Turn & Talk
Featuring Harvey “Smokey” Daniels and Kristi Mraz, with Ellin Oliver Keene
Crafting a Curriculum that Works for Your Students
By Cornelius Minor
Learning While Teaching: The Dynamics of Action Research
By Amy Clark and Lisa Birno

Fountas & Pinnell Classroom™ Q + A
With Irene C. Fountas and Gay Su Pinnell
Using the Power of Pattern in Science and Literature
By Valerie Bang-Jensen and Mark Lubkowitz
As educators, we know that we find much of our power in collaborative work. When our ways of seeing children, planning for them, facilitating opportunities, and reflecting on those experiences are informed by what we learn from each other, all kids benefit.

–Cornelius Minor

The world of education is ever-changing, and the best people to help you navigate this dynamic atmosphere are people who truly understand what teachers face each and every day—other teachers.

Heinemann’s author-experts are first and foremost experienced and accomplished teachers, who work year-round in a wide variety of diverse schools and classrooms around the country. Our PD authors create confident teacher teams through customized coaching and consulting, and they’ll help you champion the best strategies to advance your own teaching practice, at every stage of your career. Our PD offerings include seminars, webinars, workshops, and on-demand experiences, and are designed to ensure every teacher and learning community has access to options to strengthen their student-centered instructional skills.

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In Memoriam

We are grateful for having had the opportunity to work with a wonderful educator such as Dr. Rozlyn Linder. Her insight, knowledge, and spirit will forever be part of our lives.

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Learning While Teaching: The Dynamics of Action Research
By Amy Clark and Lisa Birno

Using the Power of Pattern in Science and Literature
By Valerie Bang-Jensen and Mark Lubkowitz


About the Covers: (Front) This scene is a view into a middle school English classroom’s active book talk session. Students engage directly with each other as they discuss their group’s chosen book, and the teacher actively observes and prompts their deeper exploration of related ideas and varying opinions. (Back) After class, our teacher becomes the learner as she participates in a professional book talk with her colleagues, led by a skilled PD consultant. These scenes are hand-painted by illustrator Joshua Brunet.
You have a story to tell.” Don Graves believed that everyone, even the youngest writer, has something to say. His work showed that providing students with the opportunity to tell their own stories inspires and empowers them. With this kind of support, writers begin to consider: What do I have to say? What do I want to say with my newfound power?

In our lives, stories are all around us: novels, videos, articles, anecdotes, podcasts, blogs, memes. Recently, my mentor and Heinemann general manager, Vicki Boyd, commented that we also tell stories by how we live our lives. We tell stories with our work.

Since then, I have found myself wondering: What are the stories that educators tell through their work? I believe that all educators are telling the story of hope. The work educators do creates a foundation and unleashes potential. Of course, telling an authentic story is not always easy. There are times when a story is challenged, stifled. Others may react angrily if your story doesn’t agree with their view of the world. But those are the times when your story is most important.

As a teacher, what is the story that you are telling through your work? At Heinemann, we want to be by your side as you develop and tell that story. We want to provide touchstones that can keep you centered even during the most difficult times. We want you, just like the young writers who worked with Don Graves, to be inspired and empowered, and to consider: What do I have to say? What do I want to say?

This year at Heinemann, we are celebrating our fortieth anniversary. Four decades ago, Heinemann began by telling the story of child-centered educational pedagogy. Much has changed in forty years, but not our unwavering commitment to progressive and child-centered education. This issue of our Professional Development Catalog-Journal reflects our excitement about Heinemann’s fortieth anniversary. I am awed by the staggeringly powerful list of authors Heinemann has brought to the world of teaching and learning, beginning with Donald Graves and Lucy Calkins right up to the brand-new and upcoming books by educators such as Sara Ahmed, Cornelius Minor, and Debbie Miller.

I hope that the articles in this issue will invite you to think about the stories around you and about your own story. What story are you telling with your work? What will you highlight and develop in this new year? We look forward to your next chapter.

— Mim Easton
Welcome to the 2018-2019 Heinemann Professional Development Catalog-Journal (PDCJ). I have the good fortune of working alongside the authors of the journal articles and am especially proud of the lineup this fall. For forty years, Heinemann authors have empowered educators to reflect on their practices and make bold changes on behalf of the children they teach.

Power is a topic we tackle head on in this issue of the PDCJ. Who holds the power in our schools and classrooms? Is power equitably distributed for educators? How do we claim power to advocate for our students? How do we instill a sense of power in students so that they can live informed and fully engaged lives, seeking change where it is so desperately needed?

In this issue, you’ll even experience “superpowers” as Valerie Bang-Jensen and Mark Lubkowitz explore pattern as a superpower—a crosscutting concept for science learners—and Cornelius Minor provides a sneak peek excerpt from his forthcoming book, We Got This, in which he reveals that power comes from knowing children well and finding infinite wells of trust in the teacher-student relationship. Lisa Birno and Amy Clark remind us that reclaiming power as educators can begin with our own research questions and classroom-based action research, and the second cohort of Heinemann Fellows share their reflections on the impact action research has had in their classrooms. In addition, Gay Su Pinnell and Irene Fountas deliver a special Q&A interview focused on their newest literacy system—Fountas & Pinnell Classroom™.

Finally, we introduce the first version of “Turn & Talk,” a series of in-depth conversations about education in twenty-first-century America. We pair authors from Heinemann’s earliest publications with those whose titles are more recent for provocative dialogue about teaching, learning, and power. I moderate a wide-ranging conversation between Harvey “Smokey” Daniels and Kristi Mraz. When asked to reflect on Heinemann’s impact on them as writers, Smokey replied, “I wrote my first Heinemann book in the mid-’80s, and so I’ve been publishing there for more than thirty years. It’s been my professional home base in so many ways. Just the other day, I got out the Heinemann ‘mother text’, Donald Graves’ Writing: Teachers & Children at Work. I started reading the first page, and it’s just, oh man, this is so amazing. He was writing breakthrough stuff back then, but it feels so fresh and valuable to us even today.”

That is the breakthrough power of Heinemann as a publisher and professional development provider. Lucky are we that we can leverage this extraordinary bank of resources on behalf of our students and colleagues.

—Ellin Oliver Keene
This is Heinemann’s fortieth anniversary. As part of the celebration, we are introducing a new feature series, “Turn & Talk: Two Heinemann authors meet up to talk it out.” In this series, we will convene two writers, one from the earlier generation of Heinemann authors and the other representing our newest cohort of authors, for conversations on a variety of topics. An excerpt of our first exchange, between Harvey “Smokey” Daniels and Kristi Mraz, is presented here, and the complete transcript is featured on our landing page. Join author and editor Ellin Oliver Keene as she moderates this timely discussion that explores the source of writer identity, the challenges of teaching during unsettled times, equity issues in schools, and more.

Additional “Turn & Talk” conversations, facilitated by Ellin, will be published on the Heinemann blog throughout Heinemann’s fortieth year, enabling our readers to immerse themselves in the most critical topics in education around the world from the perspectives of two deeply respected authors with very different backgrounds.
Ellin:
In all of the identities that you have as parents and partners and spouses and professional developers and teachers, how did you develop a writing identity? How did you come to be writers, to feel like writers? What influenced your development as writers?

Kristi:
I grew up in Western New York outside Rochester, and the schools were early adopters of writer’s workshop. My first memory of writing is third grade. In a writer’s workshop, I wrote a story called “Look What I Found,” which was about a chicken bone I found in an archaeological experiment. I remember our teacher bound it in wallpaper and put a hard cover on it, and I was like “Nailed it, nailed it.” I really thought of myself as a writer in elementary school, and then in middle school and high school—nothing. College—nothing. I lost it a little. I always wanted to revisit that part of me, but it was only in the past five years that I’ve reacquainted myself with that feeling.

Smokey:
My story is so different. I went to school in the ’50s, so writing workshop didn’t exist. Elementary writing was just penmanship, worksheets, and a report on a state that you didn’t care about in fourth grade! Literacy instruction was mostly about reading, and when we moved on to high school, it was teachers lecturing us about what great books meant.

So, I fell in love with writing in spite of school. I played around with writing as a kid, wrote notes, cartoons, and little neighborhood newspapers, and later comical scandal sheets for my friends.

Then I went to journalism school at Northwestern. I wanted to be an investigative reporter, but journalism school was just who/what/where/when. Classes were very rigid, and there was no creativity in it. I transferred immediately to creative writing in the English department. Looking back, I would call myself a naive and slavish Hemingway imitator, basically. But I won lots of awards and scholarships and that gave me a great boost as a writer.

Ellin:
No matter what your political views, it feels like we are in an unsettled time in education as well. When adults are unsettled, distracted, fearful, or angry, those emotions can filter out to the children. I worry that those feelings are manifesting in our teaching, affecting our kids. What can teachers do to keep our focus on the kids while assuming roles of advocates and active citizens?

Smokey:
When you teach, when you’re with kids for 180 days a year, something always is happening: a class pet dies, a fire in the neighborhood, someone’s grandma passes away. These things happen and come through the door with the kids, so we’ve always had to figure out how to deal with unsettledness as maybe just part of the human condition.

Our job as teachers isn’t to make it seem like the world is completely safe and happy all the time, but to have the skills to confront trouble when it comes and to learn about it and to have agency and power.

Kristi:
It’s my responsibility along with everything else. I didn’t get hired to have no filter. My job is to make kids feel like they can make a better world and so that’s what I’m trying to do.
I worked in many districts serving primarily children of color and teachers were mostly white. I’d love your thoughts about how, as a nation—not at the school level or individual classroom level, but as a nation—we should approach this issue. What needs to change to not only attract people of color into teaching, but help them feel comfortable enough to stay? What can educators do to address this dilemma?

Kristi:

Teachers are in a position where it can feel like we’re powerless. We can feel powerless about curriculum, powerless over school decisions. Power is a huge issue in the teaching profession.

Smokey:

I think teachers of color rightly worry about whether they will be seriously respected and listened to in school systems. To make teaching more attractive, faculties need to do the deep identity and empathy work that creates real trust and community. There is a blueprint for this in Sara Ahmed’s book, Being the Change. And teachers need to do this same work with kids.

Kristi:

One of the trickiest things about teaching is that there’s a caregiving aspect to it. The only parenting advice that I follow is that the best predictor of who your kid will be is who you are. I’ve taken that as a mission statement to be a better person.

Ellin:

I worked in many districts serving primarily children of color and teachers were mostly white. I’d love your thoughts about how, as a nation—not at the school level or individual classroom level, but as a nation—we should approach this issue. What needs to change to not only attract people of color into teaching, but help them feel comfortable enough to stay? What can educators do to address this dilemma?

Smokey:

When I was a young teacher in the Chicago Public Schools, so many of my colleagues were people of color. Now, young black and Hispanic folks can choose from a wider variety of careers than were open to them in the past. We have to address this “minority teacher flight” through our professional organizations like NEA, AFT, NCTE, and ILA.

Kristi:

I think one thing to name straight off the bat is that we’re three white people having this conversation, which is the problem. So if I am the one at the table, I need to amplify other voices, other people who are doing really smart work around this like Val Brown, Christopher Emdin, Cornelius Minor, and organizations like Border Crossers. Read them! We talk about picture books being windows, mirrors, and sliding doors, but professional books have to be that, too.

Ellin:

Back to the questions: Why do teachers of color leave in such huge numbers? What can we do to help stem that tide? And where does it start?

Kristi:

Teaching is hard. And it is immeasurably harder when a system is stacked up against you. If I feel it’s a struggle, and I am the one with privilege, how hard is it for my colleague? She’s a teacher of color who has white kids in her class asking “Where are you from?” No really, where you from?” People shorten or mispronounce her name. Addressing it starts with facing those issues as issues of race.

Smokey:

Yeah, for $35,000 a year or less.
Kristi: There's a saying, something like, "The world is good and worth fighting for. I believe in the second half." That's a good summary of me at this moment. I don't feel the world is all good, but it's worth fighting for, and that's what we're doing in our classrooms.

Ellin: So, it's been great to meet up and talk with you both today. This is my last question. It's Heinemann's fortieth anniversary this year. I'm curious what Heinemann has meant to you as writers, readers, and professionals—what's the influence been over the years?

Kristi: Well, I'm a product of Heinemann to a certain extent since I had writer's workshop in my classroom as a kid. My mom was a teacher, and when I joined the teaching profession, she gave me her first edition of Lucy Calkins' *The Art of Teaching Writing*.

Smokey: I wrote my first Heinemann book in the mid '80s, and so I've been publishing there for more than thirty years. It's been my professional home base in so many ways. Just the other day, I got out the Heinemann "mother text"—Donald Graves' *Writing: Teachers & Children at Work*. I started reading the first page, and it's just, oh man, this is so amazing. He was writing breakthrough stuff back then, but it feels so fresh and valuable to us even today.

Ellin: All of these questions are very complex with no easy answers. The people who should be asking the big questions are the people who are working with the kids. What questions do you think educators around the country should be asking of their administrators, of their community members, of each other? What questions should we be asking ourselves at this juncture?

Smokey: Are we really extending the progressive education tradition, or are we turning back on it? I see a lot of signs in our publications, in our culture, in our research, that suggest to me that we're going backward.

Kristi: I don't know that we do enough around our belief systems. What do we believe? And then how can I back my belief up with classroom evidence and curriculum evidence? What do we believe about kids? What do we believe about teaching and learning?

Smokey: One of America's school traditions is developmental, student-centered, discovery-based education. A competing model is often called the coverage, skills, or textbook approach. These paradigms have battled with each other for over a century, and if you've taught as long as I have, you've experienced some of those ups and downs. If people believe that kids basically tend toward the good and they're perfectible creatures that have within them capacity for empathy and compassion, then you're going to promote a very different kind of school system than if you believe that young people always tend toward wickedness and need strict control.

Kristi Mraz teaches kindergarten in the New York City public schools. In addition to writing and teaching, she consults in schools across the country and as far away as Taiwan. She primarily supports teachers in early literacy, play, and inquiry-based learning. On the off chance she has free time, you'll find Kristi reading on a couch in Brooklyn with her husband, and baby Harry. You can follow all of her adventures on twitter @MrazKristine or on her blog at kristimraz.com.

Harvey "Smokey" Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. 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. Smokey shows colleagues how to simultaneously build students' reading strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong readers.
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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.

On-Demand Courses
(pages 11–16)
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Webinar Series
(pages 17–21)
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In this video-based mini-course, you will learn how to use an informal reading conference as an efficient and effective tool for reading assessment. Through conducting a one-on-one reading conference, you will be able to ensure all your students are self-selecting books for enjoyment and deep understanding and are not just moving through texts. Observe how Regie guides students in a diverse classroom to become self-monitoring readers through building on their strengths, strategically teaching what skills and strategies the student needs next to move forward, identifying goals with the student, and raising expectations for quality and quantity of reading.
Everyday Habits That Grow Successful Readers
Presented by Samantha Bennett and Debbie Miller
Self-Study / DCOCN0008 / $199.00 per participant

Nurture Persistent, 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
Presented by Jennifer Serravallo
Self-Study / DCOCN0007 / $199.00 per participant

Assess Confidently, Teach Powerfully
It is possible to assess, plan, and teach small groups of readers to meet increasing demands and challenges, while still holding tight to the joy and love of literature. To think beyond guided reading, in this six-session, full-length on-demand course, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.

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

Try It Out!

Strategy Lessons in Reading: Conferring with Small Groups
A single-session course, drawn from the full-length course and centered around conferring with small groups, is available for self-study! Self-Study / DCSCNJSSL / $29.00 per participant

Adolescent Reading Rx
What to Try When Teen Readers Can’t or Won’t
Presented by Samantha Bennett and Cris Tovani
Self-Study / DCOCN0005 / $199.00 per participant

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

COURSE OBJECTIVES
• Find ways to create a web of authentic, compelling reasons for students to read
• Evaluate the efficiency and effectiveness of instruction on a daily, weekly, quarterly, or annual basis
• Discover strategies for helping students comprehend more sophisticated texts over time
• Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit
Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing
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

Strategies for Teaching Nonfiction Writing
Meeting Standards Through Writing Across the Curriculum
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

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

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

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

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

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

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

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

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

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

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

COURSE OBJECTIVES
• Understand the philosophy, theory, and research behind charting
• Learn to plan and prepare different types of charts
• Design charts using language, visuals, and different tools and techniques
• Teach with charts
• Explore charting across the curriculum
On-Demand Mini-Course

*Classroom Redesign with Children in Mind*

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.

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On-Demand Mini-Courses

Presented by Toni Czekanski, The Lesley University Center for Reading Recovery and Literacy Collaborative

This collection of mini-courses is developed by The Lesley University Center for Reading Recovery and Literacy Collaborative (CRRLC) in conjunction with Heinemann PD Services. Educators and students interested in deepening their experience with Fountas and Pinnell resources may choose to take these Heinemann Mini-Courses as a sampling of possibilities for further study.

**The F&P Text Level Gradient™**: Using Fountas & Pinnell Resources to Match Books to Readers

Self-Study / DCOCN0015 / $49.95 per participant

Learn to analyze texts to support literacy development.

**Introducing Texts Effectively in Guided Reading Lessons**

Self-Study / DCOCN0016 / $49.95 per participant

Learn to plan effective text introductions to support student learning in guided reading lessons.

**Thinking and Talking About Books Across the Day: Creating a Community of Readers**

Self-Study / DCOCN0018 / $49.95 per participant

Learn to plan interactive read-alouds and book clubs to prompt thinking within, beyond, and about the texts.

**Reflecting on Texts Through Drawing and Writing**

Self-Study / $49.95 per participant

Learn about the different instructional contexts in which students learn to draw and write in response to reading.

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

Classroom Practice Webinar Series

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

Tammy Mulligan and Clare Landrigan
It’s All about the Books: Designing Classroom Libraries to Support Student Choice and Instructional Goals
GRADES K–6

Ellin Oliver Keene
Engaging Children: Tactics for Tomorrow
GRADES K–8

Lindsey Moses
Supporting English Learners in the Reading Workshop
GRADES K–6

Kristi Mraz and Christine Hertz
Kids First: Crafting Classrooms with a Culture of Empathy, Joy, and Impact
GRADES K–5
Reading and Writing Webinar Series

Lisa Eickholdt and Patricia Vitale-Reilly
Writing Workshop Essentials: Environment, Structures, and Lessons
GRADE K–6

Tanny McGregor
Reading Connections
GRADE K–6

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

Dan Feigelson and Carl Anderson
Conferring with Readers and Writers: Honoring Student Voice
GRADE K–8

Allison Marchetti and Rebekah O’Dell
Getting Ready to Go Beyond Literary Analysis
GRADE 6–12

Kelly Gallagher and Penny Kittle
Planning the 180 Days: Designing Units of Instruction that Engage and Empower Adolescents
GRADE 6–12
Developed by Irene C. Fountas and Gay Su Pinnell
Based on their PD resource, Fountas & Pinnell Classroom™ Systems

These five Fountas & Pinnell Classroom™ Webinar Series, presented by a Fountas and Pinnell-trained consultant, are recorded and include video demonstrations, presentation materials, and access to the recorded webinar series for ongoing professional learning for up to thirty days. CEU credit (five clock hours) is awarded upon completion of each.

The Fountas & Pinnell Classroom™ Overview / Webinar Series

Fountas & Pinnell Classroom™ is a first-of-its-kind, cohesive system for high-quality classroom-based literacy instruction. This new system, developed by master educators and best-selling authors, Irene C. Fountas and Gay Su Pinnell, is designed to change the landscape of reading instruction and to ensure the right of every student to lead a literate life. In this four-part webinar series, Fountas and Pinnell-trained consultant, Chrisie Moritz, presents a vision for lifting students’ literacy learning through authentic experiences in reading, thinking, talking, and writing. Throughout the interactive sessions, participants will learn how the instructional contexts of Interactive Read-Aloud, Reading Minilessons, Shared Reading, Phonics/Spelling/Word Study, Guided Reading, Book Clubs, Independent Reading and Conferring, and Writing About Reading work together to develop coherence in the literacy learning of every student across the grades.
Interactive Read-Aloud:  
*A Fountas & Pinnell Classroom™ Webinar Series*  
**GRADES K–2**  
Interactive read-aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest. Participants in this four-part series will learn more about the values of this powerful instructional context, how to use *The Fountas & Pinnell Literacy Continuum* to observe children for evidence of their reading behaviors, and how to use the *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* to engage children's thinking through high-quality texts.

Phonics, Spelling, and Word Study:  
*A Fountas & Pinnell Classroom™ Webinar Series*  
**GRADES K–1**  
Explicit instruction in phonics, spelling, and word study is needed to help students attend to, learn about, and efficiently use sounds, letters, and words. This four-part webinar series will help teachers understand and work with a continuum of learning about letters, sounds, and words and explore ways to implement the *Fountas & Pinnell Phonics, Spelling, and Word Study System* and incorporate word study throughout the various instructional contexts of *Fountas & Pinnell Classroom™*.

Shared Reading:  
*A Fountas & Pinnell Classroom™ Webinar Series*  
**GRADES PREK–3**  
Shared reading provides successful, enjoyable, social experiences around texts that build community in the classroom. It offers the opportunity to nurture students' abilities to construct meaning in a supported context and learn critical concepts of how texts work. Throughout this four-part interactive series, Fountas and Pinnell-trained consultant Chrisie Moritz will explore ways to use shared reading to build community amongst students as well as help students build an early reading process and develop a strong foundation of letters, sounds, and words.

Guided Reading:  
*A Fountas & Pinnell Classroom™ Webinar Series*  
**GRADES K–2**  
Guided reading is a powerful, small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. Through discussion, reflection, and video examples, participants in this four-part webinar series will learn how to use guided reading to meet students where they are and lead them forward with intention and precision teaching.

For complete details, go to hein.pub/pd/fpc/webinars, or call 800.541.2086 ext.1100

Mrs. Davenport is one of those teachers that everybody listens to. She’s earned it. I’ve met parents on “Back to School” night who remember when she taught them. They come, shuttling their children, the reverence from their days with her a generation ago still etched on their faces.

This is the same reverence etched on mine. She is authority and poise and intellect and high expectations personified. She is the living embodiment of “the teacher look”—the one that communicates love, inspires awe, and compels you to listen.

Technically, I’m her coach, but she spends her days schooling me. I hear every word.

“Look. Again. Cornelius.” She enunciates every consonant sound in my name. As per usual, Mrs. Davenport did not come here to play.

I look. The smiling kids on the front of the curriculum guide have not moved. I do not know what she wants me to see. I do not tell her this. But my expression does.

She caresses my arm. Immediately I am at ease, but I am not off the hook. At all.
All of a sudden, I see what she wanted me to see. Of the faces smiling at me, none of them were Latinx like our students. As far as we could tell, none of them seemed to be from Hungary or from China like our students. None of them appeared to be West Indian like our students. The lone African American student on the cover wore the uncomfortable expression of someone held against his will. In the scene depicted on the front of the book, his white classmates did not even notice. It was tragic. And comedic.

Mrs. Davenport spoke. “This book was given to us, but it was not written for us.” This was not an observation. It was a verdict. “Those people from the district plan for everything, Cornelius. You work with them sometimes. You know this.”

I blinked—hard—in acknowledgment of this.

“It is very clear, even from the cover, young man, that they have not planned for us. So we are going to plan for us. We are going to take what they did, and build on it.”

Mrs. Davenport was not asking. She was not sending an email for “permission to alter the curriculum” to the department or to the principal. And she certainly was not asking it of me. She was declaring. It was terrifyingly liberating.

Mrs. Davenport knew what I have come to value immensely. Any curriculum designed without her specific students in mind is not a curriculum that she is willing to use. I’ve grown to understand that this refusal is not an outright rejection of standard curriculum or the authority that wields it; rather, it is a blanket admission that any curriculum or “program” that we buy, adopt, or create is incomplete until it includes our students and until it includes us.

Mrs. Davenport and the countless teachers like her have helped me to understand that my job as a teacher is not to “teach the curriculum” or even to just “teach the students”; it is to seek to understand my kids as completely as possible so that I can purposefully bend curriculum to meet them.

Essentially, any curriculum that does not see my students cannot possibly be good for them. Any curriculum that is not flexible or malleable is not good for me. Any curriculum that does not teach me does not really aim to teach them.

I’ve realized that curriculum does not come out of the box like this. No curriculum—no matter how good—is ever going to see my kids. Not all programs want to help me be a better practitioner. Many just want to tell me what to do. It is up to me to make my curriculum fit the needs of my students.

When the curriculum itself feels like it is the enemy, one way to eliminate this curricular hostility is to confront it—as Mrs. Davenport did—with your students in your heart and a pen in your hand.

**MY JOB AS A TEACHER IS TO SEEK TO UNDERSTAND MY KIDS AS COMPLETELY AS POSSIBLE SO THAT I CAN PURPOSEFULLY BEND CURRICULUM TO MEET THEM.**
Much has been written about what it means to make a curriculum that works for our kids. How do we even define who our kids are? And what does it mean that a curriculum works for them?

Where do I even start? For me the answer has been “not from scratch.”

Crafting and sustaining an inclusive approach and pairing that with academic content takes insight and time and research and resources that I don’t always have. Even if I had the resources to do so in a powerful way, spending my emotional and intellectual energy being fully present with kids would be a much smarter investment than spending that same energy simply preparing for them.

This does not mean that I eschew planning. This simply means that I’m smart about how I use my time.

I read the curriculum that I’ve been given or assigned or I start with a research base—someone else’s. I look at research-based approaches that have been successful in other schools or classes, and I read what those schools and teachers did and how they did it. I consider the professional books that they read and the materials that they used or purchased.

Basically, I start where the people before me left off by learning as much as I can about my content and about what I am expected to do, what has been given to me, and what has worked in the past. This forms the foundation of my work by essentially giving me an original work to remix. I build on this foundation by getting to know my kids.

Before I know what to teach, I need to know whom I teach. I’ve found that it’s easy to take intellectual shortcuts when it comes to getting to know students. We’ve all met the kid who lives to please the teacher or the kid who exists to elude us. We’ve met the kids who do all of the things on time, and we’ve met the kids who don’t seem to notice that there are things to be done. We seem to have these kids every year. With all of the work that we have to do each year—especially in the beginning when we are getting to know students—it can feel convenient to treat Jasmine, this year’s teacher-pleaser, just like last year’s teacher-pleaser, Rosa.

Such a stance is potentially dangerous because it erases kids and reduces them to a caricature or stereotype. In this paradigm, Jasmine never gets to be. She is silenced—stripped of identity—simply because she is seen as a variation of Rosa. Children can rarely ever name that this is happening to them, but they often feel it. And they definitely respond to it. This silencing and erasure happens disproportionately to children with disabilities and children of color.

Stereotypes abound in our work. We’ve all heard about the angry, poverty-stricken student and the lone charismatic teacher that helped him to achieve. Those tropes make for engaging cinema, but they make for horrible curriculum.

When I engage with the stereotypes of kids that I’ve been handed or with the caricatures that I’ve constructed, many kids will still respond positively. But this is a false positivity. It occurs largely because I am the teacher, and as such, I hold all of the power. An interaction based on a power imbalance—the powerful interacting with the powerless—is not a positive interaction; it is a colonizing one. We end up giving kids the things we think they need, not the things that will sustain their futures. No matter how well intentioned we are when we do this, it is not teaching.

When I engage with the actual children in my class, this relationship forms the foundation for a curriculum that moves kids.

In relationships, it is the process of knowing that makes the dynamic powerful. What counts in any relationship is that the involved parties continue to invest in each other. In this regard, understanding or knowing our students is not something that we achieve. It is something that we live. Continually.
Before I know what to teach, I need to know whom I teach.

After studying the content itself, and beginning the labor to know the children that I want to serve, I typically end my work by making articulated and visible connections from the content to the kids’ lived experiences and to their aspirations.

There was a time in my career when I felt like making those connections was magical. There were certain teachers on my team who were just perpetually hip. I, on the other hand, exhibited only periodic flashes of cool. I spent years searching for the magic.

On that quest I learned a few things:

- There is no magic. Knowing what kids care about and acting upon that knowledge can be learned.
- Classroom cool is not performative. It is relational. Most of this work happens when you are not “onstage.”
- Many times we seek to foster a sense of “compliance” or one of “accountability.” Those things are based on us being powerful and kids being comparatively powerless. We can work instead to build trust. For kids, it’s a more powerful place from which to learn.

Laboring to know children and using our most audacious creativity to act on that knowledge leaves us with a curriculum that authentically seeks to teach and not just to instruct or to control. Additionally, an approach to curriculum that labors to see and to know kids for who they are and then acts on that knowing helps to grow us into sharper professionals. It broadens the concept of assessment to include not just knowing what people can do, but knowing the people. It deepens our knowledge of content by helping us to become more flexible practitioners of what we teach, and it keeps the focus of our work on transference by ensuring that the things that we teach can be used by children to impact life beyond our classrooms.

Adapted from Cornelius Minor’s forthcoming release, We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be (Heinemann, 2018).

Cornelius Minor is a frequent keynote speaker and Lead Staff Developer at the Teachers College Reading and Writing Project. In that capacity, he works with teachers, school leaders, and leaders of community-based organizations to support deep and wide literacy reform in cities (and sometimes villages) across the globe.

Whether working with teachers and young people in Singapore, Seattle, or New York City, Cornelius always uses his love for technology, hip-hop, and social media to recruit students’ engagement in reading and writing and teachers’ engagement in communities of practice. As a staff developer and author, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people.
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 27–55)
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 60–67)
Energize your district around timely, important topics with author keynotes and on-site consulting.
Examine pressing instructional topics and energize your team in seminars presented at your location.

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

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

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

Customized writing workshop seminars will help you:

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

A sampling of writing workshop seminars texts:

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

Carl Anderson  Lisa Cleaveland  Lisa Eickholdt  Dan Feigelson
Katherine Bomer

Katherine Bomer is one of the educational field’s most gifted writers and teachers of writing.

In more than two decades of teaching and consulting, she has used her writer’s eye to focus on how craft isn’t just an instructional goal but an instructional tool that allows writers to grow well beyond the range of most publicly available assessments. As a frequent speaker at conferences and institutes, Katherine combines a teacher’s practical advice, a writer’s love of language, and a powerful plea for social justice. She has earned numerous accolades for her expertise over the years, including the National Council of Teachers of English’s 2017 Outstanding Elementary Educator Award. Katherine is author of The Journey Is Everything; Hidden Gems; Starting with What Students Do Best (DVD); and Writing a Life, and is coauthor of For a Better World (with Randy Bomer).

Engage Katherine for a day of consulting and coaching on the following topics or explore custom options:

- Writing workshop and writing process
- Qualities of good writing (how to name and teach)
- Writing/reading connections
- Genre studies, especially memoir, essay, and poetry
- Intensive study groups for literacy coaches, administrators, and school faculties

The Journey is Everything: Teaching Essays That Students Want to Write for People Who Want to Read Them
Grades 6–10

Hidden Gems: Naming and Teaching from the Brilliance in Every Student’s Writing
Grades 3–8

Starting with What Students Do Best (DVD)
Grades 3–8

Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning—and Triumph Over Tests
Grades 3–8

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

Customized reading seminars will help you:

- learn how master teachers bring the structures of the reading workshop to life
- consider and practice various ways to assess readers and track their development
- incorporate activities that enable students to develop a tool belt of reading strategies
- practice how to use differentiation and flexible grouping strategies
- explore literacy instruction within the context of content areas
- discover effective strategies that support students in deciphering difficult texts

A sampling of reading seminars texts:

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

- Kylene Beers
- Robert Probst
- Carol Jago
- Kathy Collins
- Lindsey Moses
Sunday Cummins

Author and consultant Sunday Cummins is an expert in reading instruction with informational sources.

As author of several professional books, including her latest release, *Nurturing Informed Thinking: Reading, Talking and Writing Across Content-Area Sources*, Sunday brings her in-depth expertise to elementary and middle schools across the country. She is a graduate of Teachers College, Columbia University and has a doctorate in Curriculum and Instruction from the University of Illinois, Urbana-Champaign. Sunday has worked as a teacher and literacy coach in public schools and as an assistant professor at National Louis University. She continues to teach and learn alongside educators, as she offers custom on-site professional learning experiences with a focus on students reading and writing in response to diverse types of informational sources including traditional texts, video, and infographics.

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

- Teaching reading with a wide variety of informational sources
- Supporting students as they respond in writing
- Assessing students’ understanding and coaching in-the-moment
- Nurturing students’ thinking across sources
- Planning units of study in content areas with sets of sources

**Nurturing Informed Thinking:**
*Reading, Talking and Writing Across Content-Area Sources*

Grades 3–8

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

Tammy Mulligan and Clare Landrigan  Marilyn Pryle  Kate Roberts  Frank Serafini
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
- learn techniques to help students find their writing topics and ideas

A sampling of writing seminars texts:

- Writing Strategies Book: With Everything You Need to Develop Skilled Writers
- Back and Forth: Using an Editor’s Mindset to Improve Student Writing
- Ink & Ideas: Sketchnotes for Language, Comprehension, and Thinking
- HeartMaps: Teaching Students to Build and Use Their Knowledge Maps
- The Journey Is Everything: How Teaching Poetry Changes Writing in the Classroom
- Projecting Possibilities for Writers: Using the Power of the Poem to Move Writing Forward
- Poems Are Teachers: How Teaching Poetry Changes Writing in the Classroom
- From Ideas to Words: Teaching Poems to Move Writing Forward
- Project-Based Writing: Teaching Students to Manage Time and Manage Learning

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

Jim Burke  Harvey “Smokey” Daniels  Georgia Heard  Penny Kittle
Allison Marchetti and Rebekah O’Dell

Authors and educators Allison Marchetti and Rebekah O’Dell publish the popular blog “Moving Writers,” which focuses on writing instruction in middle and high school classrooms with an emphasis on voice and authenticity.

Together, they coauthored the professional books Writing with Mentors and Beyond Literary Analysis. Allison and Rebekah bring to their consulting practice years of experience teaching English and writing in the middle and high school grades. Traveling the country to work with teachers and students provides constant inspiration as they help educators do the hard and transformative work of teaching real writing.

Seminar topics presented by Allison and Rebekah are customized and can include components of the following:

- Using mentor texts to teach at every phase of the writing process
- Writing across the curriculum
- Teaching analytical writing in authentic ways
- Writing workshop for grades 6–12
- Developing writing workshop curriculum and planning for a writing workshop

Beyond Literary Analysis: Teaching Students to Write with Passion and Authority About Any Text

Grades 9–12

Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts

Grades 9–12

Visit: heinemann.com/pd/onsite  Phone: 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 seminars contributors:

Ellin Oliver Keene  Tanny McGregor  Heidi Mills  Lindsey Moses
Harvey “Smokey” Daniels

Harvey “Smokey” Daniels is the author and coauthor of more than 20 books on comprehension, inquiry, collaboration, literacy, and school change.

He has been a city and suburban public school teacher, a university professor, a researcher, a classroom consultant, a writer, and a book editor. In his consulting, Smokey often shows colleagues how to create curious classrooms of readers who use mental moves and methods that strengthen understanding and genuine learning. When he is not researching and writing, Smokey serves as a guest teacher and coach in classrooms around North America. To support schools and teachers, he offers workshops, long-term consultancies, multi-day national institutes, conference sessions, classroom demonstration lessons, webinars, literacy coach training, and administrator events.

Smokey’s seminar topics are customized and often include components of the following.

- Introduction to inquiry circles: Comprehension and collaboration across the curriculum
- Content-area reading and writing
- Teaching with inquiry: Structures and strategies for a curiosity-driven curriculum
- Texts and lessons for fiction and nonfiction
- Literature circles 2.0: New structures for student-led reading discussions

The Curious Classroom: 10 Structures for Teaching with Student-Directed Inquiry
Grades K–6

Comprehension and Collaboration, Revised Edition
Grades K–12

Texts and Lessons for Teaching Literature
Grades 6–12

Mini-lessons for Literature Circles
Grades 6–12

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

Customized classroom practice seminars will help you:

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

A sampling of classroom practice seminars texts:

- 180 Days: Two Teachers, a Quest to Empower Adolescents, and Engage and Inspire
- Engaging Children: The Teachers' Guide to Today's Classroom
- Engaging Every Learner
- A Mindset for Learning
- Reclaiming the Principalship
- Argument in the Real World
- Kids First from Day One
- Kids First from Day One: From the first days of school to the last, Kids First from Day One shares teaching that puts your deepest teaching belief into action: children are the most important people in the room. Christine Hertz and Kristine Mraz strengthen and deepen the connections between your love of working with kids, your desire to impact their lives, and your teaching practice. To help you create a positive, cooperative, responsive classroom, while minimizing disruption, they share:
  - classroom design plans for spaces that burst with the fun of learning
  - positive language and classroom routines that reduce disruptive behavior—without rewards and consequences
  - instructional suggestions for matching students' needs to high-impact teaching structures
  - a treasury of Christine and Kristi's favorite "teacher stuff" such as quick guides for challenging behavior, small-group planning grids, and parent letters
  - links to videos that model the moves of Christine's and Kristi's own teaching.

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

- Harvey “Smokey” Daniels
- Matt Glover
- Christine Hertz and Kristi Mraz
- Ellin Oliver Keene
Sara Ahmed

Sara Ahmed has taught in urban, suburban, public, independent, and international schools.

She is author of the popular new book Being the Change: Lessons and Strategies to Teach Social Comprehension and coauthor with Harvey “Smokey” Daniels of Upstanders: How to Engage Middle School Hearts and Minds with Inquiry. Sara specializes in creating classrooms designed to help students to consider their own identities and to take action in the world in socially responsible ways. Sara is a long time member of the teacher leadership team for Facing History and Ourselves, an international organization devoted to developing critical thinking and empathy for others. Today, in addition to consulting in schools across the United States, Sara serves as the literacy coach and consultant-in-residence at NIST International School, in Bangkok, Thailand.

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

- Nurturing social responsibility in classrooms through inquiry
- Building risk-taking, collaborative classrooms
- Growing digital citizenship in the middle school classroom
- Addressing real issues honestly in the classroom while honoring and empowering students
- Identifying and unpacking the teaching skills for social comprehension

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

ON-SITE PD  SCHOOL-BASED SEMINARS
Math and Science Seminars

Customized math and science seminars will help you:

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

A sampling of math and science seminars texts:

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

Valerie Bang-Jensen and Mark Lubkowitz
Brian Campbell
Michael Comer
Lori Fulton
Sue O’Connell

Sue presents informative and practical workshops all around the United States.

Sue O’Connell is a popular and well-known author who has been an elementary teacher, reading specialist, and math coach. She has decades of experience supporting teachers in making sense of math and effectively shifting how they teach. Sue is the lead author of Heinemann’s best-selling *Math in Practice* resource—a grade-by-grade professional learning resource designed to support K–5 teachers no matter their experience or comfort level with math. A frequent presenter at state and national conferences, Sue is also the author of *Putting the Practices into Action* and the *Mastering the Basic Math Facts* books.

Engage Sue for a customized day of PD to help your math teachers:
- Unpack state and national standards, and learn what they really mean for everyday instruction
- Explore a variety of problem-solving strategies that help students develop critical thinking skills
- Discover how writing and drawing can help students make sense of math problems
- Identify key teacher questions that get students talking and thinking about math
- Learn strategies for building students’ perseverance when problem-solving gets tough
- Identify simple ways to differentiate the math activities and tasks in your curriculum

Visit: heinemann.com/pd/onsite   Phone: 800.541.2086 ext. 1402
New! School-Based Seminars
Developed by Jennifer Serravallo

Invite a Heinemann consultant to your school to deliver custom PD planned by Jennifer Serravallo.

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

For complete details go to Heinemann.com/pd/seminars or call 800.541.2086 ext. 1402
Strategies and Structures for Teaching Reading
Developed by Jennifer Serravallo
Based on the PD resource The Reading Strategies Book

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

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

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

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

**A Crash Course in Reading and Writing Strategies**
Developed by Jennifer Serravallo
Based on the PD resources The Reading Strategies Book and The Writing Strategies Book

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

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

In the afternoon: writing. Participants will explore a ten-goal hierarchy of possible writing goals by considering writing genres and modes, writing process, behaviors, skills, and qualities of good writing. Again, they’ll look at student writing to practice making decisions based on the hierarchy of writing goals, match strategies to those goals, and explore the goals through video examples, activities, and conversations with coparticipants.

**COURSE GOALS:**
- To understand how to use formative assessment information to find appropriate goals for each child in reading and writing
- To craft explicit, clear strategies and provide feedback as students practice
- To explore ways that strategies can come to life in the classroom through video examples of conferences and small-group instruction
1. What are the most important characteristics to look at when implementing a new literacy system?

We recommend that you begin with your vision and values. A literacy system should align with your vision for literacy education and the values you hold for the children and educators in your school. Look for a system that provides authentic literacy experiences for every child in both reading and writing, a system that is grounded in how literacy develops in children over time, and a system that leaves space for teachers to expand their craft and make decisions based on their observation and assessment of each child in their classroom. We also believe it is essential that a literacy system honors student choice and provides robust opportunities for children to see themselves reflected in the books they read and think about.

2. What led you to develop this system? Tell us about your vision for Fountas & Pinnell Classroom™

We have been working toward the development of FPC since the inception of The Literacy Continuum. Our work comes full circle with FPC because it is The Literacy Continuum in action. Our vision has always been that schools recognize every child’s right to grow up literate in a dynamic learning community that values the richness of linguistic, ethnic, and cultural diversity. Members of the school community are treated and treat others with empathy, kindness, and respect. Children investigate new ideas that fuel intellectual curiosity and act as powerful agents in their own learning. FPC was built on this vision. The system offers invaluable professional tools and authentic books that propel children’s understanding of their physical, social, and emotional world and their roles as informed global citizens.

Irene C. Fountas and Gay Su Pinnell bring their unrivaled expertise, harnessing more than thirty years of research on effective teaching in literacy education and professional learning, to Fountas & Pinnell Classroom™ (FPC). This groundbreaking, first-of-its-kind, classroom-based literacy system for PreK through grade 6 is changing the landscape of literacy education.

As new areas of emphasis continue to emerge and then fade in literacy education, one thing remains constant: effective, high-quality teaching is the most influential contributor to improving literacy outcomes for students. A literate life is the right of every child. In anticipation of the full release of FPC grades PreK through grade 3, Irene and Gay sat down for a Q&A about this transformative instructional approach.
3. Why do you consciously use the word system instead of program when describing Fountas & Pinnell Classroom™?

Children do not all learn in the same sequence or at the same rate. A literacy system is built on a coherent theory of literacy learning. FPC is anchored in The Literacy Continuum—the articulation of the detailed reading and writing behaviors that children develop over time. FPC is a system that supports educators in making responsive teaching decisions, where all parts of the literacy curriculum are thoughtfully connected to best support the learning needs of each child. In this system, you teach individual readers, not a book and not a program. Each FPC lesson is an instructional menu from which you select and tailor teaching points to best support the learners in your classroom based on your observation and assessment of their literacy learning.

4. Talk about what you mean by a multi-text approach to literacy instruction.

There is no “one-size-fits-all” in literacy instruction and certainly not in the books used in our classrooms to promote the joy of reading. A multi-text approach includes a variety of books—both short and long texts, leveled and not leveled—used for different purposes. All children deserve access to a massive amount of books for different purposes—books that provide extensive and intensive opportunities to support efficient processing and successful comprehension and that nurture the ability to think, talk, and write about texts that fully engage students’ interests. High-quality books are at the heart of the whole-group, small-group, and independent learning opportunities that inhabit FPC—books that stir the imagination, reflect the diversity of our world, spark discussion, and motivate children to want to read more.

**A MULTI-TEXT APPROACH**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL CONTEXT</th>
<th>TYPE OF TEXT</th>
<th>LEVELED TEXT?</th>
</tr>
</thead>
</table>
| INTERACTIVE READ-ALOUD | • Short texts, usually picture books and occasional novels (organized in text sets)  
• Teacher-selected, age-appropriate, grade-appropriate complex texts that expand language, knowledge, and thinking | No |
| SHARED READING | • Short texts (enlarged) and occasional novels or segment of a novel  
• Teacher-selected, age-appropriate, grade-appropriate texts that expand competencies and lead guided reading forward | No |
| GUIDED READING | • Short texts and occasional longer texts  
• Teacher-selected texts that expand thinking within, beyond, and about a text | Yes |
| BOOK CLUBS | • Short texts and some novels  
• Student-selected, age-appropriate, grade-appropriate, complex texts that expand thinking within, beyond, and about a text | No |
| INDEPENDENT READING | • Short texts and novels  
• Student-selected books, magazines, and digital texts that expand thinking within, beyond, and about a text | No |

5. How can educators develop school-wide coherence and a culture of collaboration?

Educators should articulate and actively pursue their values. Establish common understandings and language that bring clarity and coherence to the teaching and learning of literacy throughout the school. They should align assessments, curriculum, instructional practices and materials, intervention, and professional learning to achieve their literacy goals. They should ground literacy learning in a common understanding of how literacy develops in children over time to ensure equitable literacy opportunities for every child in the school. A culture of collaboration is established when educators view themselves as members of a collaborative professional community with common expectations for themselves, their colleagues, and their students. When teachers work in a culture of clarity, transparency, respect, and collegiality, student outcomes improve dramatically.

6. How can schools prepare for a systematic approach to literacy education?

A systems approach requires educators to get on the same page. This does not mean that every teacher is literally on the same page of a textbook at the same time, but rather that every teacher makes instructional decisions based on a shared vision and a set of core values. Let your values form the backbone of your decisions as a school community, and set instructional goals for all children that reinforce these values.

A successful, coherent approach to language and literacy learning is built on an understanding of how children develop as readers, writers, and language users. A systems approach is reflected in the instructional design and in each setting of responsive literacy teaching—whole group, small group, and individual—across different instructional contexts.

A DESIGN FOR RESPONSIVE LITERACY TEACHING
7. There are certainly many to talk about, but what are the most critical elements of literacy instruction that every school leader needs to know?

The quality of literacy education in a school depends on educators’ collective responsibility for ensuring high literacy outcomes for every child and teachers’ stance toward continuous professional learning.

“Achieving substantial school-wide growth is possible if a community of educators is willing to undertake the journey together.”

— Irene C. Fountas and Gay Su Pinnell

There are many areas of teacher expertise every school leader needs to know, but we believe these four are essential in achieving coherence in a school’s design for literacy learning:

1. An understanding of the reading process and a clear vision of proficiency in reading, writing, and talking about texts
2. A repertoire of techniques for ongoing observation and assessment to capture the precise literacy behaviors of children
3. A deep knowledge of texts and their demands on readers as they develop a reading processing system
4. A solid expertise in implementing a range of research-based instructional practices for whole-group, small-group, and individual learning opportunities

We encourage school leaders to take the temperature of the culture in their school. The expansion of professional capacity through fostering teacher leadership and teamwork within the school will directly enhance the instructional excellence provided to each child. Professional learning must be a part of the fabric of the school culture, and the materials used must serve the vision, not drive the teaching.

8. As the tides of literacy education continue to shift, how do schools maintain their equilibrium?

As educators, we will continue to see mandates and areas of emphasis come and go. Remain steadfast to your vision and values. Rely on evidence from observable reading and writing behaviors to guide your moment-to-moment teaching decisions and ground your literacy instruction in a common understanding of how literacy develops in children over time. Doing so will enable you not only to maintain equilibrium, but to build professional capacity and expertise, and to be equipped to navigate shifting literacy mandates without compromise to your vision and values.

Irene C. Fountas is Professor at Lesley University in Cambridge, Massachusetts where she directs the Center for Reading Recovery and Literacy Collaborative. As a former classroom teacher and literacy specialist, she works with a team to conduct field-based research and provide professional development to school leaders, literacy coaches, classroom teachers, and interventionists. She is the recipient of the Greater Boston Council and the International Reading Association’s Celebrate Literacy Award and was named the first recipient of the Marie M. Clay Endowed Chair. She publishes resources for comprehensive literacy programs that quickly become staples for literacy instruction across the country.

Gay Su Pinnell is Professor Emeritus in the School of Teaching and Learning at The Ohio State University. She has extensive experience in classroom teaching and field-based research and in developing comprehensive approaches to literacy education. She received the International Reading Association’s Albert J. Harris Award for research in reading difficulties, the Ohio Governor’s Award, and the Charles A. Dana Foundation Award for her contributions to the field of literacy education, and most recently, she was awarded The Ohio State University Alumni Association’s Alumni Medalist Award. She is a member of the Reading Hall of Fame.
A partnership with a Fountas and Pinnell-trained consultant can transform your classroom.

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

For complete details, go to [heinemann.com/pd/fountasandpinnell](http://heinemann.com/pd/fountasandpinnell), or call 800.541.2086 ext. 1402
Getting Started Overview: 
Fountas & Pinnell Classroom™
Grades PreK–3

Fountas & Pinnell Classroom™ is a coherent system of literacy education. The system relies on responsive teaching using an inquiry-rich, multi-text approach. Participants in this seminar will explore the books and lessons within each instructional context and explore how observation, assessment and The Fountas & Pinnell Literacy Continuum are used to inform teaching decisions and instruction. Participants will explore ways to include all instructional contexts within a daily schedule and create a plan for getting started with each context within Fountas & Pinnell Classroom™.

COURSE GOALS:
Participants will:
• Develop an understanding of the core values of Fountas & Pinnell Classroom™
• Explore reading as a complex process
• Explore each instructional context: Interactive Read-Aloud, Shared Reading, Phonics/Spelling/Word Study, Reading Minilessons, Guided Reading, Book Clubs, and Independent Reading
• Explore how to use The Fountas & Pinnell Literacy Continuum as a tool for teaching
• Explore ways to observe and assess student learning
• Develop an understanding of how each instructional component fits within a design for responsive literacy learning
• Explore a plan for a daily literacy schedule and getting started with Fountas & Pinnell Classroom™
• Explore ways to organize a classroom

Interactive Read-Aloud:
Fountas & Pinnell Classroom™
Grades PreK–3

Interactive read-aloud is the foundation for instruction within a literacy rich classroom. Interactive read-aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest. Participants in this seminar will learn more about the values of this powerful instructional context. They will learn how to use The Fountas & Pinnell Literacy Continuum to observe children for evidence of their reading behaviors, and how to use the Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide to engage children's thinking through high-quality texts.

COURSE GOALS
Participants will:
• Consider the values of interactive read-aloud
• Develop an understanding of reading as a complex process
• Use The Fountas & Pinnell Literacy Continuum as a tool for observing students, identifying teaching goals, and developing an understanding of the characteristics of texts
• Reflect on the teacher’s and students’ roles before, during, and after reading
• Explore how to select and sequence texts around a connecting idea, central theme, or study of a particular author, illustrator, or genre
• Learn how to plan for meaningful conversations that use talk as a tool to expand thinking within, beyond, and about texts
• Become familiar with the Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection of books, text set overview cards, and lessons.

RESOURCES NEEDED
• The Fountas & Pinnell Literacy Continuum
• Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide
• Books, overview cards and lessons from Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection

Two new Fountas & Pinnell Classroom™ Seminars
Reading Minilessons: Fountas & Pinnell Classroom™ (Grades K–3)
Book Clubs: Fountas & Pinnell Classroom™ (Grades K–3)
Shared Reading:  
*Fountas & Pinnell Classroom™*  
**Grades PreK–3**

Shared reading is a community experience in which all children look at, read, and discuss the same text together. Through shared reading, children have the opportunity to engage in the reading process with texts that may be beyond their ability to read independently. Participants in this seminar will explore ways to use shared reading to build community as well as expand children’s ability to read and process text. Participants will also learn how to use *The Fountas & Pinnell Literacy Continuum* to identify goals to observe and teach for within the shared reading context.

**COURSE GOALS**

**Participants will:**
- Consider the values of shared reading
- Develop an understanding of reading as a complex process
- Use *The Fountas & Pinnell Literacy Continuum* and the *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* as tools for observing students, identifying teaching goals, and developing an understanding of the characteristics of texts
- Learn the components of a shared reading lesson
- Learn how to help children establish a strong early reading processing system
- Develop an understanding of how teaching in shared reading can “lead” students forward to guided reading
- Learn how to analyze texts for possible learning opportunities for students
- Learn to teach readers how fiction and nonfiction work (text structure and nonfiction features)
- Become familiar with the *Fountas & Pinnell Classroom™* Shared Reading Collection of books and lessons.

**RESOURCES NEEDED**
- *The Fountas & Pinnell Literacy Continuum*
- *Fountas & Pinnell Classroom™* Shared Reading Collection Guide
- Books and lessons from *Fountas & Pinnell Classroom™* Shared Reading Collection

Guided Reading:  
*Fountas & Pinnell Classroom™*  
**Grades K–3**

Guided reading is a powerful, small-group instructional context in which a teacher supports each reader’s developing system of strategic actions for processing texts at increasingly challenging levels of difficulty. Participants in this seminar will explore how to use guided reading to meet students where they are and lead them forward with intention and responsive teaching. Participants will learn the structure of a lesson and explore how to observe children and teach in response to those observations.

**COURSE GOALS**

**Participants will:**
- Consider the values and characteristics of guided reading
- Learn the structure of a guided reading lesson
- Develop an understanding of reading as a complex process
- Develop an understanding of the systems of strategic actions that are necessary for the reader to think within, beyond and about texts
- Use *The Fountas & Pinnell Literacy Continuum* as a tool to observe, teach for, and support reading behaviors in individual children
- Explore how to assess and group children into temporary guided reading groups
- Learn how to plan for effective guided reading lessons
- Learn how to monitor student progress over time
- Become familiar with the *Fountas & Pinnell Classroom™* Guided Reading Collection of books and lessons.

**RESOURCES NEEDED**
- *The Fountas & Pinnell Literacy Continuum*
- *Fountas & Pinnell Classroom™* Guided Reading Collection Guide
- Books and lessons from *Fountas & Pinnell Classroom™* Guided Reading Collection
Independent Reading and Conferring: Fountas & Pinnell Classroom™
Grades K–4

Independent reading offers children the chance to read, write about, talk about, and enjoy self-selected texts. It is nested within an instructional framework of minilessons, conferring, and sharing. Participants in this seminar will explore how to support student choice during independent reading as well as explore how to have authentic and meaningful conversations with students that will move them forward in their reading competencies. Participants will learn to use The Fountas & Pinnell Literacy Continuum as a valuable resource for observing and selecting teaching goals for individual students.

COURSE GOALS
Participants will:
• Consider the values and characteristics of independent reading
• Develop an understanding of reading as a complex process
• Explore how independent reading resides within a responsive literacy framework
• Use The Fountas & Pinnell Literacy Continuum as a tool for observing and setting goals for individual students
• Explore how to carry on an authentic and meaningful conversation with children that will move them forward as a reader
• Explore ways for students to expand their thinking about books through writing about reading
• Become familiar with the Fountas & Pinnell Classroom™ Independent Reading Collection of books and conferring cards.

RESOURCES NEEDED
• The Fountas & Pinnell Literacy Continuum
• Fountas & Pinnell Classroom™ Independent Reading Collection Guide
• Books and conferring cards from Fountas & Pinnell Classroom™ Independent Reading Collection

Phonics, Spelling and Word Study: Fountas & Pinnell Classroom™
Grade K–3

In an alphabetic language such as English, phonics describes the relationships between the sounds of language and its graphic symbols, i.e., the letters. With knowledge of letter-sound relationships, children add to their ability to derive meaning from print, to accurately turn sounds into their own print (i.e., spelling), and to solve increasingly longer words. Participants in this seminar will use the lessons to explore the teaching of phonics through both explicit and implicit instruction. Participants will explore ways to use the Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide and The Fountas & Pinnell Literacy Continuum to guide their observation and inform their instruction.

COURSE GOALS
Participants will:
• Expand their knowledge of the nine areas of learning for phonics, spelling, and word study
• Learn how to use lesson structures, routines, and resources to help them plan and implement effective lessons
• Explore lessons that systematically move students toward a flexible and powerful range of word solving strategies
• Learn how to teach effective phonics within text and out of text
• Explore how observation and assessment can inform instruction and monitor student progress
• Become familiar with the sequence of lessons for Fountas & Pinnell Phonics, Spelling, and Word Study System
• Become familiar with the lesson format within Fountas & Pinnell Classroom™

RESOURCES NEEDED
• The Fountas & Pinnell Literacy Continuum
• Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide
• Fountas & Pinnell Phonics, Spelling, and Word Study Lessons
• Fountas & Pinnell Sing a Song of Poetry
Benchmark Professional Development

*For the Fountas & Pinnell Benchmark Assessment System*

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

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

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

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

Role of the Administrator in the Implementation of Benchmark Assessment

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

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

Professional Development

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

*Niveles A–N, Grados K–2*

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

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

This professional development introduces participants to the thinking behind the *Sistema de evaluación de la lectura* and provides training not only in how to administer and analyze the assessment, but how to turn the analysis into sound instructional decision making.
Leveled Literacy Intervention (LLI)
Primary Systems
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
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 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:

The Fountas & Pinnell Literacy Continuum

Grades PreK–8

Where other assessment and benchmark systems leave you wondering “Now what?” Fountas and Pinnell provide a link from assessment to instruction via The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8. This continuum, along with The Fountas & Pinnell Benchmark Assessment System, provides the basis for this professional learning opportunity.

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

COURSE GOALS FOR ONE-DAY PROFESSIONAL LEARNING OPPORTUNITY

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

COURSE GOALS FOR TWO-DAY PROFESSIONAL LEARNING OPPORTUNITY

• The three goals from the above one-day plan
• Learn how to use the Literacy Continuum to help choose appropriate texts for readers across grades and instructional contexts through text analysis and an understanding of text characteristics.
• Explore the behaviors and understandings necessary to observe, teach for, and support getting your students to think within, beyond, and about text and how these understandings shift over time.

RELATED RESOURCE:
Teaching for Comprehending and Fluency

Grades K–8

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

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

**RELATED RESOURCE:**

*Teaching for Comprehending and Fluency* by Irene C. Fountas and Gay Su Pinnell

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, *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:**

*When Readers Struggle* by Gay Su Pinnell & Irene C. Fountas

*Teaching That Works* by Gay Su Pinnell & Irene C. Fountas
Phonics, Spelling, and Word Study Lessons

Grades K–3

The *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* reflects the most current research on child and language development and supports 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, Spelling Lessons*, and *Word Study Lessons*
- Gain knowledge of how the lessons are taught, and actively participate in demonstration lessons
- Gain understanding of, and guidance in, the importance of working with colleagues to implement *Phonics Lessons* in school
- Explore ideas and suggestions for organization of materials needed in the implementation of the *Phonics Lessons*

**RELATED RESOURCES:**

- *Phonics, Spelling, and Word Study Lessons*

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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* by Irene C. Fountas and Gay Su Pinnell
Genre Study: Teaching with Fiction and Nonfiction Books

Grades K–8+

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

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

**RELATED RESOURCE:**

Guided Reading (Grades K–6) and Guiding Readers and Writers (Grades 3–6)

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

**COURSE GOALS, GUIDED READING:**

- Gain an overview of the components of the literacy framework as described in *Guided Reading, Second Edition*, including interactive read-aloud, shared reading, guided reading, and independent reading
- Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–6
- 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:**
I n a time in education that is driven by testing and mandated curriculum and when teachers often feel isolated and alone, one of the most freeing endeavors teachers can embark upon is their own action research. This sounds ludicrous, right? After all, most of us were done with research when we ceased being students and began acting as teachers. We assign the research and we grade it; we don't often attempt to conduct it. So how can something like action research be empowering?

And yet, at its heart, action research is all about learning. As the Center for Collaborative Action Research at Pepperdine University describes, action research is a “process of deep inquiry into one’s practices.” No one told us this should be the driving force in our teaching. We didn't know that by studying our own practices from the stance of a learner, we'd create the most powerful experiences in our careers.

Action research is teacher driven and student centered. No one is better equipped to deeply understand, and therefore research, what children and teachers are experiencing in the classroom than teachers, principals, and instructional coaches. And when we choose to look that understanding square in the eyes, we see the true needs of our kids and our colleagues and the problems of practice we face.

This moment, these observations are the impetus behind the action research project. We don’t have to wait for our school administrators to tell us what to do. We can begin discovering new knowledge and uncovering deeper understanding of our students, our colleagues, and ourselves as educators. We can do our own research, and our students can witness our learning process just as we escort them through theirs. In doing so, inquiry drives the learning, and the learning is modeled and becomes reciprocal and even more valuable than before.

Our experience as Heinemann Fellows allowed us to explore our problems of practice. It pushed us to face challenges, establish questions that would compel us to examine our students’ experiences, and ultimately attempt to create powerful change driven by our students’ or colleagues’ responses and experiences. This learning was even more compelling as we worked together. Our process was iterative. Each time we talked or met, we reflected on our practices, created new action based on this reflection, and continued our work. This reflective process
We didn’t know that by studying our own practices from the stance of a learner, we’d create the most powerful experiences in our careers.

became the embodiment of how to continuously improve our practice. Both of us pursuing our own problem of practice and yet connected through the process. Both of us willing listeners for the others while also acting as a sounding board—and often a coach—as we delved into our problems of practice.

Although our experience as Heinemann Fellows had a powerful effect on us as teachers, we ultimately found that it doesn’t require becoming a Heinemann Fellow to pursue this kind of experience. Action research is not just for some; it is for all educators. It can feel intimidating—learning has that effect on people. Questions arise. How on earth do I figure this out? What next? What if I mess it up? Research isn’t always neat and it isn’t always easy, but action research in our classrooms is always worth the struggle. To ease the questions and allay the concerns, seek out a thought partner to be your research companion (and sometimes research therapist because, let’s face it, sometimes things will not go the way you plan). Choose someone equally committed to education and also enthused to take on his or her own action research project. This partner does not need to teach the same grade or subject—the partner doesn’t even need to be in the same building! Goodness, not only do we (Lisa and Amy) teach completely different grade levels, but we also live separated by several states. And, honestly, we found that each other’s perspective on our work was invaluable. We challenged and encouraged each other; we were able to share insights that we were too close to recognize; we listened, and we tried to respond honestly. Even when we felt entirely alone in our work settings, we knew our thought partner was always ready to listen, to help, to share in successes, and to see us through our less-than-shining moments. There is a freedom in being in charge of our own research. There is a freedom in knowing we are not alone in this. There is empowerment in discovering our own voices as educators.

As you read the short descriptions on the following pages about the 2016–2018 Heinemann Fellows’ research, lingering questions, and insights born of challenging and important discussion throughout their two years, think about how you might find a colleague or two and launch your own action research; it’s the most powerful work you’ll ever do.

Amy Clark is Head of the High School Division and an English teacher at Christ Episcopal School in Covington, LA. Amy is a member of the inaugural 2014–2016 Heinemann Fellows, when her action research question was, “In what ways does the study and composition of poetry impact other modes of student writing; in particular, narrative and scholarly essay writing?” Follow Amy on Twitter @AmyGClark.

Lisa Birno is an Instructional Excellence Coordinator in the Eden Prairie School system in Eden Prairie, Minnesota, where she was formally a sixth-grade teacher and instructional coach. Lisa was also a member of the 2014–2016 Heinemann Fellows. Her action research question as a Heinemann Fellow was, “What instructional strategies are most effective in promoting equitable and engaged talk in a self-contained classroom?” Follow Lisa on Twitter @LisaBirno.
KATIE CHARNER-LAIRD  @CharnerLaird
Principal, Cambridgeport School,
Cambridge, MA

RESEARCH QUESTION: What is the impact on student engagement, agency, and achievement in math when a principal brings her own questions, wonderings, and explorations about student engagement and agency in math to all of her work with teachers, students, and families?

The Heinemann Fellowship has allowed me to bring curiosity and enthusiasm about math learning into my work as a school leader. My questions have led me into the classroom alongside teachers to deepen my own understanding of how children's mathematical ideas develop. Perhaps the most exciting outcome for my school is that we are now on a journey to becoming a place of joyful, enthusiastic math learning for all children and adults.

TRICIA EBARVIA  @TriciaEbarvia
English Teacher, Conestoga High School,
Bervyn, PA

RESEARCH QUESTION: What elementary–or middle school–level literacy practices can secondary English teachers use to develop adolescent literacy?

Although I'm a secondary English teacher, the greatest professional growth I've experienced began with an inquiry into elementary classrooms. Inspired by the K–5 best practices I observed, I shifted my focus away from teaching particular texts to teaching reading and cultivating readers. My inquiry has since evolved to synthesize reader response and critical literacy—to help adolescents reflect on their multiple identities and how these identities inform their reading of texts, themselves, and the world.

IAN FLEISHER
Sixth-Grade Math Teacher, Portsmouth Middle School, Portsmouth, NH

RESEARCH QUESTION: In what ways can the routine use of visuals offer all learners equal access to math concepts and conversations and ignite increased engagement and enjoyment in their own mathematical identities?

The Heinemann Fellowship has provided an invigorating learning community and so much more. Ellin Keene, my fellow Fellows, and the Heinemann team have challenged and inspired me as I've made a big turn from my lifelong focus on literacy to a deep dive into the world of math and an exploration of ways visual tools might reshape our teaching and increase students' engagement.

KENT HAINES  @KentHaines
Seventh- and Eighth-Grade Math Teacher,
Simmons Middle School, Hoover, AL

RESEARCH QUESTION: In what ways can a relational approach to teaching algebraic expressions and equations help students to reason abstractly and quantitatively with them?

I have researched tasks that help students make connections between algebraic expressions and other representations, such as number lines, bar diagrams, and real-world scenarios. I have found that these tasks promote debate and conceptual thinking in ways that most students don't use when solving equations or simplifying expressions. Most interestingly, I have found that a variety of representations is more beneficial to student achievement than any single representation.

CHRIS HALL  @CHallTeacher
Teacher, Oyster River Middle School,
Durham, NH

RESEARCH QUESTION: What instructional approaches are most effective in developing a culture of revision? How might this culture of revision improve student writing, students’ perception of writing, and students’ agency toward writing?

The fellowship has left me energized in powerful, lasting ways. Over the past two years, I've researched ways to develop a "culture of revision" for intermediate-grade writers—how teachers can help spark revision with modest changes in our writing feedback, conferring language, and student reflection strategies. It’s been a joy and honor working with the Fellows—an amazingly thoughtful, inspiring group of educators.

AERIALE JOHNSON  @ArcticIsleTeach
Kindergarten Teacher, Washington Elementary,
San Jose, CA

RESEARCH QUESTION: What are the optimal early childhood classroom conditions needed to promote oral language acquisition and development and depth of thought that, consequently, enhance the growth of literacy skills?

As an educator of children who experience word poverty, I began this research determined to empower them with words. This journey taught me that, to do so, I must embrace my silence. When adults truly listen, we develop the kind of empathy necessary to humble ourselves in children's presence, to take our proper place. Our work must never be about saving children; it must be about living in the gap . . . right beside them.

KATE FLOWERS  @kate_flowers
English Teacher, Santa Clara High School, Santa Clara, CA

RESEARCH QUESTION: What accountability measures for independent reading promote reflection, motivation, and the growth of a robust reading habit in young adult readers?

My research and writing explored creating a student-centered high school English classroom that leverages choice to connect students to books, writing, and each other in ways that feed their spirits and minds. With the support of the Fellows and the Heinemann team, always a call or an e-mail away, I made shifts that allow my students to read and write their lives. Now, I am guide, coach, counselor, cheerleader, and sounding board.
ANNA OSBORN  @AnnaOz249
Reading Specialist, Jefferson Middle School, Columbia, MO
RESEARCH QUESTION: In what ways does the exploration of personal identity through reading and discourse impact students’ perceptions of themselves as stigmatized readers?

Throughout my action research, I worked with middle school students to explore labels put on them as readers (“struggling,” “resistant”). We worked to replace feelings such as hurt, fear, and trepidation with new reading identities that included confidence and risk-taking. And as the research unfolded, I was struck by how my role as a researcher was an authentic parallel to my students’ learning. It gave me new appreciation for the phrase “lifelong learner.”

KIMBERLY PARKER  @TchKimPossible
English Teacher, Writing Instructor, and Curriculum Consultant, Boston and Cambridge, MA
RESEARCH QUESTION: In what ways does participation in a community literacy group impact members’ self-advocacy and teacher activism and serve as a site of resistance to “traditional” narratives about black people’s literacy practices?

As a Heinemann Fellow, I documented how I detracked my English language arts classrooms to provide transformative literacy opportunities to underserved young people of color. I’ve moved into community literacy activism, where excellence is possible through the development of community book clubs, the creation of a canon of literature for black children and youth, and the successful first annual Literacy Is Liberation conference, in collaboration with a broad network of educators, parents, students, and community members.

HOLLIS SCOTT  @HollisWScott
Fifth-Grade Teacher, Montair Elementary School, Danville, CA
RESEARCH QUESTION: In what ways does teaching students to be metacognitive through visible thinking routines increase engagement and independence in fiction reading?

My research has focused on making thinking visible in the classroom—valuing not just what students think but nurturing an awareness of how they think when engaging in learning. When students use thinking routines, they become more metacognitive and strategic. In turn, I am awed by what children reveal when they know their ideas matter and when they are given opportunities to grow thinking together. My close observations of these moments guide my teaching.

TIANA SILVAS  @TianaSilvas
Fifth-Grade Teacher, PS 59, New York, NY
RESEARCH QUESTION: In what ways can upper elementary teachers identify and capitalize on students’ “natural genre” in writing to increase agency?

My Heinemann Fellows work has been eye-opening and rewarding. My question led me to create space for students to take risks and tell their truths through the power of writing. Additionally, support from other Fellows offered insight and encouraged me to take action toward a more just world. I have rediscovered myself as an educator and have the needed courage to study and speak out. My journey continues.
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- 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

Valerie Bang-Jensen & Mark Lubkowitz  
**GRADES K–8**
- Reading like a scientist: Explore how the crosscutting concepts and children's literature are natural partners for learning
- The seven crosscutting concepts: A primer for newcomers
- School gardens are ripe for literacy: Integrating reading, writing, and gardening
- Exploring crosscutting science concepts in school gardens

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  
- 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  
- 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  
- 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  

Jocelyn Chadwick and John Grassie  
- 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 and engaging  
- Leveraging the power of literature with twenty-first century students  

Lisa Cleaveland  
- Writing right from the start: Starting a writing workshop on day one  
- Using mentor authors and illustrators to guide teaching in the primary grade writing workshop  
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- Teaching process and craft through illustration study in the primary writing workshop  

Sunday Cummins  
- Teaching content-area reading and writing  
- Advancing student informational reading and writing  
- Establishing purposes for reading, and selecting sources  
- Exploring lesson ideas for reading and thinking across sources
Harvey “Smokey” Daniels
- Content-area reading and writing
- Teaching with inquiry: Structures and strategies for a curiosity-driven curriculum
- Creating a collaborative climate: Teaching the social skills of academic interaction
- Texts and lessons for fiction and nonfiction

Lisa Eickholdt
- Building time and space for writing workshop: Environment, tools, and routines
- Workshop structure: Mini-lesson, independent practice and conferring, mid-workshop teaching point, wrap-up
- The launch as a unit of study: Teaching lessons in process, habits, and craft
- Using students’ writing as mentor texts: Celebrating student writing and promoting student engagement

Dan Feigelson
- 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
- 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
- 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

Georgia Heard
- 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
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- Instructional strategies to maximize achievement for struggling readers
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Carol Jago
- Stimulating competent, confident, and compulsive readers
- Teaching with intention and heart
- Mastering instructional moves that matter
- Creating a community of readers

Penny Kittle
- Writing workshop and writing process (K–12)
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- Independent reading and reading workshop (5–12)
- Adolescent literacy

Tasha Tropp Laman
- 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
- Flipping reading instruction into writing opportunities
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- Building a community of kindness through read-aloud and guided conversations: Bullying hurts
- Exploring writing instruction with a writer

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- Collecting and using formative assessment to engage readers and writers
- Organizing books to support instruction and the love of reading
- Re-envisioning the role of small group instruction within the gradual release of responsibility
- Teaching talk and response through interactive read aloud, book clubs, and partner reading
Heidi Mills
• Story matters: Authentic strategies for teaching content and literacy across the curriculum
• Kidwatching and responsive teaching in joyfully rigorous inquiry-based classrooms
• Integrated units of study in the sciences and social sciences
• Inquiry for ongoing professional development and school renewal

Cornelius Minor
• Writing and reading workshop that fosters independence through practice, small groups, and conferences
• Universal design for creating accessible curriculum for all students, closing opportunity gaps
• Digital and media literacy and building critical thinking skills through authentic engagement
• Using culturally sustaining pedagogies to build community and trust, and teach through challenges

Lindsey Moses
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• Beginning (or deepening) writing workshop  
• Reading like writers, writing like authors  

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• Designing effective science lessons  
• Promoting learning through inquiry  
• Linking literacy development and science  
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Vicki Vinton  
• Making the invisible visible: Teaching the process of meaning making  
• Embracing complexity: Moving toward a problem-based approach to teaching reading  
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Nancy Butler Wolf  
• Mathematical modeling  
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Every parent knows that the upside of driving carpool is the conversations with your captive audience. Mark pulls up at 3:00. Rozella and Lucas climb into the back seat, arguing over animal “superpowers.” Rozella champions echolocation; Lucas advocates for flying. Mark asks, “Do you know what superpower every human has? We are champion pattern spotters.” “That’s not a superpower!” proclaims Rozella. Mark responds slyly, “I just discovered a new animal. It has feathers, a beak, and talons. What is it?” Lucas rolls his eyes, “A bird.” “Nailed it,” Mark affirms, “But how did you know?” Rozella sees where this is heading, “Because it fits the bird pattern.”

The most innovative contribution of the Next Generation Science Standards is the seven crosscutting concepts that create a framework for thinking like a scientist, and pattern is the first concept to understand because it is the foundation for the other six. People are hardwired to see pattern. In the block corner, we might see Eleanor and Zane building a wall, relying on pattern recognition to find similar block sizes and shapes. Children in the after-school Lego club are pros at sorting through the bin to find that one piece that finishes their pattern. All of us use pattern to navigate our lives; it allows us to be healthy (think exercise, food choices, and playground safety) and to avoid danger (lightning, fire, and traffic).

Pattern spotting is what scientists do and by teaching students to name phenomena as patterns, they begin to think like scientists. Patterns help scientists identify new diseases, predict weather patterns, and formulate new questions. Recognizing patterns is as integral to science as salt is to cooking. We once heard a chef say that salt is the superhero of cooking, and we are convinced that pattern is the superhero of science—we find it in everything.

**QUICK START QUESTIONS FOR ACTIVATING PATTERN’S SUPERPOWERS**

After identifying a pattern, help students activate the superpowers with these questions:

**CLASSIFYING:** How do I know one when I see one and what do I already know about it?

If we only said, “It’s a mammal,” you would know that it has hair, lactates, and gives live birth. Classifying allows you to tap into and apply prior knowledge.

**PREDICTING:** What can I predict?

Pattern allows you to make hypotheses based on the evidence provided by the pattern.

**QUESTIONING:** What causes this pattern?
Children’s literature and science: a surprisingly powerful friendship

Science is a tangible, germane, and integral part of life. That’s why picture books are an authentic and powerful tool for helping students explore scientific patterns and ideas. By examining the rich illustrations and descriptive narrative through the lens of the Next Gen crosscutting concepts, your students will begin to read like scientists and see science everywhere. When we notice the bird land on a branch in *Owl Moon*, we know that Pa has successfully called it an owl because the talons, wings, and hoot fit the owl pattern.

Whenever we read words like typical, routine, fashionable, again, or normal, we know the author is describing a pattern. Developing a lens for seeing these concepts everywhere empowers students to integrate literature and science.

Patterns are frameworks for creating literature

Just like pattern helps us understand science, it also helps us understand literature. Salt is found in almost every recipe and pattern appears in every book. In picture books, we see patterns of genre, layout, language, topics, and illustrations, which offer opportunities to explore pattern. Stories themselves contain patterns: characters appear throughout the story, plots twist and turn, and we expect a resolution. In folktales and fairy tales, readers expect that the number three will play a starring role in the form of pigs, wishes, and bowls of porridge. Poetry may be shaped by patterns, such as a number of syllables, parts of speech, rhyme, and rhythm. Nonfiction presents captions, labels, and diagrams. Seeing patterns in various genres enables us to anticipate what will be in a book before we even open it; in fact, it is by leaning on pattern that we become effective readers.

Pattern has us on the edge of our seats

Young readers love the flipped ending of *Brown Bear, Brown Bear, What Do You See?* because it unexpectedly changes the pattern. Breaking a pattern is an effective literary strategy for creating resolution or tension. How many times have we all said, “I loved the surprising ending”? In *The Hunger Games*, Katniss and Peeta throw their society into chaos when they break the pattern of one ultimate winner. And in *Charlotte’s Web*, we know that the daily pattern on the farm is about to blow up when Fern asks, “Where’s Papa going with that ax?”

In science and in literature, pattern is a superhero—with superpowers. When we recognize a pattern, we are able to classify (we know science fiction when we see it), predict (Henry will lose a tooth this year), and question (Rozella asks how echolocation works). Pattern is the gateway to the other crosscutting concepts as we describe in our book *Sharing Books, Talking Science*. Helping your students become adept pattern spotters will empower them as readers and help them develop the conceptual framework for thinking and reading like scientists.

*Valerie Bang-Jensen* is Professor of Education at Saint Michael’s College. She earned her MA, MEd, and EdD degrees from Teachers College, Columbia University. Valerie has taught in K–6 classrooms and library programs around the world. She now serves as a consultant for museums, libraries, schools, and gardens for children.

*Mark Lubkowitz* is Professor of Biology at Saint Michael’s College. He earned a PhD in Molecular Biology from the University of Tennessee, Knoxville and was a postdoctoral fellow in plant developmental genetics at the University of California, Berkeley. As a scientist, Mark studies the molecular mechanisms of transporters and the various roles they play in plants. Together, they coauthored *Sharing Books, Talking Science: Exploring Scientific Concepts with Children’s Literature*.

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

Meet and retreat with the leading thinkers in teaching. Heinemann’s One-Day Workshops and Multi-Day Institutes 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 71–74)
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 75–80)
Spend a focused day of professional learning with a Heinemann author and depart with renewed energy and practical classroom tools.
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
Curiosity Across the Curriculum: Pursuing Engagement, Literacy, and Action through Inquiry

Grades K–12
New Orleans, LA / January 18-21, 2019

Join Harvey “Smokey” Daniels, Nancy Steineke, Stephanie Harvey, Kristin Ziemke, and Sara Ahmed for a practical and personal professional development literacy institute.

The institute is a mix of keynote sessions, breakout workshops, and job-alike meetings. You’ll spend part of each day in a group that matches your area of expertise. You’ll also join a team of colleagues in a multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, and history of New Orleans itself. Our watchword is curiosity. We will try out everything we want our students to experience, making the necessary translations to back-home realities.

STRANDS

- **Content-Area Reading and Writing**—Strategies that develop deeper thinking, build knowledge, and invite kids to comprehend and create complex nonfiction texts.
- **Teaching with Inquiry**—Four models of student inquiry, with a ladder of ten ways to find time, get started, and celebrate students’ investigations.
- **Social-Comprehension Lessons**—Explicit lessons on identity, empathy, and social skills that create friendly and collaborative classrooms.
- **Just-Right Technology**—Selecting and using technologies that truly amplify thinking, enhance interaction in the classroom, and help kids learn from—and teach—the world.
- **Including Everyone**—Supporting English language learners, students with special needs, and those who struggle.
- **Instructional Leadership**—Special sessions on the roles of principals, coaches, curriculum specialists, and district leaders.

WHO SHOULD ATTEND?

- Classroom teachers of grades PreK–12
- Literacy/instructional/tech coaches
- Reading/writing/technology/media specialists
- Special educators
- Administrators and district leaders
- Teacher educators

*Agendas are subject to change.*

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The 12th Annual Boothbay Literacy Retreat

Grades 4–12
Boothbay, ME / June 23–27, 2019

Presented by Kylene Beers, Bob Probst and core faculty

Each year, educators from across the country travel to Boothbay to work with literacy experts and colleagues on issues of reading and writing. Topics discussed during Boothbay include engagement, comprehension, vocabulary, new books for kids, and new tech tools.

At Boothbay, you have the chance to:

- Work side-by-side with your favorite authors
- Think carefully about critical issues
- Have small group conversations to answer your questions
- Work on literacy plans for your district

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

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

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

WHO SHOULD ATTEND?

- Classroom teachers for grades 4–12
- Teachers of ELA/reading, social studies, science and special education teachers
- Literacy/instructional coaches
- Reading/writing specialists
- Principals, administrators, and district leaders
Create a Coherent Vision for Literacy Learning:
Getting Started with Fountas & Pinnell Classroom™
Grades PreK–3
Check our website for dates and locations

In this interactive four-day institute, Irene C. Fountas and Gay Su Pinnell will present their vision to lift students’ literacy learning through authentic experiences in reading, thinking, talking, and writing.

Throughout this intensive institute, the authors will show how instructional contexts work together to develop coherence in the literacy learning of every student across the grades.

Built in to each day will be an opportunity for administrators to have a breakout session with the authors to focus on administrator and leadership needs in implementing an ambitious vision for improving student outcomes.

Participants will:
- develop an understanding of the values and vision that underpin Fountas & Pinnell Classroom™
- explore how readers integrate systems of strategic actions as they process text and think within, beyond, and about texts
- explore how to observe students and identify teaching goals through the use of The Fountas & Pinnell Literacy Continuum
- develop an understanding of the need for, and strength of, whole-class, small-group, and individualized instruction
- begin to develop a plan for the school/district to implement Fountas & Pinnell Classroom™, and identify priority classroom goals for the start of the new school year.

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

Agendas are subject to change.
**Fountas & Pinnell**  
*Leveled Literacy Intervention (LLI)*  
**Grades K–12, Levels A–Z (Orange, Green, Blue, Red, Gold, Purple, and Teal)**  
**Two Consecutive Multi-Day Institutes**  
Check our website for dates and locations*

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

**Institute 1: Teaching Readers Who Struggle and Teaching Within LLI Lessons in the Primary Grades**  
**Grades K, 1, and 2 (Levels A–N/Orange, Green, and Blue)**

This two-day institute will focus on understanding the reading and writing challenges of children who struggle with literacy learning and how to provide effective teaching within the LLI primary lessons.

Seven systems are available for LLI; each supports instruction at different levels on the F&P Text Level Gradient™. This institute delves deeply into the first three: LLI Orange, kindergarten, levels A–C plus booster; LLI Green, grade 1, levels A–J plus booster; and LLI Blue, grade 2, levels C–N.

Participants will be provided with a deep understanding of the LLI Orange, Green, and Blue systems for K–2 and how they can best be implemented with students who struggle with literacy learning in the classroom. You’ll review excerpts of sample lessons and instructional routines in the primary grade lessons, and also learn how to monitor students using technology, and how systematic observation of reading and writing behaviors can inform teaching decisions.

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

**WHO SHOULD ATTEND?**
- Users of LLI grades K–2 who plan to implement it
- Literacy teachers, Title 1 teachers, and other reading resource teachers who work with children reading below level N (beginning third grade level)
- Special Education teachers who work with children reading below grade level
- Staff development personnel and literacy coaches who support teachers working with struggling readers

**Institute 2: Intervening for Literacy Success with Intermediate, Middle, and Secondary Students**  
**Grades 3–12 (Levels L–Z/Red, Gold, Purple, and Teal)**

In this interactive two-day institute, participants will be provided with a deep understanding of the LLI Red, Gold, Purple, and Teal systems for grades 3–12 and how they specifically meet the needs of struggling readers in those grades, and how to provide effective teaching within the LLI lessons.

Participants will learn how to code and analyze reading behaviors, scheduling, student grouping, teacher language and supporting students’ sustained attention and comprehension of texts.

The lesson design for LLI Red, Gold, Purple, and Teal has been extended and intensified beyond the earlier LLI levels and assumes the following:
- 45 minutes a day, 5 days a week
- 4 students at a time
- 18–24+ weeks of explicit, intensive instruction

During this participatory two-day institute, you will:
- Learn about the LLI Red, Gold, Purple, and Teal System components and the principles upon which they are based
- Review recommendations for addressing essential strategic actions at higher text levels through text introductions and discussions
- Deepen understanding of research-based instructional procedures related to word study, vocabulary, fluency, and comprehension

**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.

Gather with colleagues for a day of focused, professional development, and leave with renewed energy and practical classroom tools.

For complete details, go to heinemann.com/pd/workshops, or call 800.541.2086 ext. 1151
Sara Ahmed  
*Being the Change: Teaching through Identity and Social Comprehension*

There are moments in every classroom where conversations become uncomfortable, as your students face situations in the world, the schoolyard, or their homes. As a teacher, how do you deal with these incidents, when you are uncomfortable as well? As a professional community, how do you anticipate the feelings and tensions of your students?

During this workshop, Sara will show you how to create a classroom environment where kids can ask the questions they want, show them how to muddle through saying the things they are thinking, and have the tough but crucial conversations. She’ll show you how to comprehend complex social issues, help your students develop social comprehension skills, and mediate their relationship with the world.

Kylene Beers and Bob Probst  
*Helping Kids Read Nonfiction*

During this workshop, the authors will share strategies that are helpful for getting kids into reading nonfiction texts, helping them throughout their reading, and then extending their thinking after they’ve finished reading.

This workshop will focus on the principles and the strategies that will help all students, even those who struggle the most with texts, comprehend them more fully, and assess their implications more thoughtfully and responsibly. We’ll explore the big issues of today—reading nonfiction, close reading, and asking text-dependent questions—while also attending to the ever critical topics of engagement and lifelong learning.

Kathy Collins and Matt Glover  
*I Am Reading: Nurture Young Children as They Make Meaning and Joyfully Engage with Any Book*

This workshop is designed for early childhood teachers who want to learn how to support children’s meaning making and language development, while nurturing joyful engagement with any book. Learn to nurture children as readers before they can read conventionally, and help them create a positive disposition toward all books.

In this workshop, you’ll receive easily replicable ideas to nudge students to talk more about their books, and show how to support children’s identities as readers. You will learn how to provide literacy opportunities that are inviting, child-centered, and considerate of all young children, no matter where they are as readers.

Harvey “Smokey” Daniels  
*Curiosity Across the Content Areas: Engaging Kids Through Self-Directed Inquiry*

During this workshop, Smokey Daniels will show you ways to engage your students; strengthen their reading, writing, and speaking skills; and create inquiry units where kids tackle challenging and energizing topics from the required curriculum and their own curiosity. You’ll see how kids can think better around challenging topics, and how to use close reading and collaborative writing as tools for exploration in any subject.

The workshop is highly interactive; you’ll participate in a variety of demonstrations and mini-lessons that are adaptable for all grade levels and subject areas, and you’ll return home with numerous classroom strategies you can use the next day.

Agendas and listings subject to change.
Kelly Gallagher and Penny Kittle

*Everyday Practices that Engage and Empower Readers and Writers*

In this workshop, Penny and Kelly will discuss critical decisions that underpin artful teaching across the school year and throughout units of study, and the daily decisions which move young readers and writers closer to excellence. They’ll share the decision-making process that drives their instruction. In doing so, they will demonstrate how they (1) plan a year of instruction; (2) design specific units of study; and (3) plan and execute a daily lesson.

They will show you how to reimagine the language arts classroom, and create classes where all students actively read, write, study, create, and share every day; where students are given a choice, and where teachers model and confer.

Ellin Oliver Keene and Dan Feigelson

*ALL IN: Comprehension, Conferring, and Engagement*

How can we help students learn to engage in learning independently? What role do reading conferences play in making (or helping our students become) independent comprehension decision makers? During this workshop, you'll explore new thinking about the relationship between engagement and understanding, and how conferring can help create student agency. You’ll also learn a range of ways in which teachers and students can share responsibility for engagement through the use of comprehension strategies.

Through your own reading and writing, and discussion with colleagues, you’ll learn practical, classroom-ready strategies to deepen understanding and engagement in learning.

Penny Kittle and Linda Rief

*Read, Write, Teach: Ignite Curiosity and Instill Confidence in Readers and Writers*

In classrooms where we often have only 45 minutes a day with our students, we try to use this time to increase the volume of reading and writing and to deepen students' understandings of how texts are crafted. In this workshop, you’ll be shown how writers can tighten and clarify ideas in writing, and see how you can lead students to analyze and imitate skillful writers.

During the day, you will focus on the daily decisions that ignite curiosity and instill confidence in your students. You’ll explore how you can help your students develop excellence in conversational skills through 1:1 conferring, small group talk, and using voice recordings and digital compositions to speak to audiences around the world.

Lester L. Laminack

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

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

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.

*Check our website for dates and locations.*
Christopher Lehman and Kate Roberts

**Fall in Love with Close Reading**

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

You’ll learn to think practically about text complexity, and discover structures that lead to independent close reading habits, avoiding the common pitfall of students only superficially reading. You’ll consider ways of broadening this study beyond texts, and see how reading anything closely can be eye-opening and empowering. Chris and Kate’s fun and interactive teaching style will leave you able to support students as they develop big ideas about narratives, nonfiction texts, and media.

Tanny McGregor

**Reading Connections: Deepen Comprehension in Concrete Ways**

In this workshop, you’ll learn how to usher your students into the world of complex text using concrete objects, art, music, and conversation, and make your thinking visible through sketchnotes and visual representation. Tanny has developed a launching sequence that honors the gradual release of responsibility, making learning incremental and achievable, even when the content or concept is abstract. Strategies taught can be instantly used with students as a viable option for deepening comprehension.

This workshop will provide you with the tools you need to reach kids where they are, and guide them to a deeper understanding of abstract concepts.

Cornelius Minor

**We Got This: Becoming the Heroes Kids Need Us to Be**

What does it mean to be appropriately equipped to serve a community and its most precious resource—its children? Let’s break it down and discuss what it means to be appropriately equipped with not just the resources, but with the content knowledge, the teaching methods, the interpersonal skills, the social consciousness, and the kind of audacious attitude required to serve children powerfully.

As teachers, we cannot guarantee outcomes—that all kids will start businesses, lead their families and contribute in their communities—but we can guarantee access. We can ensure that everyone gets a shot. This workshop will focus on how we can all begin that brilliantly messy work. We got this.

Lindsey Moses

**Supporting English Learners in the Reading Workshop**

With classrooms that are more diverse than ever before, how can you support English learners in ways that help them reap the same benefits from reading workshop that your English-speaking students do? During this workshop, Lindsey will offer practical ideas, research-based tips, and classroom examples for supporting students during whole-group, small-group, and independent work time, and share effective ways to modify your routines to meet the needs of every student.

Her instructional ideas and differentiation strategies give you all the tools you need to implement a reading workshop that is as effective for your English learners as it is for your English speakers.

Agendas and listings subject to change.
Kristi Mraz  
*Mindsets for Learning: Teaching Strategies for Joyful, Independent Growth*

In this workshop, you will learn how to leverage the powerful instructional strategies of storytelling, reflection, and goal setting with your students. You’ll discover how daily structures like conferring and whole-class conversations can be used to create classroom communities of joyful effort, while still meeting benchmarks along the way.

Classroom charts and other resources will be shared to help the classroom experience come alive, and to ensure that you can keep this powerful work going all year long. This day is an opportunity to explore and deepen your understanding of one of the most powerful tools we can help children to develop: a joyful, independent, growth-oriented mindset.

Sue O’Connell  
*Math in Practice: Building Effective Problem Solvers*

In this workshop, you will discover activities that work for all levels of learners, particularly those who experience frustration or anxiety when faced with math problems. Through interactive tasks, you will gather ideas for strengthening your students’ problem-solving skills and reducing their anxiety about solving problems.

Sue will show ways to integrate problem solving into daily lessons and demonstrate questioning techniques that prompt students to think like problem solvers. Whether you are looking for foundational concepts for your primary students or strategies for expanding skills for those at the intermediate level, you will be glad you spent the day with Sue!

Maggie Beattie Roberts and Kate Roberts  
*DIY Literacy: Teaching with Independence*

This interactive workshop will take a tour of various teaching tools that can increase independence in your classroom. Rooted in research, these practical, sustainable tools will help you assist your students to remember past learning and work with more motivation and effort, and differentiate your instruction in more sustainable ways. Maggie and Kate will show you how to identify the issues your students may have with the curriculum and will guide participants in creating their own teaching tools to take back to their classrooms to use with students.

With one-part graduate school class and one-part craft party, you will leave this workshop with the tools to support your current units, as well as a new understanding of the different ways our materials can assure students live up to their abilities and beyond.

Jennifer Serravallo  
*Strategies and Structures for Teaching Reading and Writing*

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? Jen Serravallo will show you practical ways to target what each student needs most, how you can use your everyday classroom work to identify goals, how to supply each student with strategies that will make a difference, and how to choose from among several methods for teaching reading and writing to both individuals and groups.

Jen uses a very active, minds-on and hands-on approach in her workshops, helping you feel you can turn what you learned in the workshop directly into practice in your classrooms the next day.

*Check our website for dates and locations.*
Units of Study One-Day Workshops
Presented by Lucy Calkins and TCRWP Colleagues

The Units of Study Quick-Start Days
(Workshop days focus on reading, writing, or phonics.)
These intensive workshop days support educators in how to use the Units of Study grade-by-grade curricula in reading, writing, and phonics to help students reach ambitious twenty-first century standards.

Participants will:
• learn about the principles and progressions that undergird the workshop curriculum and explore ways to foster strong reading/writing connections
• learn a core set of teaching methods to support reading and writing workshops
• understand how to assess students’ reading and writing work to set students on trajectories of growth.

Supporting Whole-School, Whole-District Reform in Literacy
This workshop will support school administrators in their role as instructional leaders, as they help their communities work together to study, develop, share, and learn from state-of-the-art methods of teaching reading, writing, and phonics.

Participants will:
• explore the tools, methods, traditions, and expectations that make a lasting difference in reading, writing, and phonics instruction
• learn about the tricky balance of maintaining high expectations and making sure all children can succeed
• receive practical help on topics such as conducting learning walks, using artifacts to assess the fidelity and potency of the reading and writing work in a building, and using school-wide assessments to drive small group instruction.

For more details, visit hein.pub/UoS/workshops or call 800.541.2086 ext. 1151.
For grade-specific support, or to learn more about The Units of Study for Teaching Reading series, visit UnitsofStudy.com

The Fountas and Pinnell Literacy Continuum
Developed by Irene C. Fountas and Gay Su Pinnell
Presented by Fountas and Pinnell-trained Consultants

In this one day workshop, participants will explore the eight continua which comprise The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching. The eight continua are: Interactive Read-Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral and Visual Communication; Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. The Literacy Continuum describes text characteristics and behavioral goals for prekindergarten through eighth grade in each of the continua. This professional learning opportunity provides an introduction in how to use The Literacy Continuum to plan for whole class, small group and individual instruction.

Participants will:
• explore the eight continua included in The Literacy Continuum
• explore the behaviors and understandings to observe, teach for, and support in getting students to think within, beyond, and about text and how these understandings shift over time
• learn how to use The Literacy Continuum to help choose appropriate texts for readers across grades and instructional contexts through text analysis and understanding of text characteristics.

For more details, go to heinemann.com/pd/workshops, or call 800.541.2086 ext. 1151

Agendas subject to change. Please check website for dates and locations.
HOW TO REGISTER
You may register for any Heinemann Professional Development course by credit card, check, or purchase order.

ONLINE:
heinemann.com/pd (credit cards only for online registrations)

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

BY FAX:
Send your completed registration form by fax
at 800.354.2004 (credit card or purchase order)

BY MAIL:
Send your completed registration form to:

Heinemann Workshops
361 Hanover Street
Portsmouth, NH 03801-3912

For information regarding fees or tuition, schedule, cancellation policies, registration confirmation, and locations, please visit heinemann.com/pd.

STATE CREDIT
State credit is available for the following states; participants from all other states receive the standard CEU credit:

• Illinois: Illinois PD hours are available through a partnership with National Louis University.
• Texas: We are an approved CPE provider in the state of Texas.
• Washington: WA Clock Hours are available for in-state workshops and institutes. There is an additional fee that will vary depending on the length of the event.

For events outside of your state, please call 1-800-541-2086 x1151 to inquire about clock hour availability and fee.

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

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

REGISTRATION CONFIRMATION
Enrollment is limited. Before you make your air travel or overnight accommodations, be sure you have received written confirmation (including a confirmation number) from Heinemann that your registration has been accepted. If you have not, please call us at 800.541.2086, ext. 1151 to check on your registration status. Heinemann is not responsible for any travel reservations.

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

Cancellation Fees:
For One-Day Workshops = $25.00
For Multi-Day Institutes = $150.00* (minimum, varies by event)

Please note: if you do not cancel and do not attend the workshop/institute or send a substitute, there will be no refund given.

DISCOUNTS
Many of our workshops and institutes offer group discounts. Please check the individual workshop and institute page on heinemann.com/pd for details. Please note that to qualify for discounted rates, your group must register at the same time.