemann.com/pd)

Guided Reading
Grades K–3 and
Guiding Readers and Writers
Grades 2–8+

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

**COURSE GOALS, GUIDED READING:**

- Gain an overview of the components of the literacy framework as described in *Guided Reading*, including interactive read-aloud, shared reading, guided reading, and independent reading
- Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–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:**

[Guided Reading](https://heinemann.com/pd)

[Genre Study](https://heinemann.com/pd)
Revitalize your literacy instruction

More in-depth, more intuitive, and more essential than ever.

THE FOUNTAS & PINNELL
LITERACY CONTINUUM, EXPANDED EDITION
A Tool for Assessment, Planning, and Teaching, K–8

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978-0-325-06078-1

978-0-325-08684-2
E. B. White (n.d.) reminds us to “always be on the lookout for the presence of wonder.” You can’t help but ask questions in a room that is filled to bursting with great text, stirring images, engaging artifacts, and so on. Content-rich classrooms make wondering irresistible. Stimulating environments fuel kids’ natural curiosity. Teachers who create classrooms like this instill a disposition to explore, investigate, read on, and learn more. The real world is rich, fascinating, and compelling, and because kids are living in it, let’s replicate it in our classrooms.

We’ve advocated for teaching comprehension strategies as tools for building content knowledge for years (Harvey and Goudvis 2007, 2013, 2016). But we are convinced that conventional content instruction needs to be turned on its head. Content learning is not about slogging through textbooks, answering a bunch of questions about dates and events, or spending two periods of twenty minutes a week on science. Rather than simply skimming the surface, kids should be grappling with and constructing ideas for themselves across all content areas, 24-7. In content-rich classrooms, kids are asking questions, inferring, discussing, debating, inquiring, making things, and generating new ideas. P. David Pearson (2006a) suggests a simple motto that says it all when it comes to active learning across the curriculum: READ IT, WRITE IT, TALK IT, DO IT!

We don’t reserve comprehension instruction for the literacy block. When comprehension strategies are at the core of science, social studies, and language arts instruction, kids learn and understand more deeply, engage more completely, and build knowledge over time. In reviews of the research, Cervetti and colleagues (Cervetti and Hiebert 2015; Cervetti, Jaynes, and Hiebert 2009) argue persuasively that “knowledge building is the next frontier in reading education” because “evidence is beginning to demonstrate that reading instruction is more potent when it builds and then capitalizes upon the development of content knowledge” (Cervetti, Jaynes, and Hiebert 2009). This is a reciprocal process, as Figure A illustrates.

Researchers emphasize the knowledge-building side of this figure, which underscores the idea that when we comprehend, we add to and enhance our store of knowledge. So above all, comprehension is a knowledge-building activity (Cervetti, Jaynes, and Hiebert 2009).

P. David Pearson recently tweeted “Knowledge begets reading comprehension begets knowledge, begets RC begets K anon . . . a virtuous rather than a vicious cycle” (2015). The more content knowledge we have, the more likely we are to grow it. So we are more committed than ever to merging comprehension and content instruction across the curriculum.

Recent comprehension research supports the importance of “teaching small repertoires of strategies in more flexible ways and more collaborative contexts” (Wilkinson and Son 2011). Comprehension instruction is most effective when students integrate and flexibly use reading strategies across a wide variety of text and in the context of a challenging, engaging curriculum. Strategies such as activating and connecting to background knowledge, asking questions, inferring, visualizing, determining importance, and synthesizing are the foundation for content learning and understanding.

**Thinking-Intensive Learning**

Understanding content requires that kids use thinking strategies in science, social studies, literature study, and so forth. For kids to understand and remember what they learn, reading must be thinking- and learning-intensive, so say no less than the President.
and Fellows of Harvard College (2007). We teach the term thinking-intensive reading, listening, and/or viewing even to our youngest students, so they learn right off the bat that reading is, above all, about thinking. And not just thinking per se, but asking questions, drawing conclusions from text evidence, inferring from visual and text features, and surfaced themes and important ideas.

As Art Costa (2008) says, the acquisition of knowledge is only the beginning. “The deeper [the] knowledge one has, the more analytical, experimental and creative one’s thought processes.” Acquiring knowledge is a powerful jumping-off point, but kids only get truly engaged when they have a chance to spend some real time exploring significant issues and ideas and actively using knowledge. Costa (2008) suggests, “Content literacy is all about what kids do with their new knowledge—how they make sense of it and use it in their daily lives.” So going deeper into the essential questions and bigger ideas across disciplines gives kids a much better shot at “enduring understanding” (Wiggins and McTighe 2005).

Content Literacy Practices

Here’s the good news. We have noticed that with most kids, it is the content that is seductive! We have never met a student we can’t engage in something in the real world. We’ve watched as kids marvel at a video of a Venus flytrap closing on an insect, wonder about brothers fighting brothers in the Civil War, or write letters to support the construction of a memorial commemorating the Sand Creek Massacre victims. We believe the following practices, modeled initially by teachers, are most likely to result in a classroom full of engaged, active learners who take action. In “content-literate” classrooms, kids:

- use comprehension strategies flexibly to turn information into knowledge and actively use it
- live a life full of wonder and curiosity
- read with an inquisitive mind and a skeptical stance
- interact with text, media, resources, artifacts, teachers, and each other
- merge their thinking with new learning to learn, understand, and remember it
- view nonfiction as compelling and accessible
- make their thinking audible and visible
- bathe their content learning in rich talk and discussion
- build their interest and intrigue with visuals, videos, artifacts, and interviews as well as text
- grasp the big ideas and essential questions they encounter as they read and research
- engage in collaborative inquiry and action

Researcher’s Workshop

To build intrigue, knowledge, and understanding, students read, learn about, and interact with the questions, mysteries, controversies, discoveries, and drama that are the real stuff of content learning. This kind of deep dive often leads kids to care about and act on what they are learning. But how does this happen in our classrooms? To this day, we remain big fans of reading and writing workshop. Why not researcher’s workshop? In researcher’s workshop, the teacher and kids follow workshop rituals and routines, including teacher-led minilessons; kids practicing through reading, writing, talking, viewing, and drawing; and time built in for conferring and sharing. To immerse kids in the vast ocean of content, we use a four-phase inquiry framework for researcher’s workshop.

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TEACHERS</th>
<th>KIDS</th>
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<tbody>
<tr>
<td>Immerse</td>
<td>Invite curiosity</td>
<td>Explore, experience, and learn about the topic</td>
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<tr>
<td></td>
<td>Build background knowledge and intrigue</td>
<td>Connect the new to the known</td>
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<tr>
<td></td>
<td>Encourage kids’ questions, responses, and reactions</td>
<td>Wonder, react, and think to engage in the topic</td>
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<tr>
<td>Investigate</td>
<td>Develop questions</td>
<td>Keep notebooks with questions and new learning</td>
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<td></td>
<td>Search for information</td>
<td>Annotate and keep track of their new learning</td>
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<td></td>
<td>Discover answers</td>
<td>Read, talk, listen, and view a wide variety of text and online sources to learn information</td>
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<tr>
<td>Coalesce</td>
<td>Intensify research</td>
<td>Engage in deeper reading and research</td>
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<td></td>
<td>Synthesize information</td>
<td>Reflect and monitor findings</td>
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<td></td>
<td>Build knowledge</td>
<td>Organize information and determine accuracy of sources</td>
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<td></td>
<td>Go Public</td>
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<td>Share learning</td>
<td>Co-construct expectations for final projects</td>
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<td>Demonstrate understanding</td>
<td>Demonstrate learning and understanding in many ways</td>
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<td></td>
<td>Assess and evaluate projects</td>
<td>Reflect on new knowledge and the research process</td>
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<td></td>
<td>Take action</td>
<td>Take action through writing, speaking, drawing, creating, making, and so on</td>
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Adapted from Harvey and Daniels (2015), Comprehension and Collaboration.
“Young children are naturally curious.”

Exploring Science

Like scientists, young children are naturally curious. We merge science and literacy and teach kids to think, read, write, talk, draw, and create like scientists. Researcher’s workshop in science workshop is hands-on and minds-on! Through interactive read-alouds, viewing, observing, experimenting, and independent reading, kids explore and build knowledge about important concepts, such as animal adaptations, habitats, and survival. Essential questions, created by the teacher and based in district science standards, launch kids into research. These frame and shape kids’ own questions and emerge from the kinds of questions scientists ask, such as “How do animals adapt to and survive in their habitats?”

Essential questions are transferable to many habitats and species. For instance, in a rain forest study one child might ask how emerald tree boas adapt to and survive in the rain forest and another might ask the same question about toucans. But it’s not merely about studying toucans and boas; the goal is for kids to acquire and transfer new knowledge of foundational concepts and ideas to create enduring understandings across habitats and species. As kids internalize and think about these essential questions, they build on this foundation for their own investigations. So when they next read about any animal or habitat, they think about how that animal adapts to its environment, which replicates how scientists keep big ideas and questions in mind as they think and research. With this foundation, kids tackle problems and issues in the real world and create ways to share their learning through posters, blogs, presentations, videos, letters to the editor, and so on.

Taking Action with History

Along with miners, trappers, and assorted intrepid souls from Colorado’s past, Karen Halverson’s class of fourth graders learned about a dark time in the state’s history. The Sand Creek Massacre of 1864 occurred when Colorado militia soldiers attacked a peaceful camp of Native Americans, who were under the protection of the U.S. government, and tragically slaughtered many of them, mostly women and children. The kids read interviews, historical fiction, and first-person accounts to learn about this horrific event. Once the students developed an understanding of what happened, they were outraged.

Fast-forward to current times. During their inquiry, the teacher and kids discovered a speech by the current governor, videos of Cheyenne and Arapaho descendants speaking about the massacre, and articles about an ongoing effort to establish a memorial to the Sand Creek victims near the state capitol in Denver. The students considered the pros and cons of the effort and then made their decisions, synthesizing evidence and arguments in favor of the memorial, as in this excerpt from one of their letters (see Figure B).

Dear Legislators,

I have found that people forget what happened in history, like the Sand Creek Massacre. But people shouldn’t forget what happened to the Cheyenne and Arapahoe. Colorado needs to remember history more accurately. The governor at the time, John Evans, made no attempt to apologize for the Sand Creek Massacre. Governor John Hickenlooper started us on the path of righting a wrong when he apologized in his 2014 speech to Native Americans for the treachery. After so much suffering from the shock and crisis of the Sand Creek Massacre, a memorial would start to right this wrong, help Native American descendants heal, and remind us never to make such a big mistake again.

Sincerely,
Dale

P. David Pearson (2006b) reminds us that “reading and writing are always better when they are tools not goals. . . . If we don’t realign the current curricular imbalances, science and social studies may suffer, but ultimately reading and writing will suffer. Reading and writing are not about reading and writing in general, but about reading and writing particular texts that are grounded in particular experiences.” In classrooms where content learning is on the front burner, voluminous reading, writing, and research happen all day, every day. Kids come to care about what they learn and even take action. The implications are clear. Content matters. Thinking matters. Our democracy depends on both.
Anne Goudvis and Stephanie Harvey have enjoyed a fifteen-year collaboration in education as authors and staff developers. They are coauthors of Heinemann’s curricular resource series, The Comprehension Toolkit. Their latest book in the series, Content Literacy: Lessons and Texts for Comprehension Across the Curriculum (available in primary and intermediate editions) provides content literacy lessons designed to teach students ways to get the most out of their nonfiction reading so they can build content knowledge and actively use it. The lessons engage students in analysis, synthesis, critical reading, and thinking across the curriculum, while integrating multiple comprehension strategies that build on the original lessons in The Comprehension Toolkit series.

Anne began her career teaching both primary and intermediate grades in schools on the south side of Chicago. After graduate school at the University of Illinois’ Center for the Study of Reading, she spent ten years as a staff developer for the Denver-based PEBC (Public Education and Business Coalition). The PEBC is a partnership of leaders from education and business, who support innovation in public schools. She currently works with teachers and schools around the country doing workshops, classroom demonstrations, and coaching.

After fifteen years of public school teaching, both in regular education and special education classrooms, Stephanie worked for twelve years as a staff developer, also with the PEBC. She currently serves as president of Stephanie Harvey Consulting, which provides literacy staff development to schools and school districts around the world. Stephanie conducts keynote speeches, presentations, workshops, demonstration lessons, coaching sessions and ongoing consultation to teachers, reading specialists, literacy coaches, principals, and district administrators.

Follow them on Twitter @steppharvey49 and @annegoudvis.

To continue to engage with Anne and Stephanie on this topic, please visit www.heinemann.com/pd/journal.

This article is based on research that informed Stephanie and Anne’s new Content Literacy lesson books (primary and intermediate).

Content Literacy Lessons and Texts for Comprehension across the Curriculum

Written and designed for the updated 2016 second edition of The Comprehension Toolkit, the new Content Literacy lesson books provide support for teaching comprehension across the curriculum, including building knowledge and understanding.

Once students have had explicit instruction in six key strategies and begin to use them independently and flexibly, Content Literacy engages them in lessons that rely on a repertoire of strategies for understanding.

Building on the original Toolkit, the new lessons integrate all comprehension strategies to more closely meet today’s new standards and support content-area learning.

For more information go to ComprehensionToolkit.com.
Speakers & Consulting Authors

Bring our experts to you

Heinemann speakers and consulting authors are internationally noted educators skilled at delivering leading-edge thinking on the topics that matter now in teaching and learning, in the most engaging manner. Whether you seek an inspiring keynote, breakout workshop presenter, or multiple days of custom-designed, on-site professional support, Heinemann is ready to assist you.

Heinemann’s PD services make the process of selecting and hiring a speaker and consulting author simple.

For complete details, go to heinemann.com/pd/speakers, or call 800.541.2086 ext. 1402
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
**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
On-Site PD / Speakers & Consulting Authors

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
On-Site PD / Speakers & Consulting Authors

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

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

Maria Nichols
Grades K–6
- Understanding the power of purposeful talk
- Developing a student’s dialogic abilities
- Design of read-alouds that invite lively conversation
- Deepening comprehension through the use of multiple sources with multiple perspectives
On-Site PD / Speakers & Consulting Authors

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

Meenoo Rami
Grades K–12
- Going public: How to share your classroom’s stories and challenges without crossing boundaries
- Wired up: Learn to use technology appropriately to bring agency and energy into your classroom
- Increasing engagement: Empower your students with choice and voice
- Reclaim the spirit of teaching: Renewing commitment and rediscovering joy

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
- When texts get complex: Assessing readers, setting goals, and getting students to the next level
- Strategies and structures for teaching reading
- 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

**Nancy Butler Wolf**  
Grades K–10  
- 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

**Susan Zimmermann**  
Grades K–12  
- The thinking strategies meet the Common Core State Standards  
- *Mosaic of Thought*: Teaching with the seven keys to comprehension  
- The think-aloud: The bread and butter of a reader's workshop  
- Written responses, write from the beginning
You sit white-knuckled on the way into school. In your mind are your students’ faces—students who need some reassuring, but you don’t know what to say to them. You scramble and scour, putting your faith in Google to produce any age-appropriate facts, images, resources, or tips on how to address this tragedy with students. With faculty. With parents. How can you make them feel safe? What words will reassure them that nothing like this will ever happen to them? How can you talk to them about a tragedy when some of the kids in the room may identify with the victims and some with the perpetrators?

The **Power of Listening**

When **Not Talking** Is Your Best Teaching Move

BY SARA AHMED
As educators, we are on the front lines the morning after a tragedy shakes the world.

It took a few of these mornings for me to realize it actually isn’t about what I say at all. It is about how I listen.

News of tragedy is becoming almost commonplace. A school shooting at Sandy Hook. An attack on Paris. A bombing in Brussels. Another unarmed civilian of color shot by a police officer. A park filled with children decimated in Lahore. Parents publicly fasting to fight for their kids to keep their neighborhood school. Another mass shooting, this time our nation's bloodiest, in Orlando, where people gathered to dance, sing, and celebrate love. We are conditioned to associate horrific events just by hearing names of cities: Baltimore, Ferguson, Newtown, Paris, Chicago, New Orleans. We become tense with hashtags: #blacklivesmatter #alllivesmatter #lovewins #Prayfor(insertaplace) #inmymuslimneighborhood #plannedparenthood #NRA. We are on a slippery slope to being desensitized in a 24-7 reporting world. The tweets fly in, the images are haphazardly released; adults responsible for children are often scrambling to find ways to either protect, inform, or comfort them in more than 140 characters or memes.

As educators, we are on the front lines the morning after a tragedy shakes the world. It ripples into our classrooms from homes, the hallways, and handheld devices. Sitting back and listening isn’t easy to do and it doesn’t feel comfortable at first. It takes a great deal of patience and an even greater amount of practice, with many mistakes along the way. Sometimes we speak without considering how kids hear our message, but kids actually respond better to how we hear them.

So how do we listen?

In responding to tragedy, we can open the conversation with questions for emerging discourse around sensitive topics. We can have some questions lined up that will allow students to do more of the talking and us to be more mindfully present. You may find some similarities to how we monitor for understanding in literacy; these questions are just a shift from textual to cultural and social comprehension.

1. “How are you feeling about ___________________?”

This always gives me a quick qualitative assessment of what background knowledge kids have without making it about the quantity of facts (or misconceptions) they may have.

2. “Do you see any areas of tension (between people or places)?”

Now is also a good time to define terms, places, people, or groups so that there is clear understanding of who the main actors are and what their roles represent in the greater story. You also may need to define tension for students; one way is to define it by a shared reading experience you have had together, such as noting character tension or tension in setting. A follow-up question may be: “Does that tension cause emotions for you? Why do you think this is happening?” Or try question 3.

3. “Have any of you heard any stories of hope, of upstanders—people who helped others in this time of need?”

We always want to humanize these events. Find and tell the stories of people who were lost, who helped, and who stood up in the face of fear. This changes the conversation to a positive note and shifts the narrative for kids. As Fred Rogers used to say, if you feel scared “always look for the helpers.”

As your students (and you) become more comfortable having these difficult conversations in class, you can take more of an inquiry approach. Let them build the agenda through their wonders.

4. “With everything that is happening, what do your heart and mind wonder about?”

This question opens a compelling window into how the kids are trying to make sense of the world around them.

With all optimism and hope, let’s transition from leaning in with our voice—to leaning in to listen theirs. Let’s send kids the message that they have an ally in us. It is in the white-knuckled moments, muddled with uncertainty, fear, and lately more often than not xenophobia, that we will have to extend our reach across desks, rows, aisles, fences, and walls to make eye contact, shake hands, and listen.

Sara K. Ahmed has taught in urban, suburban, public, independent, and international schools. Sara is coauthor with Harvey “Smokey” Daniels of Upstanders: How to Engage Middle School Hearts and Minds with Inquiry. Her classrooms are designed to help her young adolescent students to consider their own identities and to take action in the world in socially responsible ways. Sara is a member of the teacher leadership team for Facing History and Ourselves, an international organization devoted to developing critical thinking and empathy for others. Sara is a Heinemann PD Consulting Author and is available to do On-Site PD. She also presents at national conferences and alongside Harvey “Smokey” Daniels and others at Heinemann Multi-Day Institutes.
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.

“He 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 Program consultants:

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

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- 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
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 69–71)

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 72–77)

Spend a focused day of professional learning with a Heinemann author and depart with renewed energy and practical classroom tools.

Custom PD Events
(pages 78–79)

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
Off-Site PD / Multi-Day Institutes

NOLA Literacy Weekend
Grades K–12
New Orleans, LA / January 13–16, 2017

Presented by Harvey “Smokey” Daniels, Nancy Steineke, Kristin Ziemke, Sara Ahmed, and Donalyn Miller

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

Educators all face the same dilemma: how can we help our students develop into thoughtful, curious, lifelong learners while building the foundational knowledge they will need to meet standards and conquer high-stakes tests? Learn how to shift from sit-still rote learning toward more challenging and engaging inquiry.

This institute is a mix of keynote sessions, breakout workshops, and “homerooms.” You’ll spend part of each day in groups that match your area of expertise: high school, middle school, intermediate school, primary school, or leadership. You’ll also join a team of colleagues in a tech-enabled, multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people, and history of the New Orleans area itself.

STRANDS
- **Reading and Writing**—Lessons that develop thinking, build knowledge, and invite kids to engage with the world.
- **Teaching with Inquiry**—Four types of student inquiries and twelve ways to find time for them.
- **Social-Academic Lessons**—Explicit lessons in creating a supportive climate of classroom harmony, productive discussion, and responsible small-group work all year long.
- **Just-Right Technology**—The right tools for the job: Selecting and using technologies that truly enhance thinking and interaction in the classroom.
- **Including Everyone**—Supporting English language learners, students with special needs, kids who are shy or introverted, and 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
- Reading/writing specialists
- Principals
- District leaders
- Teacher educators
- Technology coordinators

The 10th Annual Boothbay Literacy Retreat
Grades 4–12
Boothbay, ME / June 25–29, 2017

Presented by Kylene Beers, Bob Probst, with core faculty Chris Crutcher, Linda Rief, and Penny Kittle

Join Kylene Beers and Bob Probst, along with their distinguished faculty and evening speakers, for the 10th Annual Boothbay Literacy Retreat.

During the week, days start early and end late as you’ll work in small and large learning communities focusing on critical questions such as “What are the best practices for literacy education in this ever-changing, twenty-first-century world?”, “How do we help students become better readers and writers of both fiction and nonfiction?”, “How do we develop the critical and creative thinking skills all students need?”, and “How do we create the global citizens our students must become?”

This fun and informative retreat is organized into four parts:
- **Presentations:** We’ll come together as a large group to learn literacy strategies and technology tools.
- **Meditations:** You’ll work on your own reading, writing, and reflecting.
- **Conversations:** You’ll participate in small-group discussions about the topic of the day.
- **Summations:** We’ll gather as a large group in the evening for dessert and to hear from our distinguished nightly lecturer.

The retreat officially ends at noon on Wednesday. We hope, however, that many of you will decide to stay with us through Thursday at noon, when we offer what we call a “lagniappe” session. This New Orleans word (pronounced lan-yap) means “a little something extra.” Each year’s lagniappe session focuses 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 & special education teachers
- Literacy/instructional coaches
- Reading/writing specialists
- Principals, administrators, & district leaders

Agendas are subject to change.
In this institute, you will learn methods to help you give your students the tools they need to become independent learners, and responsible readers and writers. You can help them develop into students who engage in conversations and collaborations to strengthen ideas they find in the texts they read and write.

This 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.

During the Pacific Coast Literacy Institute, 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

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.

There will also be optional fun and fast small-group sessions led by faculty on an exciting array of topics, such as “Tech Tools Worth Knowing” to “New Books for Teens.”

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
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 New Units of Study for Teaching Reading: A Workshop Curriculum, Grades K–5**

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 New 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 is 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

**Leadership for Whole-School Reform: Practical Strategies for Transforming Literacy Instruction and Learning, 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

**Small-Group Conferring in Reading and Writing: A Units of Study Workshop, Grades K–8**

This workshop concentrates on independent work time, when you identify your students’ needs and align your instruction accordingly. You’ll learn skills and transferable structures and methods to conduct efficient and powerful conferences and small groups easily by only varying the content.

**Participants will:**
- Learn how to gather data that will inform the creation of your guided reading and strategy lesson groups
- Address how to use tools to coach toward greater independence
- See how to decrease the scaffolding of small groups when students master the work

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 New Units of Study for Teaching Reading* series, visit UnitsofStudy.com
### Kylene Beers and Bob Probst

**Reading Nonfiction: Stances, Signposts, and Strategies**  
**Grades 4–12**

During this fast-paced workshop, Kylene Beers and Bob Probst will explore ways to create attentive, engaged, and empowered readers of nonfiction. They'll share the new nonfiction signposts and take a close look at the strategies that students can use to improve vocabulary, fix-up confusions, and make inferences. This workshop will help all students read with deeper engagement, comprehend more fully, and assess implications more thoughtfully.

You'll learn strategies to get kids into reading nonfiction texts, how to help them throughout their reading, and then teach them how to extend their thinking after they've finished reading. You'll discuss reading nonfiction, close reading, rigor, and text-dependent questions while also attending to the ever-critical topics of engagement and lifelong learning.

This workshop is appropriate for teachers of students from grades 4–12. The stances, signposts, and strategies covered in this workshop 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**

When given a book, all very young children will sit and flip through its pages, whether or not they can read any of the words. When we view children as readers and nurture what they're doing before they can read conventionally, we're helping them develop healthy reading habits as well as creating a disposition toward meaning making and joyful engagement with all books.

This practical 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.

In this workshop, Kathy and Matt show how a child's interaction with books counts as real reading. They'll share practical and replicable ideas to nudge students to talk more about their books, and show how to support children's identities as readers. Kathy and Matt will show how to create classroom conditions and provide literacy opportunities that are inviting, child-centered, and considerate of all young children, no matter who they are as readers or what they can do with books.

### Harvey “Smokey” Daniels

**Content-Area Literacy: Reading, Writing, and Inquiry**  
**Grades K–12**

Teachers across the country have the same questions: How can I make sure my students understand, remember, and apply the content they read? How can I stir kids' curiosity so that they engage deeply while building knowledge? While standards may change, teachers everywhere are concerned as to how they can best help their students really comprehend and retain the information they garner while reading increasingly complex texts.

Drawing on several recent books, including *Texts and Lessons for Content-Area Writing; Comprehension & Collaboration: Inquiry Circles for Curiosity, Engagement, and Understanding*; and *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading*; Smokey Daniels will show how you can teach kids how to think better around challenging texts, and use writing to learn throughout their lives.

In this workshop, Smokey Daniels will show you ways to engage your students, organize small-group reading activities, and build inquiry circles where small teams of students work together to foster deeper understanding and improve retention. You'll participate in reading/writing demonstrations and mini-lessons that are adaptable for all grade levels and subject areas. You'll leave with a renewed sense of purpose and deeper understanding of how you can best help your students learn.
Matt Glover

*Designing Units of Study: Building an Effective and Responsive Writing Workshop*

**Grades K–5**

Students learn best from a teacher who is fully engaged. Teachers teach best when they believe in what they are teaching; you know what would work best for your students.

This practical, hands-on workshop will help you design writing workshop units of study that are responsive to the needs of your students. In this workshop, you’ll start by building background knowledge around key concepts of writing workshop that are necessary for creating a unit of study. You’ll practice reading like a writer in order to improve your skill at noticing what authors do. You’ll examine the role of mentor texts to ensure that the texts you are using match what your students need. With Matt’s help, you’ll create an actual unit of study you can use with your students by studying a stack of texts, envisioning teaching possibilities, setting primary and secondary goals, and projecting a sequence of possible mini-lessons.

*Make sure to bring your own mentor texts!*

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 over fifteen years and has come to a deep understanding of what motivates adolescents to engage with books and sustain an interest in reading. Penny’s quest to understand the factors behind adolescent disengagement has led her to design instruction differentiated for the wide range of abilities in her classes.

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

*Book Love* is a call to arms for putting every single student on a personal reading journey. It is a powerful reminder of why we became English teachers in the first place: our passion for books. We can’t wait for anyone else to teach our students a love of books—it’s up to us and the time is now.

Lester L. Laminack

*Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities*

**Grades K–6**

Writers approach a text with an eye for more than “what’s the story here?” Writers look for structure and craft, intention and execution, voice, tone, and mood. They notice bias and hyperbole, and honesty in content. Writers ARE readers.

Reading and writing are mutually supportive processes. 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.

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**

Spend an engaging and thought-provoking day with Christopher Lehman and Kate Roberts, learning practical methods for teaching the skills of deep analytical reading. You will study how to facilitate thoughtful conversations about texts to make student learning visible and provide ongoing opportunities for using this authentic assessment in your reading instruction.

Chris and Kate will help you think practically about the role of text complexity in your classroom and parse out reading achievement fact from fiction. You will learn structures that lead to independent close reading habits and avoid the common classroom pitfall of students superficially reading and rereading. Ultimately, you will consider ways of broadening this study beyond texts, seeing how reading anything closely—from popular music to conversations with friends—can be eye-opening and empowering.

This workshop will draw on research and classroom practice from their latest Heinemann book, *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life*. Their fun, witty, and interactive teaching style will leave you feeling confident 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**

“Add more detail!” Roz Linder has suggested this to many students during her career as a K–12 teacher. Often teachers confer with writers, model, and explain best practices for elaboration and adding rich details. Despite this instruction, many students still don’t understand how to add meaningful details and rich elaboration to their writing. In this one-day workshop, Roz reveals the strategies, methods, and instructional tools that have repeatedly moved even the most reluctant writers forward. You’ll learn easy-to-implement, fun, and effective ways to help writers elaborate and add details to their own writing.

This one-day workshop, based upon the research in her book, *The Big Book of Details*, will explore solid, innovative, and practical strategies for not only engaging writers, but helping them to build their writing toolkits with a wide variety of methods to persuade readers, add description, support arguments, and craft engaging narrative scenes. Elaboration, description, details, and citing evidence become easy and even fun for students! Join us for a day filled with laughter, fun, and most importantly, strategies that work for writers.

Tanny McGregor

*Reading Connections: Deepen Comprehension in Concrete Ways*

**Grades K–8**

State standards are loaded with abstract concepts, from comprehension strategies to learning about text types. How can we make these concepts accessible for all students? How can we engage and motivate kids along the way? Throughout her career, Tanny McGregor has searched for the answers to these questions, and 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.

This one-day workshop is based upon her books, *Comprehension Connections* and *Genre Connections*. Tanny will explore the intersection of research and classroom instruction, taking you through the launching sequence from abstract to concrete. You’ll learn how to usher your students into the world of complex text, using concrete objects, art, music and conversation. You’ll make your thinking visible through sketchnotes and visual representation. Strategies taught can be instantly used with students as a viable option for deepening comprehension.

More than ever, our students need to be motivated and engaged. More than ever, we need fresh, authentic ideas for instruction. Tanny’s 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? Drawing on her years of experience in classrooms, Lindsey Moses provides answers to teachers’ most common questions about supporting English learners’ language and literacy development with fiction and informational texts.

During this workshop, she’ll offer practical ideas, research-based tips, and classroom examples for supporting English learners during whole-group, small-group, and independent work time, and share effective ways to modify your routines to meet the needs of every student in your classroom.

Susan O’Connell

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

Do you wish you could help your students enjoy math while teaching them critical math skills? During this workshop, Susan O’Connell will help you make math come alive for students. Her questioning techniques, interactive tasks, and array of resources will help you build math understanding.

You’ll learn strategies through applying real contexts, discover ways to integrate modeling into daily lessons, and be shown questioning techniques to deepen students’ understanding. You’ll receive easy-to-implement alternatives to worksheets designed to motivate and engage students, while challenging them to model, reason, and solve math problems. You’ll leave this workshop with a wealth of interactive strategies to energize your classroom and help you meet the challenges of today’s math standards.

Jennifer Serravallo

Strategies and Structures for Teaching Reading
Grades K–8

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?

In this workshop, Jennifer Serravallo will show you practical ways to target what each student needs most, how to lead small-group instruction that is purposeful and powerful, how to 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 to both individuals and groups.

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.

During this one-day workshop, you’ll learn ways to help decide when and how to use technology to personalize and differentiate learning for all types of learners, as well as practical ideas to incorporate digital learning into your classroom tomorrow to promote literacy, independence, and critical thinking in today’s digital age.
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Laurie Cariker, Literacy Coach, Simi Valley, CA
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Our speakers are expert authors and consultants, and include Harvey “Smokey” Daniels, Kylene Beers and Bob Probst, and Jennifer Serravallo, just to name a few. Recent topics for Custom PD Events have included:

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- Teaching for Deeper Engagement and Understanding
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- Teaching Math and Science Proficiency
- Strategies for Struggling Readers and English Language Learners
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