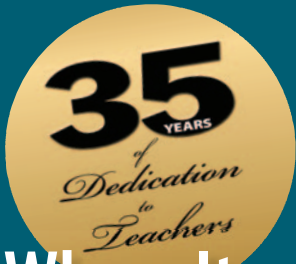


Heinemann

PROFESSIONAL DEVELOPMENT SERVICES FOR K-12 EDUCATORS

A SPECIAL DON GRAVES RETROSPECTIVE ISSUE



Where It All Started

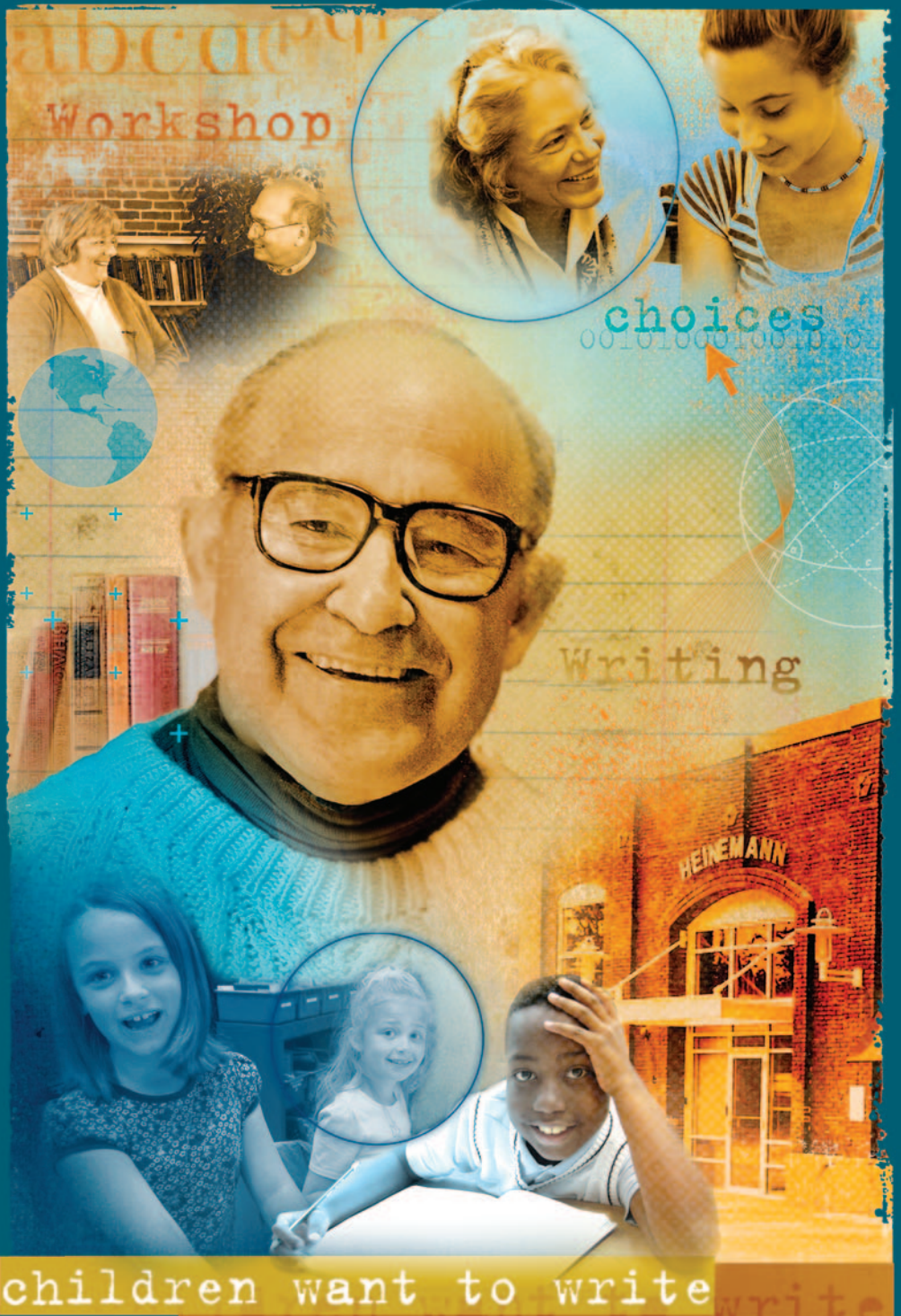
By Tom Newkirk

A True Friend & a Good Writer

By Nancie Atwell

The Teacher as Learner: The Research of Donald Graves

By Mary Ellen Giacobbe



children want to write

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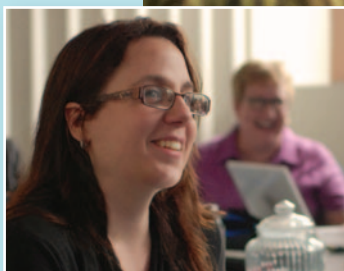


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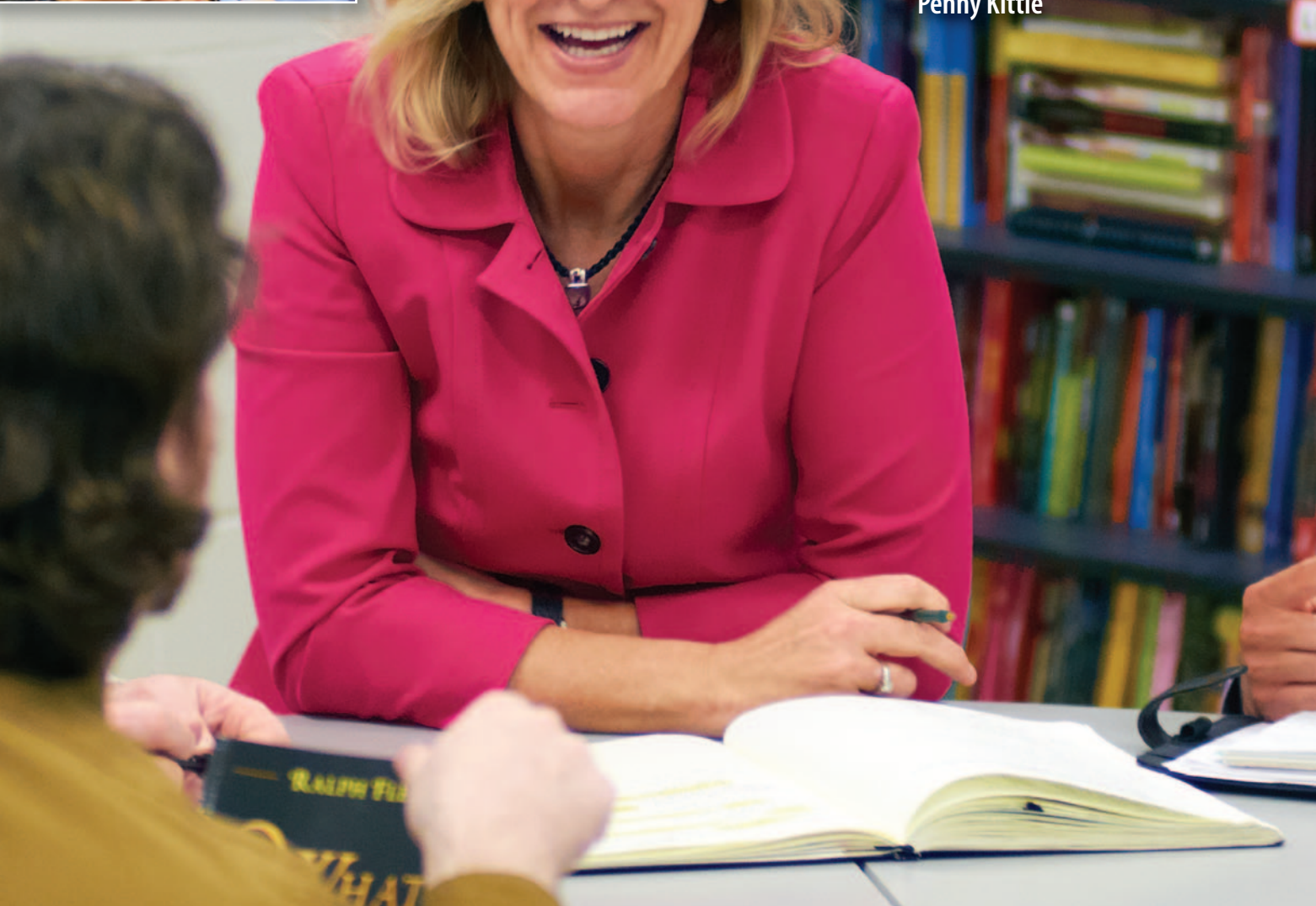
On the Cover

This special issue is a tribute to the contribution Don Graves made to literacy teachers and learners. As the pioneer of the writing process movement, Don's work formed the foundation of the powerful workshop model of teaching. Our feature articles were generously contributed by Nancie Atwell, Tom Newkirk, and Mary Ellen Giacobbe (all pictured within the cover illustration).

Don's research and vision is a core of Heinemann's philosophy. He had an abiding faith in teachers' ability to make sound instructional decisions and raised our beliefs about what children are capable of when engaged and allowed to tell their story.



Guest-edited by
Penny Kittle



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Heinemann
PROFESSIONAL DEVELOPMENT
DEDICATED TO TEACHERS

■ So much of the work at Heinemann can be traced to a handful of thoughtful leaders, each closely connected to one very special person: Don Graves, the grandfather of writing workshop.



From the Director

Dear Colleagues:

When I first became a teacher, my father said, “Make sure they know how to write.” Although he wasn’t an educator, he believed strongly that if students could write well, chances are they could also read well. Always the pragmatist, he felt the clearest path to success is achieved by following a straight line, which to him started with writing. Of course, reading and writing are the essentials of any education, along with an understanding of mathematics and the physical and social sciences and learning how to take turns on the playground. But a visitor to my classroom would have seen anything but a straight and narrow line, especially during writing workshop.

As a lucky, new teacher in New York City, I learned to teach and love writing workshop. I benefited from spending time at the Teachers College Reading and Writing Project and received lots of on-site coaching in my classroom from passionate, smart mentors. Some of them have even become Heinemann authors. They gave me permission to observe, listen, and celebrate students’ lives in ways I would not have done on my own.

I never imagined I’d be working at Heinemann years later. I also didn’t know that so much of the work at Heinemann can be traced to a handful of thoughtful leaders, each closely connected to one very special person: Don Graves, the grandfather of writing workshop. So it’s entirely appropriate, as we celebrate Heinemann’s thirty-fifth anniversary, we also celebrate him. In this issue of the journal, three individuals who knew Don well eagerly share their appreciation for his influence on their careers.

Nancie Atwell so eloquently describes writing workshop as a blessing. She explains one of Don’s simplest, yet most important messages: “Engagement doesn’t negate rigor.” Tom Newkirk, Don’s colleague at the University of New Hampshire, shares a story about how Don began his successful publishing partnership with Heinemann and how it almost didn’t happen. And finally, Mary Ellen Giacobbe explains what it was like to work with Don in her first-grade classroom and how she evolved to become the editor of her students’ writing.

In addition, my colleagues have reminded me that Don was also the catalyst for our PD services department, the part of our organization represented within this catalog. Don originally conceived of a Heinemann speaker’s bureau to provide authors and educators with an organized way to make connections and collaborate in the field. I’m certain if he were to see our current array of offerings, from on-site to online, he’d be impressed with how far we’ve come.

As my colleagues and I continue to reflect on Heinemann’s legacy and how it all fits with the current needs and aspirations of the profession, we are certain that the foundation of our organization is strong and will remain relevant for the next big anniversaries, in five, ten, fifteen years. Thank you, Don Graves.

Stephen Peregulak



■ I learned a way of being in the world that has altered everything in my teaching. I am also one of many teachers who began to write because Don said, “You have a story to tell.”

From the Editor

Dear Colleagues:

Today I spent the afternoon interviewing sixth graders. They brought writing notebooks covered in stickers and pictures, the edges tattered from trips to and from school. The students took on a challenge this year to write each night, and many filled more than one notebook with poems and sketches, book reviews and stories. Lots of stories. This year they’ve learned to live like writers. One boy told me, “When I can’t think of what to write, I just sit outside for awhile and listen.” As Donald Graves wrote so many years ago: Children want to write.

I drove home thinking about how Don shaped our sense of possibility in teaching writing. I learned to listen to writers because of Don. I watched him confer with students, leaning in, eager to hear more, just the way he had listened to me when I first passed drafts of my writing across my lap to his. I have always wanted to be the teacher for my students that Don was for me.

In this issue you will hear from three incomparable teachers about the influence Donald Graves had on them. Mary Ellen Giacobbe, a former first-grade teacher, shows us how Don shaped her understanding of listening when he entered her classroom as a researcher. Don gave Mary Ellen a new way to see what her students could do, but he also conveyed his belief in her thinking. Don trusted teachers; his support for us was steadfast.

We can trace the history of workshop teaching to Don’s research in New Hampshire, but did you know it is Heinemann’s history as well? Tom Newkirk tells how Heinemann emerged as a force in publishing with Don’s first book. Tom told me, “If you don’t know where you came from, you don’t know where you are.” Origin stories matter. I’m thrilled to share this one with you.

Nancie Atwell has always been a mentor for me. In a powerful tribute to Don, she names what we know—writing workshop is about humanity, versatility, and power, and every day it is a blessing. Nancie calls writing workshop Don’s most significant leap of imagination, with a structure to support what a shy sixth grader told me today as she peered around her long, blonde bangs: “Writing lets me express myself.”

Like Nancie, I’ve become the teacher I am because of Don Graves. I learned to teach into the intentions and interests of students. I began a habit of writing at first light. I learned a way of being in the world that has altered everything in my teaching. I am also one of many teachers who began to write because Don said, “You have a story to tell.” Let this issue be an invitation to you. Write your life. Then share.

Penny Kittle

Where It All Started

By Tom Newkirk

The Behind-the-Scenes Story of Don Graves' First Book That Set the Course for Creating Writers

Learn the Teaching

Children want to write. attend school. This is no marked up walls, paved pens or pencils . . . any

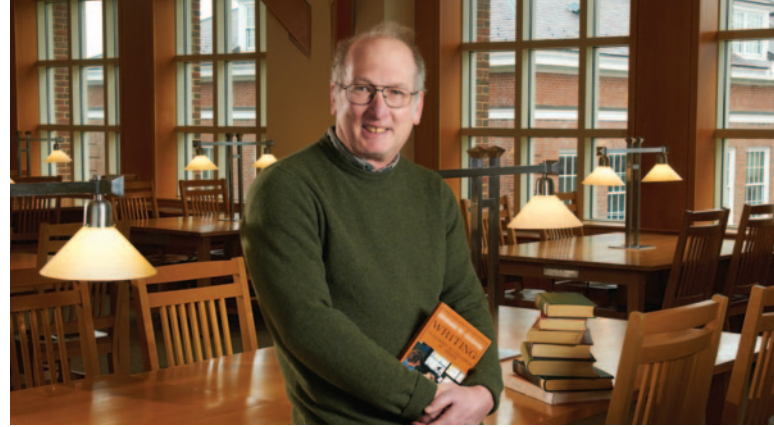
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"Children want to write." This is the quietly stunning sentence that marked the birth of Heinemann. It is, of course, the opening to Donald Graves' *Writing: Teachers and Children at Work*.¹ "Children want to write" is not the kind of sentence you would expect an award-winning academic researcher to write. There would normally be some hedge, some qualification: "most children," "children generally." It is direct, no throat clearing, no background; it ushered in a new style of writing that would be the signature of Heinemann.



The road to this sentence, for Don and for Heinemann, was circuitous. In the 1970s Heinemann's U.S. operation—actually a couple of rooms on Front Street, Exeter, New Hampshire—was devoted to the difficult task of marketing textbooks written for British schools. Philippa Stratton (Lead Editor at Heinemann at the time and later co-founder and Editor-in-Chief of Stenhouse) recalls that one of her favorites was *Rodents of Economic Importance*.² Teachers weren't much interested in these offerings. According to Tom Seavey, Heinemann's Marketing Director at the time, "Teachers wouldn't even spit on us—and we gave them little reason to."

In 1980 Heinemann authorized the U.S. office to begin producing books for teachers, with the subject matter to be determined (perhaps more rodents). But the trail for Philippa began with Marie Clay's *Reading: The Patterning of Complex Behavior*,³ which had been acquired by Heinemann's New Zealand office and was finding adherents in some U.S. universities. In the spring of 1980, Philippa traveled to New York University and asked Angela Jaggard, Bernice Cullinan, and Trika Smith-Burke to suggest people who were doing interesting work. In a notebook page, we can see the first mention of Graves, along with other future Heinemann authors Jerome Harste, Jane Hansen, and Lucy Calkins. So the road from Exeter to the University of New Hampshire went through Washington Square.

Philippa sought out Don and attended a talk he gave at the Exeter Writing Project, where she invited him to write for Heinemann. At this point Don had completed his landmark two-year study at Atkinson Academy and was on his way to spend a sabbatical year in Scotland writing a book—for Holt.

Two things about Don's sabbatical stand out. One is that he picked up a thick Scottish burr that took him years to fully lose. The other is that he had surprising difficulty with the book. Three decades later, it is hard to imagine how intimidating it was to move from article writing to book writing. There were few models, and of course it all had to be typed and retyped.

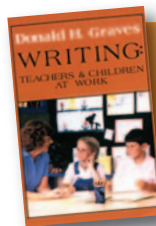
I was tending the Writing Process Lab at the time, mostly sending out "the packet" of articles from Atkinson to teachers around the world (including Nancie Atwell). Don would send over chapters of the book, and many were clearly too abstract for his teacher audience. His obsession with Piaget would get in the way. I recall one conversation when I admitted I couldn't understand the way he was using "time." After I explained my difficulty, he said, "See the trouble is, Tom, you're thinking of chronological time." I didn't know there was any other kind.

In the spring of 1981 he made a short visit back to Durham, where he received a rude surprise. Holt wanted out; the deal was off. So he called his faithful advocate at Heinemann, and Philippa hopped in her Volkswagen Golf and met him at his office in Morrill Hall, while some of us waited in the lab to see what would happen. As it turned out, no contract was signed or proposed, but the wheels were greased to unwind the Holt contract and go with Heinemann.

Only one other thing remained in the way: writing the book. In this case Donald Murray, the godfather of writing in Durham and a colleague of Don's at the University of New Hampshire, invoked a rule he drilled into all of us—make one central point. Actually he used the acronym SOFT—say one thing, with the F being a word I can't spell out. He convinced Don to write much shorter chapters, each making a particular point, which is the form the book took.

The rest, as they say, is history, our history. Don moved quickly to finish the book so that it could come out at the 1982 NCTE conference, where the 200 copies quickly sold out.

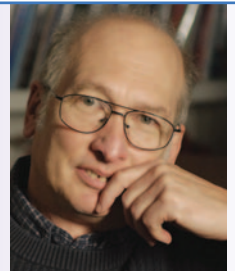
The 2007 NCTE conference was held in New York, and Heinemann held a celebration for Don in the Algonquin Hotel. We met in a function room, one floor up from the dining room where Dorothy Parker, Robert Benchley, Harold Ross, and the rest of the "club" had met at the famous rectangular table. The room was packed. As part of the celebration, Leigh Peake, Heinemann's Executive Editor, placed huge sheets of paper along the walls and invited each of us to trace influences on our work. On the central sheet was Don's name, and lines started out from him. Like a great ancestry map, we could all find our way back to him, to the book that launched a company, indeed a new way of writing about students, for teachers. We could return to the sentence that started it all: "Children want to write."



More than 1000 times the original print run of *Writing: Teachers & Children at Work* have sold in the 30 years that followed, and new readers continue to discover this foundational book under its latest edition title *Writing, 20th Anniversary*.

1. Graves, Donald H. 1983. *Writing: Teachers & Children at Work*. Portsmouth, NH: Heinemann.
2. Barnett, S. A., and I. Prakash. 1976. *Rodents of Economic Importance*. London: Heinemann Educational.
3. Clay, Marie. 1977. *Reading: The Patterning of Complex Behaviour*. Auckland, New Zealand: Heinemann Educational.

Tom Newkirk, recipient of the University of New Hampshire's prestigious Lindberg Award in 2010, is the author of numerous Heinemann titles. His *Misreading Masculinity* was cited by *Instructor Magazine* as one of the most significant books for teachers in the past decade. Tom also wrote the books *Holding On to Good Ideas in a Time of Bad Ones* and *The Performance of Self in Student Writing* which won NCTE's David H. Russell Award for Research. His latest titles are *Children Want to Write* (coauthored with Penny Kittle), and *The Art of Slow Reading*. A former teacher at an at-risk high school in Boston, Tom now teaches at UNH and directs the New Hampshire Literacy Institutes.



To continue to engage with Tom on this topic go to www.heinemann.com/pd/journal.

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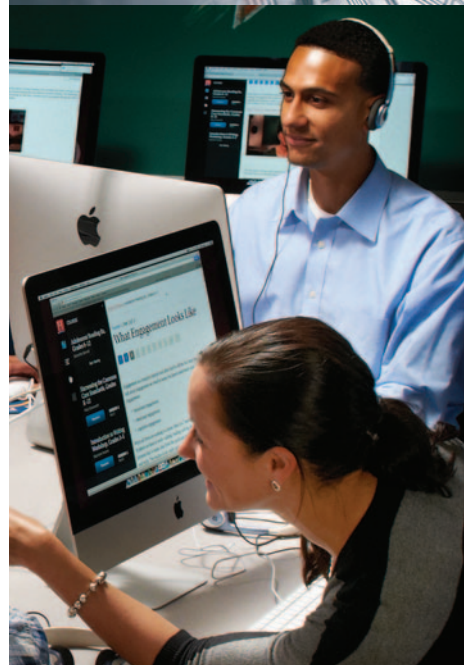
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Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing / Grades K–12

Presented by **Mary Ehrenworth**



Self-Study / DCOCN0002
\$279.00 per participant

Implement the Common Core with Confidence

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

- Learn how to read the Common Core State Standards
- 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

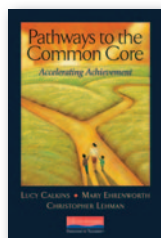
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students. Participants are required to have a copy of *Pathways to the Common Core*.

Course Syllabus

- Session 1 Get to Know the Writing Standards and Make Choices to Fortify Your Writing Curriculum
- Session 2 Harness the Power of the Common Core Through Strategic Planning
- Session 3 Move Closer to Close Reading
- Session 4 Raise the Level of Nonfiction Reading
- Session 5 Get the Most from Your Instruction
- Session 6 Navigate the Hot Spots of the Common Core

Related Resource:



Making Math Far More Accessible to Our Students / Grades K–12

Presented by **Steven Leinwand**



Self-Study / DCOCN0009
\$279.00 per participant

Math Instruction Demystified

Steve Leinwand strengthens teachers' confidence and capacity to make K–8 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 explanation
- Promote fruitful discussion in the mathematics classroom
- Plan, teach, and reflect on lessons based on ideas presented in the course

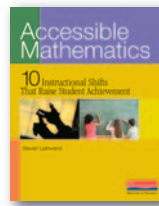
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Making Math Come Alive for Our Students: Providing a Reason to Care
- Session 2 Maintaining Skills and Concepts: Providing Systematic Review and Distributed Practice
- Session 3 Moving from Convergent to Divergent Discourse: Providing Open-Ended Questions
- Session 4 Visualizing and Verbalizing: Multiple Representations and Language-rich Classes
- Session 5 Moving Beyond the One Right Answer: Providing Alternative Approaches to Computational Procedures
- Session 6 Creating Powerful Lessons: The Importance of Deliberate Planning

Related Resource:



Kids with Grit: Everyday Habits / Grades K–5

Everyday Habits That Grow Readers

Presented by *Samantha Bennett and Debbie Miller*



Self-Study / DCOCN0008
\$279.00 per participant

The Nitty Gritty on Nurturing Resilient Readers

What are the habits of readers with grit? 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 the habits of kids with grit
- Describe the habits of a teacher with grit
- Learn to organize learning time to intentionally increase grit
- Explore the impact of the use of learning targets on grit
- Analyze how a teacher's words influence grit
- Discover ways to structure a physical environment to impact grit
- See what kind of teaching risks impact grit

Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Make Grit a Habit
- Session 2 Plan for Grit
- Session 3 Assess for Grit
- Session 4 Talk for Grit
- Session 5 Design for Grit
- Session 6 Fail for Grit

Related Resources:



Teaching Reading in Small Groups / Grades 1–6

Matching Methods to Purposes

Presented by *Jennifer Serravallo*



Self-Study / DCOCN0007
\$279.00 per participant

Assess Confidently, Teach Powerfully

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

Course Objectives

- Become well-versed in assessment lenses and tools
- Target what instruction each student needs and form groups accordingly
- Understand small-group structures to support engagement, fluency, comprehension, print work, and conversation skills
- Learn about and decide on a note-taking system
- Practicing a scheduling technique to ensure ongoing assessment

Course Structure

The course is composed of seven sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Assessing Readers to Learn What to Teach
- Session 2 Fundamentals: Independent Reading and Conferring
- Session 3 Supporting Engagement through Small Groups
- Session 4 Strategy Lessons
- Session 5 Considering Alternate Structures for Alternate Purposes
- Session 6 Conferring During Partnerships and Book Clubs
- Session 7 Putting Management into Focus: Note-taking and Scheduling

Related Resources:



Writing About Reading / Grades K–5

How to Help Students Engage Deeply
with Texts and Document Their Thinking

Presented by *Kathy Collins*



Self-Study / DCOCN0006
\$279.00 per participant

Deeper Comprehension Begins with Picking Up a Pencil

Kathy presents a vision of writing about reading that considers the needs of all learners by differentiating for various learning styles and attitudes. She demonstrates how to use the reader's notebook as both a tool for evaluation and a way for readers to deepen comprehension while increasing engagement, agency, and their passion for exploring the relationship between texts, themselves, and the world.

Course Objectives

- Expand the possibilities of reader's notebooks
- Differentiate writing-about-reading tasks to play to readers' strengths
- Evaluate student work to plan instruction
- Move from teacher-led to student-initiated documentation of texts
- Create mentor texts to support children's writing about reading

Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Broadening Our Vision of Writing About Reading
- Session 2 How Talking About Text and Writing About Reading Work Together
- Session 3 Not Only Writing About Reading but Documenting Your Reading
- Session 4 What Writing About Reading Can Look Like
- Session 5 Moving from Teacher-Led to Student-Initiated Writing About Reading
- Session 6 Evaluating Kids' Work and Using It to Plan Instruction

Introduction to the Writing Workshop / Upper Elementary Grades

Presented by *Stephanie Parsons*



Self-Study / DCOCN0004
\$279.00 per participant

Teaching Writing More Effectively Isn't Magic

Stephanie Parsons, a practicing fourth-grade teacher, shows participants how to get going with writing workshop—the highly effective, flexible framework pioneered by Don Graves and popularized by Lucy Calkins.

Course Objectives

- Learn the guiding principles of writing workshop
- Understand the writing process
- Experience the writing process firsthand by writing your own narrative
- Build a writing curriculum
- Learn and experiment with the structures of writing workshop
- Practice assessing writers and their writing
- Consider how to create the optimal social and physical environment for writing

Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 The Guiding Principles of Writing Workshop
- Session 2 The Writing Process
- Session 3 Looking at Curriculum
- Session 4 A Day in Writing Workshop
- Session 5 Looking at Writers and Their Writing
- Session 6 Social and Physical Environments

Related Resources:



Nonfiction Writing / Grades K–5 Intentional, Connected, and Engaging

Presented by *Linda Hoyt and Tony Stead*



GRADES K–2
Self-Study / DCOCN0010
\$279.00 per participant

GRADES 3–5
Self-Study / DCOCN0011
\$279.00 per participant

Real Strategies for Teaching Real-Life Writing

Linda and Tony show you how to teach the nonfiction writing genres mandated by the CCSS. 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
- Develop new ways to engage students in extended units that require research and writing

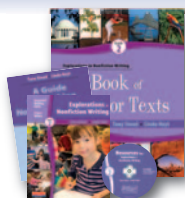
Course Structure

The course is composed of seven sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Writers as Researchers
- Session 2 Power Writes: Nonfiction Writing Across the Curriculum
- Session 3 Power Writes: Craft and Conventions in Nonfiction Writing
- Session 4 Extended Writing Units: Using the R.A.N. Chart
- Session 5 Extended Writing Units: Providing Scaffolds
- Session 6 Extended Writing Units: Individual Reports
- Session 7 Focus on Opinion Writing

Related Resources:



Adolescent Reading Rx / Grades 6–12 What to Try When Teen Readers Can't or Won't

Presented by *Samantha Bennett and Cris Tovani*



Self-Study / DCOCN0005
\$279.00 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
- Learn techniques for checking whether readers are improving over time
- Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit

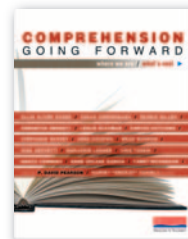
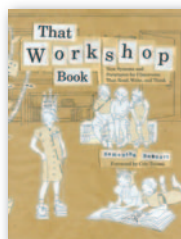
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students.

Course Syllabus

- Session 1 Demolishing Disengagement
- Session 2 Use of Time: Intentionally Planning for Students to Do the Work of Learning
- Session 3 Strategy Instruction: Ways Readers Make Meaning
- Session 4 Getting and Giving Feedback That Feeds
- Session 5 Grading
- Session 6 Creating an Action Plan

Related Resources:



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The following topic areas, author-presenters, and related books represent a sampling of the growing and rolling schedule of Live Webinars that Heinemann offers through the year.

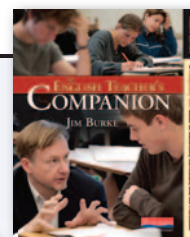
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Literacy Webinars



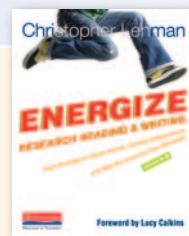
JIM BURKE

The English Teacher's Companion (3–8)



CHRIS LEHMAN

Energize Research Reading and Writing (3–8)



Reading Webinars



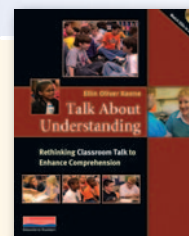
HARVEY "SMOKEY" DANIELS

Texts and Lessons for Content-Area Reading (6–12)



ELLIN KEENE

Talk About Understanding (K–8)



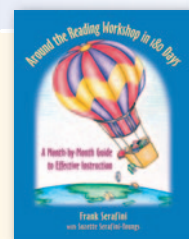
JENNIFER SERRAVALLO

Teaching Reading in Small Groups (3–5)



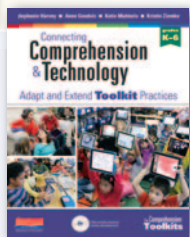
FRANK SERAFINI

The Reading Workshop: Intentional Instruction for Highly Effective Classrooms (3–8)



KRISTIN ZIEMKE

Connecting Comprehension and Technology (K–6)

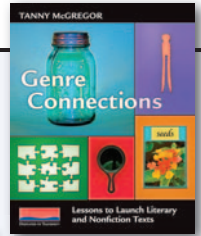


Reading Webinars (continued)



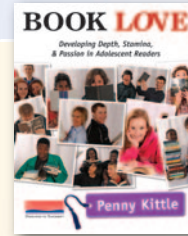
TANNY MCGREGOR

Genre Connections: Lessons to Launch Literary and Nonfiction Texts (K–6)



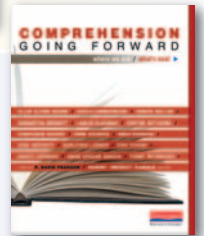
PENNY KITTLE

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



LESLIE BLAUMAN

Building a Better Book Club (3–8)

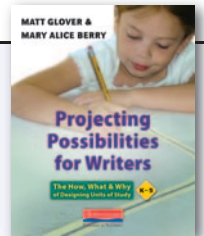


Writing Webinars



MATT GLOVER

Projecting Possibilities for Writers: Designing Units of Study (K–5)



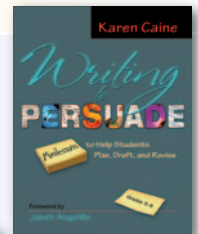
CARL ANDERSON

Today's Writing Workshop: Linking Conferences to the New Writing Standards (3–8)



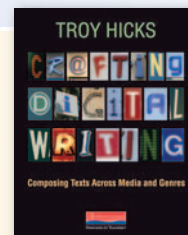
KAREN CAINE

Writing to Persuade: Minilessons to Help Students Share Opinions and Write Arguments (3–8)



TROY HICKS

Crafting Digital Writing (4–12)

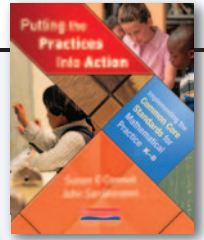


Math & Science Webinars



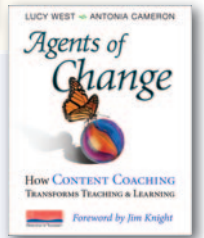
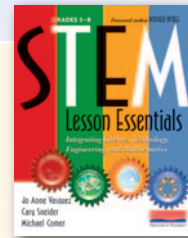
SUSAN O'CONNELL

Putting the Practices Into Action (K-8)



JO ANNE VASQUEZ

STEM Lesson Essentials (3-8)



LUCY WEST AND ANTONIA CAMERON

Agents of Change: How Content Coaching Transforms Teaching and Learning (K-8)

Fountas & Pinnell Webinars

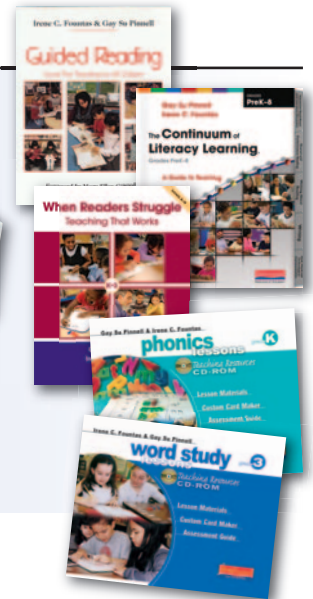


WEBINARS WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS

Presenting live PD webinars on:

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

Also, consider a custom group webinar presented by a national Fountas & Pinnell content-area expert.



For more information on Heinemann's Live Webinars, please go to Heinemann.com/PD/livewebinars or call 800-541-2086 ext. 1151.

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Enhance your PD with a highly effective customized blend of on-site and online PD.

We offer Blended PD options to allow you to decide how, when, and where your professional learning experiences will be delivered. The options with Blended PD are unlimited.



A few examples of Blended PD offerings include:

Digital Campus / School-Based Seminar

Consider choosing our *Harnessing the Common Core Standards* Digital Campus course and then follow up with a School-Based Seminar to improve instructional practice in areas such as close reading or nonfiction reading.

Live Webinar / Fountas & Pinnell Seminar

Enroll as a group in one of our Live Webinars presented by a Fountas and Pinnell-trained consultant and then extend and strengthen the learning with a school-based seminar that allows you to continue your group's study on-site on that same important topic.

Your PLC / Custom Live Webinar

Couple the dedicated work you are doing in your school or district's Professional Learning Community with a customized live webinar that brings a Heinemann author or consultant in to your next PLC meeting! Allow our leading thinkers to emphasize key practice points and answer teacher questions live.

Our PD specialists are highly skilled in listening to your goals and then matching your learning needs with the right author or author-consultant team to deliver that content.

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BUILD CAPACITY AND ENERGIZE YOUR CLASSROOMS WITH ON-SITE CONSULTING. Research shows teachers benefit most from professional learning that is provided in their school environment, where they 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.



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Fountas & Pinnell

Fountas & Pinnell School-Based Seminars

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, transform teaching and learning for teachers and students alike.

For complete details go to Heinemann.com/PD/FountasandPinnell or call 800-541-2086 ext. 1402

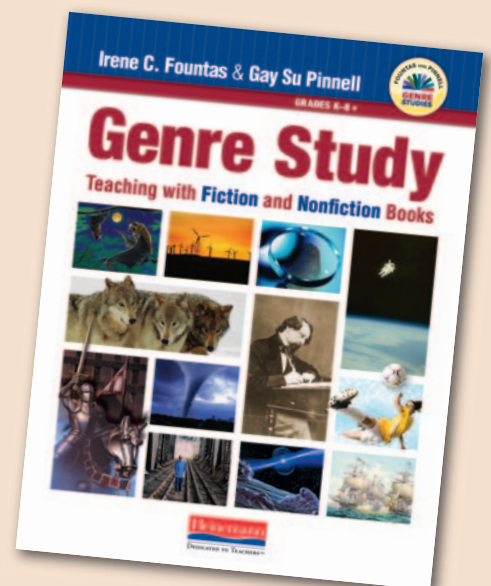
NEW!

**Turn the study of genre
into a lifetime of literacy exploration**

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.



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

NEW

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.

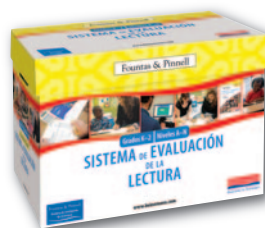
Professional Development

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

NEW

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

- Determining students' Spanish reading levels based on the F&P Text Level Gradient™, Levels A–N.
- Assessing and understanding students' reading performance in both fiction and nonfiction genres.



- Connecting assessment to Spanish literacy instruction using the *Continuo de adquisición de la lectoescritura*.

This professional development introduces participants to the thinking behind the *Sistema de evaluación de la lectura* and provides training not only in how to administer and analyze the assessment, but how to turn the analysis into sound instructional decision making.

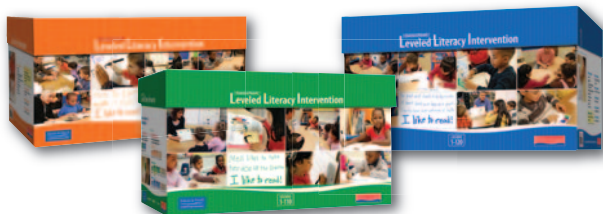
Leveled Literacy Intervention (LLI) Primary Systems for Grades K–2, Levels A–N Professional Development

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

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

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

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



Leveled Literacy Intervention (LLI) Intermediate Systems for Grade 3–5, Levels L–W Professional Development

NEW

The newly released *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*, currently in development for a 2014 release, is designed for grade 5 students reading below level. Designed to bring children up to grade-level performance in as little as 18–24 weeks, *LLI Red, Gold, and Purple* form a powerful, research-based early intervention program designed specifically for intermediate children 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)** — (*Coming in 2014*)

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 new *LLI Intermediate* Systems, this professional development delves in to 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.



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.

Introduction to *The Continuum of Literacy Learning*

Grades PreK–8

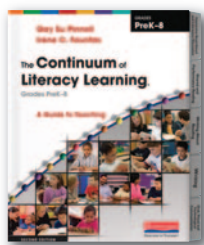
Where other assessment and benchmark systems leave you wondering “Now what?” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. Their professional book *The Continuum of Literacy Learning: A Guide to Teaching* is included with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

Course goals:

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

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

Related Resource:



When Readers Struggle Teaching That Works

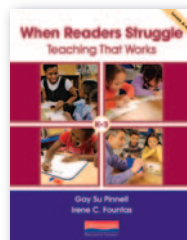
Grades K–3

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

Course goals:

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

Related Resource:



Guided Reading

Grades K–3 and

Guiding Readers and Writers

Grades 3–6

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

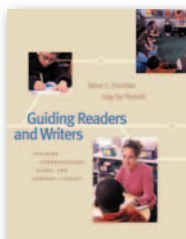
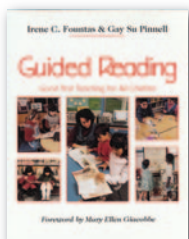
Course goals, *Guided Reading*:

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

Course goals, *Guiding Readers and Writers*:

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

Related Resources:



Teaching for Comprehending and Fluency

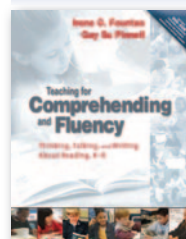
Grades K–8

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:



Literacy Beginnings

Grades PreK–K

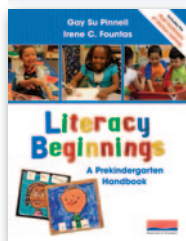
NEW

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

Course goals:

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

Related Resource:



Phonics Lessons and Word Study Lessons

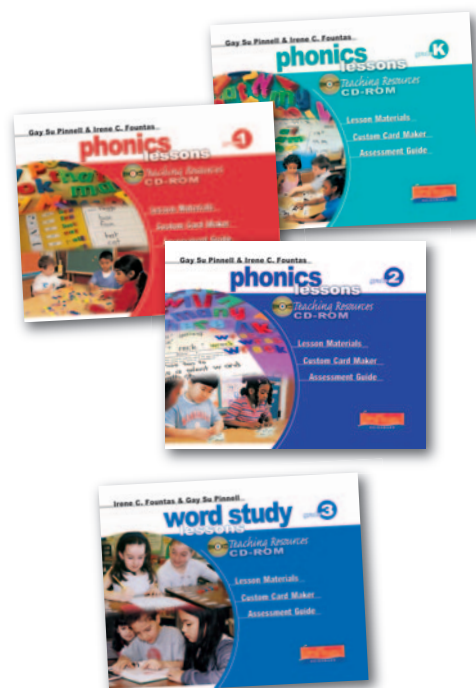
Grades K–3

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

Course goals:

- Learn the role of assessment in teaching with *Phonics Lessons* and *Word Study Lessons*
- Gain knowledge of how the lessons are taught, and actively participate in demonstration lessons
- Gain understanding of, and guidance in, the importance of working with 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:



THE REVOLUTION IN CHILDREN'S WRITING

Children *Want to Write*

DONALD GRAVES

AND THE REVOLUTION
IN CHILDREN'S WRITING

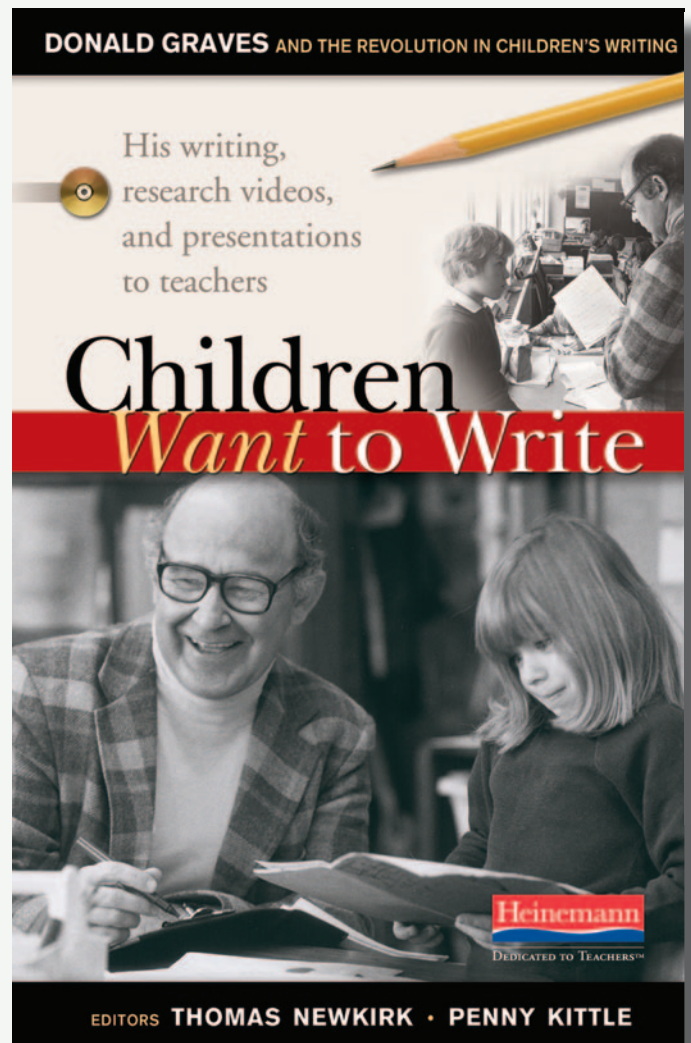
EDITORS

**THOMAS NEWKIRK
& PENNY KITTLE**

Children Want to Write is a collection of **Donald Graves'** most significant writings paired with recovered videotapes that illuminate his research and his inspiring work with teachers.

- See the earliest documented use of invented spelling.
- See the earliest attempts to guide young children through the writing process.
- See the earliest conferences.

This collection allows you to see this revolutionary shift in writing instruction—with its emphasis on observation, reflection, and approaching children as writers.



Grades K–12 / 978-0-325-04294-7 / 2013 / 256pp + DVD / \$25.00

“Children will continually surprise us if we let them. This is what happens when we slow down, listen, and let the children lead. That is the joy of both research and teaching.”

—Donald Graves



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A True Friend &



Donald Graves

a Good Writer

By Nancie Atwell



I'm the teacher I've become because of Donald Graves. His influence is that direct and essential. More than thirty years after I adopted his writing workshop, its humanity, versatility, and power still feel like a blessing.

My first encounter with writing workshop did not leave me feeling blessed. A teacher of eighth-grade English at the time, I was holding on for dear life to an assignment-a-week writing program. I announced a topic every Monday, collected drafts on Wednesday and wrote advice all over them, returned them for revision on Thursday, gathered the “revised” drafts on Friday, and wrote advice all over them again.

The results were unflinching. A handful of kids took my idea and did something cool and creative with it, the great lump in the middle satisfied the requirement, and the rest struggled to guess what I was after. My students wrote like students.

At Atkinson Academy, the public elementary school in New Hampshire where Don conducted his groundbreaking work, students wrote like writers. First through fourth graders developed topics and purposes, set their own paces, talked with the teacher and classmates about their drafts, and revised, edited, and published pieces of writing that were voiced, diverse, and meaningful. Don and his research associates, Lucy Calkins and Susan Sowers, published their discoveries in the NCTE journal *Language Arts*. The school where I was teaching hired Susan as a consultant.

My learning isn't always pretty. After Susan's visit I raged about the anarchy sure to be unleashed in the classroom of any teacher benighted enough to attempt writing workshop. In truth, I was comfortable making the decisions in my classroom, not to mention anxious about what my role would be if I weren't busy assigning and assessing. Worse, I didn't trust that kids had ideas as writers. But I did have one thing going for me: good intentions. I wanted the best for my students. Don's work challenged my definition of *best*.

On a Monday in March 1980, I closed the door to my classroom and leveled with my students: children at a school in New Hampshire are acting as real writers. Do you want to give writing workshop a try? Yes. Every class voted yes.

So in we plunged. Kids wrote and wrote—it turned out they had ideas they were eager to express. I began to figure out how to support and teach what real writers do and to understand the subtleties and possibilities of writing as a process, versus the crude lockstep I'd been mandating. I never looked back.

The following November, at an NCTE convention, I found standing room in Don's session: the most joyous, *hopeful* report on research

DON GRAVES IN THE FOREWORD TO NANCIE ATWELL'S *IN THE MIDDLE*

Back in May of 1984 Nancie Atwell demonstrated with middle school students before a gallery of teachers at the International Reading Association convention in Atlanta, Georgia. I remember her words as she emerged from the demonstration. “Gosh,” she said, “This stuff works anywhere.” That was the first time she'd tried her approaches with students outside of Boothbay Harbor. What happened was no accident. She brought the same open, intense, literate engagement to her student conferences. Soon the students from Atlanta were sharing their stories, writing, and telling about how they composed. Through this book we can find as she did that informed, caring literacy works anywhere.

For professionals who wish to bring that same intensity to their own reading and writing, and then to the classrooms, this book will be an adventure in learning. There's plenty of common sense here. I remember being struck by her simple decision to have students read in school. She reasoned that if they read in school they'd read outside of school. When I taught I always assigned reading for homework.

Her students are known for their travel to book stores in other towns in search of good books to read. Not surprisingly, they read an average of 35 books a year. Again, the intensity. She shows how adolescents need to write and read books in order to grow at a precarious time in their lives. I think she answers the greatest question for teachers and students today: “Why would anyone want to read and write?”

Teachers will meet their own adolescents on these pages and be able to help them. There is enough detail in classroom description and student text to do that. Because *In the Middle* was written from the inside by a teacher who understands the perplexities of erratic development, we are able to apply her recommendations for planning, mini-lessons in reading and writing, response to texts, grading, and organizing a classroom. We can make these translations not because of methodologies, but because these practicalities are joined with the principles of literate development within the lives of real students.

Donald H. Graves



As a teacher, I miss his leaps of imagination. His most significant, writing workshop, gave teachers and students a scaffold—a structure to support authentic self-expression.

I ever heard. Afterward, I waited at the end of a long line of teachers. When it was my turn, I described how the workshop had transformed my students as writers, and I thanked him. Don said he wasn't aware that anyone had pushed writing workshop into the middle grades. "Write to me," he suggested. I did. It was the start of our friendship and my career as a writer.

I'm one of many teachers who began to write because Donald Graves said, "You have a story to tell." His respect for practice and practitioners was generous and unwavering. Although I was never Don's student, because he shared so much of his writing and thinking, he was always my teacher. In turn, Don looked to the people on the front lines to teach him.

I remember when he guest-lectured at Bread Loaf, where I was a grad student. He arrived with the manuscript of *Writing: Teachers & Children at Work*,¹ the book that emerged from the Atkinson study, and asked me to critique it. I stayed up all night making notes on index cards and, in the morning, reviewed with him what I appreciated, couldn't understand, wanted more of. I cringe now at my audacity, but I was convinced of his confidence in me—he took teachers that seriously. Later, when I produced a manuscript of my own, Don critiqued it and asked if he could write a foreword. *In the Middle*² owes everything to him.

I treasure my personal memories of Don—his cackle of a laugh, repertoire of bird calls and Spanish folk songs, extreme toe-tapping when it looked like he might not eat dinner at 5:00 sharp, passion for high-tech gadgetry, feats of athletic prowess, and love for Betty, their children and grandchildren, and a succession of yellow Labs. As a teacher, I miss his leaps of imagination.

His most significant, writing workshop, gave teachers and students a scaffold—a structure to support authentic self-expression. Don's focus on regular time for writing, child intentionality, and teacher

initiative continues to challenge methods and standards that bypass the purposes and processes of writers and the observations of teachers. I'm longing for his voice right now, as the Common Core Standards—based on zero research, invented behind closed doors by bureaucrats and test makers, and never field-tested anywhere—threaten to strip child writers of their childhoods. Poetry is banished in the CCS, and literary analysis institutionalized as a K–8 genre.

Don understood that engagement doesn't negate rigor. Tempted by a wealth of opportunities to craft ideas, feelings, experiences, and information, instructed by teachers who write and read across genres, students in the workshop challenge themselves to develop as writers. He would have appreciated a letter I received from Colleen, a second-year law student, about how the poems and stories she composed in my writing workshop prepared her to write as an attorney.

We were required to write an appellate brief for one of our classes, and the process included peer editing. I was astonished to see the drastic differences between my writing and my classmates'. Certainly mine warranted heavy correction by the professor, but the fundamental difference I noticed was that I was taught from a young age to

love writing and practice regularly and passionately. I never considered that others didn't have the same experience. It wasn't until I realized this that I began to appreciate your unique, successful methods. It wasn't only about teaching us how to write professionally and effectively, but also to bestow the deeper appreciation and satisfaction that one derives from writing well. I approach writing today much the same way you instructed me, with an eye for creativity and analysis, and relentless dedication.

Colleen recognized that writing workshop taught her *how to write, period*. Like other students who've grown up to become lawyers, advertising copywriters, editors, academics, engineers, and business owners—adults who work at careers in which they write every day—Colleen benefited from a child-centered curriculum that gave her the experience, advice, and tools she needs to think on paper and communicate her ideas to others.

Writing workshop teaches children how to work as writers. Choosing their own topics and exploring their ideas in authentic, kid-friendly ways motivates them, invites a sense of purpose, and leads to excellence. Don understood this before anyone did. His belief in the craft of writing, intelligence of children, and professionalism of teachers dignified all three. Today, more than ever, writing teachers need to know, conserve, and champion his work.

In his best-known book, E.B. White wrote "It is not often that someone comes along who is a true friend and a good writer. Charlotte was both." So was Donald Graves.

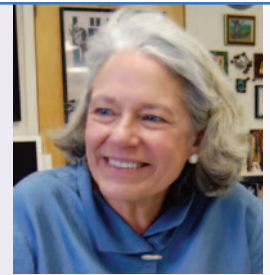
1. Graves, Donald H. 1983. *Writing: Teachers & Children at Work*. Portsmouth, NH: Heinemann.
2. Atwell, Nancie. 1987. *In the Middle*. Portsmouth, NH: Heinemann.

A teacher since 1973, **Nancie Atwell** is one of the most respected educators in the United States. Her classic *In the Middle* has inspired generations of teachers. Her recent DVDs *Writing in the Middle* and *Reading in the Middle* give teachers a seat in her writing and reading workshops and a firsthand view of her lessons, conferences, and literary relationships with middle-school students. Nancie is also the author of *Lessons That Change Writers*, a year's worth of practical, powerful minilessons straight from her classroom file cabinets, and *Naming the World: A Year of Poems and Lessons*, a teaching anthology that invites students to unpack, appreciate, and be influenced by the language and themes of the mother genre.

Nancie is the first classroom teacher to receive the major research awards in English language arts, the MLA Mina P. Shaughnessy Prize and the NCTE David H. Russell Award. In 2011 she was awarded an honorary doctorate by the University of New Hampshire.

In 1990, Nancie founded the Center for Teaching and Learning, a K–8 demonstration school in Edgecomb, Maine, where, until her retirement this year, she taught seventh- and eighth-grade writing, reading, and history. Her new project from Heinemann, a book and DVD entitled *Systems to Transform Your Classroom and School*, describes the culture of engagement and excellence that Nancie and her colleagues created at CTL by combining smart practices, innovative solutions to common problems of teaching, humane and rigorous school policies, and traditions that build community.

To continue to engage with Nancie on this topic, go to www.heinemann.com/pd/journal.





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Writing Workshop

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

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

Writing Workshop with Our Youngest Authors

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

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

In Pictures and In Words

Grades PreK–2 / Developed by Katie Wood Ray

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

A Framework for Planning Units of Study in the Writing Workshop

Grades K–8 / Developed by Katie Wood Ray

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

Essentials of the Writing Workshop

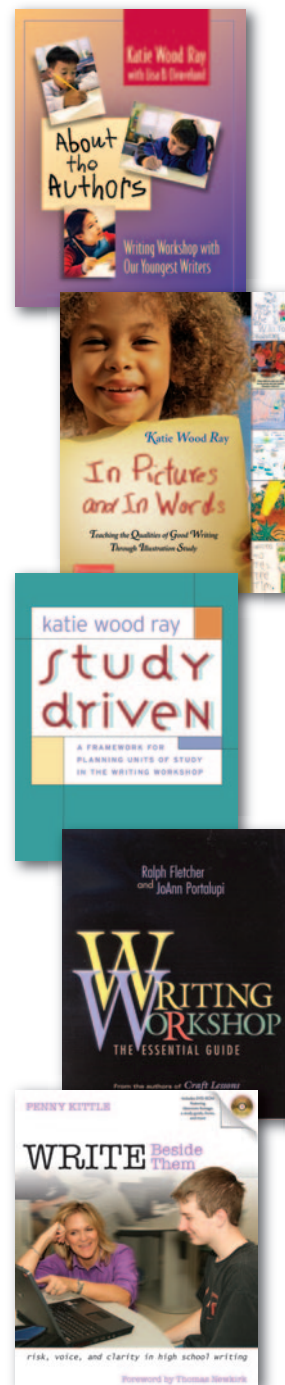
Grades 3–8 / Developed by Ralph Fletcher and JoAnn Portalupi

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

Write Beside Them  2009 James N. Britton Award Winner
Risk, Voice, and Clarity in High School Writing

Grades 6–12 / Developed by Penny Kittle

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



Reading

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

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

Implementing the Reading Workshop

Grades K–5

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

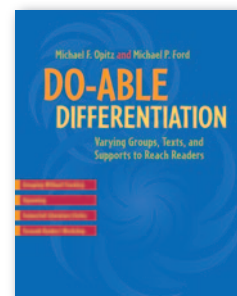


Do-Able Differentiation

Varying Groups, Texts, and Support to Reach Readers

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

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



Interactive Read-Alouds

Grades K–1, 2–3, 4–5, and 6–7 / Developed by Linda Hoyt

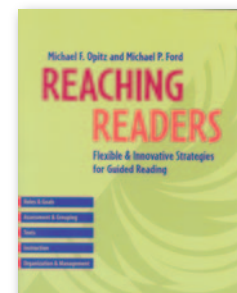
Linda Hoyt's *Interactive Read-Alouds*, for grades K–1, 2–3, 4–5, and 6–7, is a powerful resource that helps teachers recast read-alouds of treasured favorites as springboards to deeper understanding of comprehension strategies, literary devices, and writing traits. This seminar reveals the principles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



Flexible Strategies for Small-Group Reading Instruction

Grades K–6 / Developed by Michael F. Opitz and Michael P. Ford

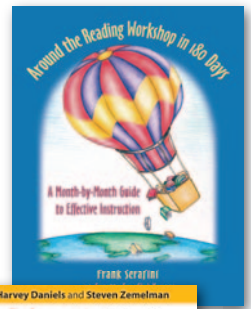
In the seminar teachers will explore and expand their ideas about flexible grouping strategies. Considering roles and goals, assessment and grouping, and various ways to match texts to readers, participants will be able to meet the needs of all students, successfully manage small-group instruction, and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



Reading Workshop in the Intermediate and Middle Grades Month by Month

Grades 3–8 / Developed by Frank Serafini

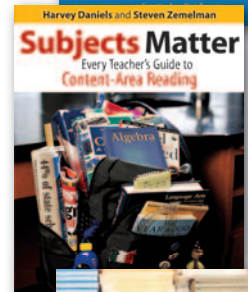
This seminar, based on *Around the Reading Workshop in 180 Days* by Frank Serafini and Suzette Youngs, provides teachers with a month-by-month look at the structure, planning, and instructional approaches of the reading workshop—the perfect organizational framework for enacting the components of quality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



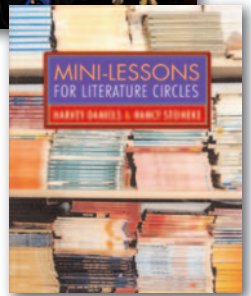
A Guide to Content-Area Reading

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

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



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



Mini-Lessons for Literature Circles

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

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



Comprehension

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

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

The Comprehension Toolkit Developing Language and Lessons for Active Literacy

Grades 3–6

and

The Primary Comprehension Toolkit Language and Lessons for Active Literacy

Grades K–2/ *Developed by Stephanie Harvey and Anne Goudvis*

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

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



Comprehension Connections: Bridges to Strategic Reading

Grades K–8 / *Developed by Tanny McGregor*

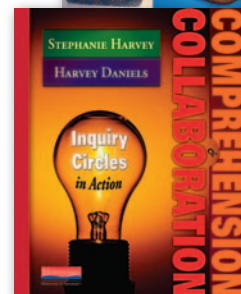
Inferring, questioning, determining importance. It's not easy to teach these abstract thinking strategies, yet research tells us that by teaching kids to think, we are offering them access to the world. *Comprehension Connections: Bridges to Strategic Reading* is a guide to developing children's ability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



Comprehension & Collaboration Inquiry Circles in Action

Grades K–12 / *Developed by Stephanie Harvey and Harvey "Smokey" Daniels*

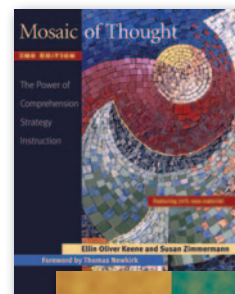
This seminar will give teachers the tools they need to guide students in powerful and effective inquiry projects. In carefully structured "inquiry circles," kids read with care, think deeply, and collaborate to build knowledge about the curriculum—and their own questions. This program shows how to explicitly teach strategy lessons in comprehension, collaboration, and inquiry so that kids are well equipped to seek, understand, remember, and actively use a wide range of knowledge throughout the content areas.



The Power of Comprehension Strategy Instruction

Grades K–12 / Developed by Ellin Oliver Keene and Susan Zimmermann

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



To Understand

Grades K–12 / Developed by Ellin Oliver Keene

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



Comprehension Strategy Instruction for K–3 Students

Grades K–3 / Developed by Gretchen Owocki

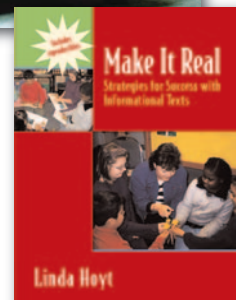
The ultimate goal for teaching comprehension is to support children in fully experiencing the world of text. This seminar guides K–3 teachers through an exploration of the processes involved in comprehending and through an exploration of practical teaching ideas for supporting comprehension through whole-class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



Making Sense of Informational Texts

Grades K–6 / Developed by Linda Hoyt

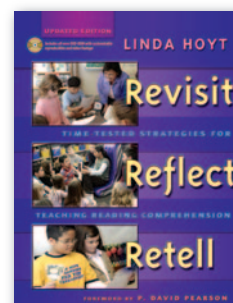
Working through ideas and practices described in Linda Hoyt’s popular *Make It Real*, teachers learn how to use a range of reading experiences to equip students with a tool belt of content-area reading strategies designed to help them work through virtually any nonfiction text. This seminar provides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



Time-Tested Strategies for Teaching Reading Comprehension

Grades K–6 / Developed by Linda Hoyt

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



Writing

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

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

Smart Conversations That Move Young Writers Forward

Grades 3–6 / Carl Anderson

This seminar will provide teachers with the tools they need to decide *what* strategies to teach a young writer, and how to teach these strategies in the “writing conference.” Discover and practice the two essential parts of a writing conference: identifying an area of need in a student’s writing, and teaching the student a writing strategy to help him or her grow as a writer. Teachers will learn how to use Carl Anderson’s *Strategic Writing Conferences*—a collection of over 100 conferences, and his two DVDs—as a scaffold for their own teaching.



Teaching the Qualities of Writing

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

Whether your teachers are novices or veterans, *Teaching the Qualities of Writing* will increase their confidence and flexibility by focusing on the key characteristics all well-written pieces share. Developed with Ralph Fletcher and JoAnn Portalupi, this seminar shows how to meet individual and whole-class needs by weaving the qualities of writing into responsive minilessons.

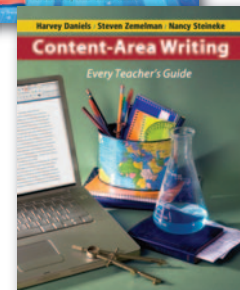
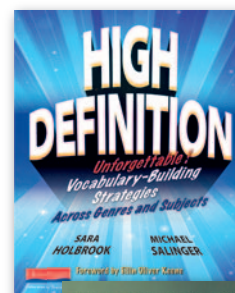


High Definition

Unforgettable Vocabulary-Building Strategies Across Genres and Subjects

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

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



Content-Area Writing

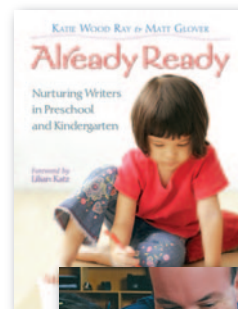
Grades 6–12 / Developed by Harvey Daniels, Steven Zemelman, and Nancy Steineke

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

Nurturing Writers in Preschool and Kindergarten

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

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



Engaging Young Writers

Grades PreK–1 / *Developed by Matt Glover*

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

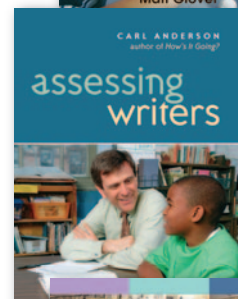


Assessing Writers

Planning for Writing Instruction

Grades 3–8 / *Developed by Carl Anderson*

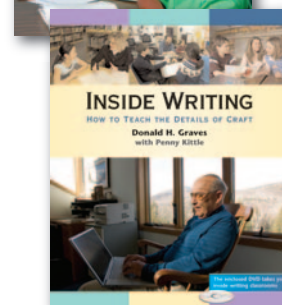
Assessment is the challenging work of getting to know students as writers and using what we learn about them to help us decide what they need us to teach them next. Assessing students well is essential if we're going to be excellent writing teachers. This course provides ready-to-use advice for how to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



Inside the Teaching of Writing

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

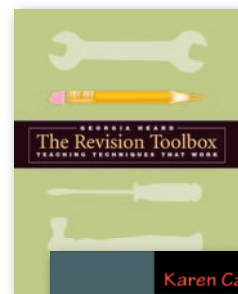
Effective teachers of writing model the craft in front of their students and make explicit the kinds of decisions made by proficient writers. Don Graves and Penny Kittle's *Inside the Teaching of Writing* seminar helps teachers discover new insights about high-quality writing instruction and explores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



Teaching Revision Techniques

Grades 2–8 / *Developed by Georgia Heard*

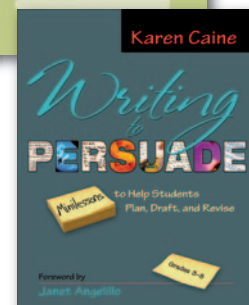
Based on *The Revision Toolbox: Teaching Techniques That Work*, the seminar gives teachers ready-to-use strategies that take the mystery out of revision and help even the most reluctant writers to revise. The key is to teach specific revision strategies that enable students to resee and reshape their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



Writing to Persuade

Grades 3–8 / *Developed by Karen Caine*

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



English Language Learners

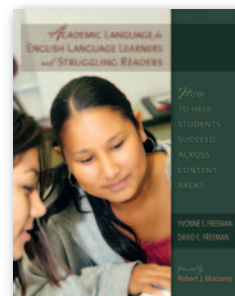
Gain insights from the current research on differences among English language learners (ELL). Learn how to model and practice language structures to aid your ELL students' reading and writing development. Discover how to establish classroom environments and routines that help ELL students to thrive.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

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

Academic Language for English Language Learners and Struggling Readers

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

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

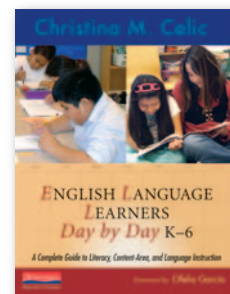


English Language Learners Day by Day, K–6

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

Grades K–6 / Developed by Christina Celic

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



See our website for other ELL courses including *ESL/EFL Teaching: Principles for Success*. Go to heinemann.com/pd/seminars.



Math & Science

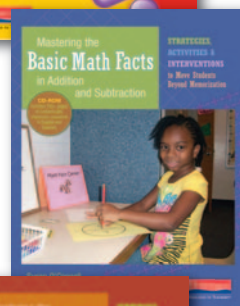
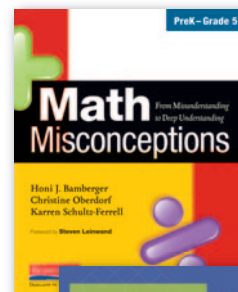
Heinemann's Math and Science authors and consultants are experts in interpreting the new math and science standards and teaching best practice strategies — grounded in the latest research — for accelerating student achievement.

Math Misconceptions

From Misunderstanding to Deep Understanding

Grades PreK–5 / Developed by Honi J. Bamberger, Christine Oberdorf, and Karren Schultz-Ferrell

Children enter school filled with all kinds of ideas about numbers, shapes, measuring tools, time, and money—ideas formed from the expressions they hear...the things they see on television...the computer screen...in children's books...all around them. It's no wonder some children develop very interesting and perhaps incorrect ideas about mathematical concepts. Learn numerous instructional ideas and interventions designed to prevent or correct these misconceptions.



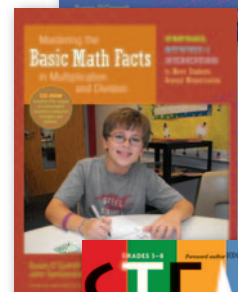
Mastering the Basic Math Facts in Addition and Subtraction

Grades K–3

Mastering the Basic Math Facts in Multiplication and Division

Grades 2–6 / Developed by Susan O'Connell and John Sangiovanni

In today's math classroom, we want children to do more than just memorize math facts. We want them to understand the math facts they are being asked to memorize. Gain insights into the teaching of basic math facts, including a multitude of instructional strategies, teacher tips, and classroom activities to help students master their facts while strengthening their understanding of numbers, patterns, and properties.

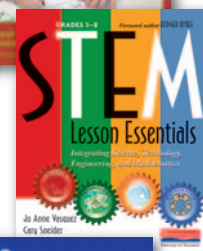


STEM Lesson Essentials for Grades 3–8

Integrating Science, Technology, Engineering, and Mathematics

Grades 3–8 / Developed by Jo Anne Vasquez, Michael Comer, and Cary Snieder

This seminar provides the tools and strategies you'll need to design integrated, interdisciplinary STEM (Science, Technology, Engineering, and Math) lessons and units that are relevant and exciting to your students. STEM in itself is not a curriculum, but rather a way of organizing and delivering instruction by weaving the four disciplines together in intentional ways. Rather than adding two new subjects to the curriculum, the engineering and technology practices can instead be blended into existing math and science lessons in ways that engage students and help them master 21st-century skills.

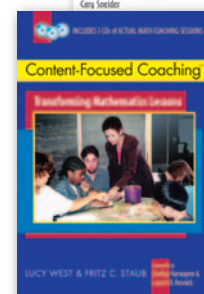


Content-Focused Coaching

Transforming Mathematics Lessons

Grades K–8 / Developed by Lucy West and Fritz Staub

Content-Focused Coaching is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning. Improve mathematics education and rekindle teachers' passions for their profession by learning the strategies in this theoretically grounded yet practical manual for coaches of mathematics teachers.

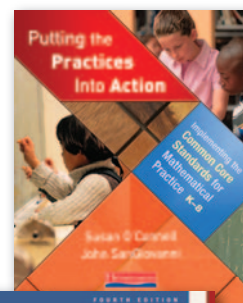


Putting the Practices into Action

Implementing the Common Core Standards for Mathematical Practice

Grades K–8 / Developed by Sue O’Connell and John SanGiovanni

The Standards for Mathematical Practice describe eight “habits of mind” that promise to elevate students’ learning of math from knowledge to application and bring rigor to our math classrooms. But how can we incorporate these Practices into our teaching and ensure that our students develop these critical skills? In this seminar you will first carefully unpack each of the Practices and then you will be given practical ideas and activities to help you quickly integrate them into your existing math program.

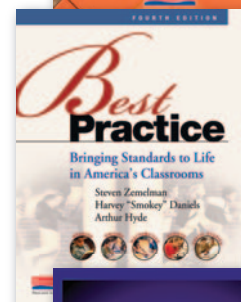


Best Practice

Bringing Standards to Life in America’s Classrooms

Grades K–12 / Developed by Steven Zemelman, Harvey “Smokey” Daniels, and Arthur Hyde

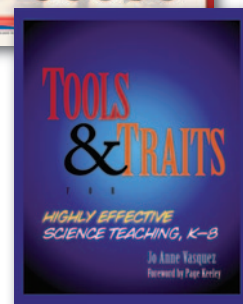
Best Practice, Fourth Edition, continues to be a cutting-edge guide to teaching excellence. Its framework of seven Best Practice Structures and impactful implementation strategies are proven across the grades and subject areas—including math and science. The recommended practices in this seminar are drawn from the latest scientific research, professional consensus, and the innovative classrooms of exemplary teachers.



Tools and Traits for Highly Effective Science Teaching

Grades K–8 / Developed by Jo Anne Vasquez

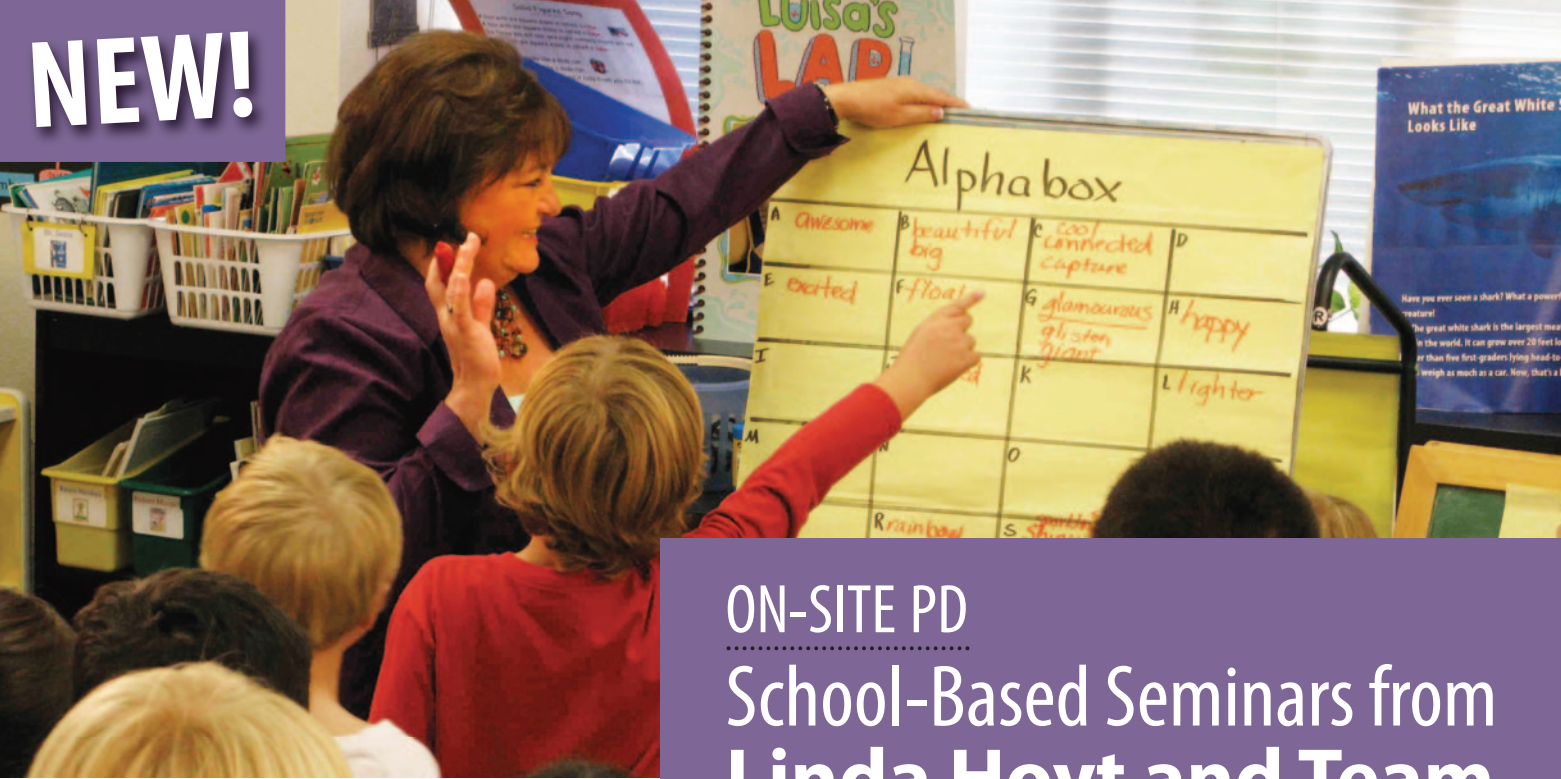
What does top-notch, learning-centered teaching look like in science? To move from competence to excellence, what should teachers know and be able to do? *Tools & Traits for Highly Effective Science Teaching, K–8* answers those questions and shows you how to make powerful practices part of your science instruction.



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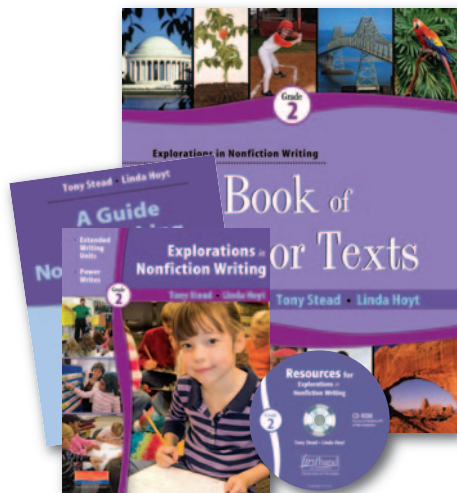
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ON-SITE PD School-Based Seminars from Linda Hoyt and Team

Bring a Linda Hoyt-trained PD consultant to your school and watch the attention level and energy in your classrooms take off!

Linda Hoyt is an in-demand PD master consultant who creates environments where engaged children are active participants in their own learning. Now you can bring her signature classroom impact to your school easily with Heinemann's new team of Hoyt-trained consultants. Hoyt is the best-selling author/coauthor of 24 professional books, eight video programs, and multiple firsthand products, all informing the Hoyt team's customized seminars on reading, writing, and comprehension instruction.



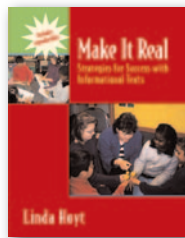
NEW!

Explorations in Nonfiction Writing Grades K-5

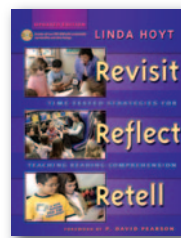
Based on the new writing series by acclaimed educators Tony Stead and Linda Hoyt

Working with this powerful new writing series, the *Explorations in Nonfiction Writing* seminar will support you as you guide your students to work collaboratively as researchers and develop their skills as writers. While exploring a range of real-world nonfiction texts, you'll learn how to lead your students to access, interpret, and publish informational texts.

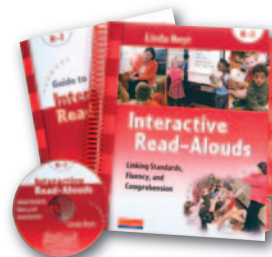
PLUS:



Making Sense of Informational Texts
Grades K-6
See page 35



Time-Tested Strategies for Teaching Reading Comprehension
Grades K-6
See page 35



Interactive Read-Alouds
Grades K-1, 2-3, 4-5, and 6-7
See page 32

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The Teacher as Learner: THE RESEARCH OF DONALD GRAVES

By **Mary Ellen Giacobbe**



ATKINSON ACADEMY HAS ALWAYS BEEN A WELCOMING PLACE. IN 1791, FOUR YEARS AFTER IT WAS BUILT, ATKINSON ACADEMY WELCOMED FEMALE STUDENTS AND BECAME ONLY THE SECOND COEDUCATIONAL SCHOOL IN OUR COUNTRY. IN 1978, ALMOST TWO HUNDRED YEARS LATER, PRINCIPAL JEAN ROBBINS WELCOMED RESEARCHERS FROM THE UNIVERSITY OF NEW HAMPSHIRE, WHO CAME TO STUDY SIX- TO NINE-YEAR-OLDS' WRITING. FOR TWO YEARS, FOUR MORNINGS A WEEK, DONALD GRAVES, LUCY CALKINS, AND SUSAN SOWERS TRAVELED TO OUR WHITE CLAPBOARD SCHOOL TO PERFORM GROUNDBREAKING RESEARCH THAT WOULD SHAPE CHILD-CENTERED APPROACHES TO LITERACY LEARNING FOR DECADES.

FOR TWO YEARS, FOUR MORNINGS A WEEK, DONALD GRAVES, LUCY CALKINS, AND SUSAN SOWERS TRAVELED TO OUR WHITE CLAPBOARD SCHOOL TO PERFORM GROUNDBREAKING RESEARCH THAT WOULD SHAPE CHILD-CENTERED APPROACHES TO LITERACY LEARNING FOR DECADES.

I was in the midst of preparing for my ninth year of teaching first grade when I learned about the researchers' plans. I assumed that there wouldn't be much to look at in my classroom, except possibly handwriting, because I took dictation and did all the writing. Looking back, I realize that I had such a narrow definition of writing.

The research team, as it turns out, was headed for first grade. I kicked off the year as I had in years past with a field trip to the apple orchard. When we returned, the children drew pictures about our trip. I encouraged them to write, but I was determined that they spell words correctly, so we generated a word bank, a list of apple orchard and fall words they might need. Amy, with curly, chestnut-colored hair piled high on her head, chose a large piece of picture story paper and began drawing trees loaded with apples, along with pumpkins on the ground, and added herself and as many of her classmates as she could squeeze onto the paper. Then she wrote:

<i>pumpkins</i>	<i>doughnuts</i>	<i>wagon</i>	<i>squirrels</i>
<i>frost</i>	<i>apple cider</i>	<i>apple tree</i>	<i>fall</i>

There was a sparkle in her eyes as she talked about her illustration, but the light quickly faded as she struggled to read her written words. And no wonder—her writing was so different from the language she used when talking about her drawing. I was disappointed in her work.

At lunchtime, I slid her paper across the table to Don and said, "Look at this. Why is Amy doing this?"

He studied her work for several minutes before responding, "This is so interesting." He talked about and celebrated all that Amy *could* do, and then asked, "What do you think she's doing? What do you notice?"

What an impact that conversation had. I was disappointed with Amy's attempt, but then I realized that Amy's writing simply aped the spelling list I had provided. I wanted words spelled correctly, and so that became her goal. She had done what I asked. But Don had been amazed and filled with wonder by it. He noticed and celebrated what Amy could do. Then, in asking me what I noticed, he showed his belief in me as a teacher to make sense of Amy's work and to plan appropriate instruction. I knew then that if I wanted my students to become writers, I needed to rethink what I was asking them to do.

For two years, Don and his associates observed our students in the act of writing. We spent recesses and lunchtimes going over the morning's work, looking at videotapes, discussing individual and group writing conference as well as whole-class sharing times. Don was never the evaluator of the writing and teaching but instead the observer who tried to make sense of what he was seeing. And he was amazed by the children's work. By not looking at what "should be," he looked at what "was."

Don led me to ask questions of myself. What would happen if I didn't provide word banks and instead asked children to write words based upon the sounds they heard? What would happen if I didn't teach all the letters and sounds before they started writing but instead let each child begin with what he knew and I taught what he needed to know as he wrote? What would happen if I provided materials to make booklets for the stories they told instead of single pieces of paper? What would happen if, after they were satisfied with a piece of writing, I became the children's editor and typed their stories for our classroom library?

One of the most important things I learned from Don was that I could experiment and conduct research in my classroom. I learned that a teacher never has all the answers. The learner's needs change, classes change, and expectations change, leading to new questions. Seeing myself as a learner gave me the energy to make my teaching worthwhile. Without Don in my classroom, I would not have experienced the depth and breadth that teaching and learning can be. Don Graves honored and valued the true sense of our profession.

Mary Ellen Giacobbe is a literacy consultant who designs and leads classroom-based inservice PD for teachers and administrators. Her professional development work includes demonstrating methods of teaching writing, leading discussions in response to demonstrations, and presenting information on teaching writing, creating a workshop environment, conferring with students, mini-lessons, and how student writing informs instruction.



During her career, Mary Ellen consulted with the Literacy Collaborative at Lesley College in Cambridge, MA. Mary Ellen was a co-director and designer (with Martha Horn) of "Writing in Kindergarten," a professional development project in the Boston, MA Public Schools. Their coauthored book, *Talking, Drawing, Writing: Lessons for Our Youngest Writers* is based on that work.

To continue to engage with Mary Ellen go to www.heinemann.com/pd/journal.



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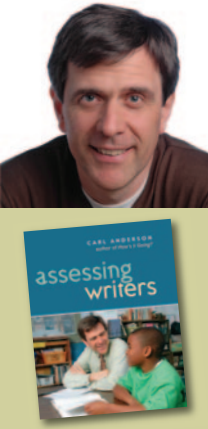


Nancy Akhavan

Grades K–12

Nancy Akhavan's experience includes time as a principal, elementary school bilingual teacher, bilingual resource teacher, and professional developer. Currently Nancy is Assistant Professor in the department of Educational Research and Administration at California State University, Fresno. Previously, she was Assistant Superintendent of School Leadership for Middle Schools in Fresno Unified School District, a large

urban district in California's Central Valley. She has provided staff development training to teachers of grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including *The Title I Teacher's Guide to Teaching Reading, K–3* (2008) and most recently *Teaching Writing in a Title I School* (2009).

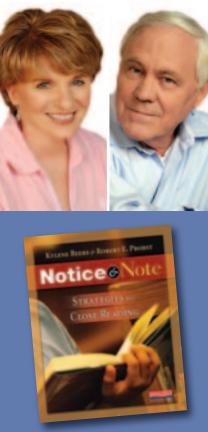


Carl Anderson

Grades K–8

Carl Anderson is a literacy consultant who works with elementary and secondary schools across the United States and Canada. A former elementary and middle school classroom teacher, he was the Lead Staff Developer at the Teachers College Reading and Writing Project, where he worked for eight years. Now, Carl consults with schools and districts

around the world. Carl is the author of *How's It Going?: A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward*. Carl is a frequent speaker at regional and national conferences.



Kylene Beers and Robert E. Probst

Grades 4–12

Kylene Beers and Bob Probst have worked together on adolescent literacy issues for more than ten years. Coauthors of the new release *Notice and Note: Strategies for Close Reading* (November 2012), and coeditors, with Linda Rief, of *Adolescent Literacy: Turning Promise into Practice*, they bring to bear on literacy education Kylene's extensive knowledge of struggling readers, Bob's work on the teaching of literature, and their many years of experience helping teachers and school systems.

Kylene, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, author of *When Kids Can't Read—What Teachers Can Do*, and past President of NCTE. Bob, formerly a high school English teacher, is author of *Response and Analysis: Teaching Literature in Secondary School* and currently Professor Emeritus of English Education at Georgia State University.



Katherine Bomer

Grades K–12

Katherine Bomer's popular book, *Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writing*, offers a transformative new approach to assessing and responding to student writing. In her latest release, the DVD *Starting with What Students Do Best* (2011), she models the power of this approach. She also authored *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests* (2005), and *For a Better World: Reading and Writing for Social Action*, with Randy Bomer. Katherine has taught

primary and intermediate grades, and her classrooms have been featured in video productions that are broadcast across the United States. She worked as a professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, and currently consults across the country and abroad, presenting workshops in school districts as well as demonstrating and coaching inside K–8 and high school classrooms about ways of teaching reading and writing.



Jim Burke

Grades 6–12

Jim Burke is the author of numerous bestselling Heinemann titles, including the *English Teacher's Companion*, Fourth Edition and *What's the Big Idea?* The question he's always tried to answer is "How can we teach our students better?" He seeks these answers daily through his work in his own classroom at Burlingame High School in California where he still teaches after twenty years. Jim has received numerous awards, including

the NCTE Intellectual Freedom Award, the NCTE Conference on English Leadership Award, and the California Reading Association Hall of Fame Award. He served on the National Board for Professional Teaching Standards Committee on Adolescence and Young Adulthood English Language Arts Standards.

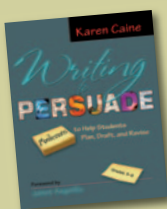


Karen Caine

Grades 3–8

Karen Caine is the author of *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise* and a writing workshop consultant who works with upper elementary, middle, and high school teachers across the country. Karen taught for 15 years in New York City schools before becoming a district staff developer and an instructor at summer institutes for the Teachers College Reading and Writing Project. She served as

the director of curriculum at a private school in Atlanta and taught in the Masters in Teaching Program at Oglethorpe University. She is a frequent presenter at conferences for NCTE, Literacy for All, ASCD, and other organizations.



Lisa Cleaveland

Grades K–2

Lisa Cleaveland is the coauthor with Katie Wood Ray of *About the Authors*, *Writing Workshop with Our Youngest Writers* and the DVD *The Teaching Behind About The Authors*. Lisa has been a teacher for 22 years and was the 2002 recipient of the prestigious NCTE/Donald H. Graves Award for Excellence in the Teaching of Writing. Lisa and Katie have worked together for 15 years, with Lisa's classroom being a place of research

for Katie. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first-grade classrooms. Currently a kindergarten teacher, she understands the demands of a classroom teacher and the new Common Core Standards.



Harvey Daniels

Grades K–12

Harvey "Smokey" Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all

kinds. Daniels is the author or coauthor of many Heinemann publications, including *Comprehension and Collaboration: Inquiry Circles in Action*, coauthored with Stephanie Harvey, and *Texts and Lessons for Content-Area Reading*, coauthored with Nancy Steineke, and his most recent release of *Best Practice*, Fourth Edition, coauthored with Steven Zemelman and Arthur Hyde.





Michael P. Ford

Grades K–8

Michael P. Ford is a professor of reading in the College of Education and Human Services at the University of Wisconsin, Oshkosh. He has been involved with literacy education for more than thirty years as a first-grade and Title I teacher as well as a researcher and teacher-educator. His work with the international school associations has taken him to Africa, Europe, and the Middle East. He is the coauthor of numerous

Heinemann titles, including *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*, *Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers, Books and Beyond: New Ways to Reach Readers*, *Where Have All the Bluebirds Gone?*, and *Reaching Readers*.

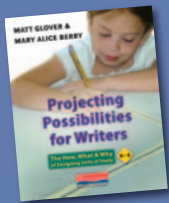


Matt Glover

Grades PreK–6

Matt Glover is a full time educational consultant and coauthor with Mary Alice Berry of the Heinemann title *Projecting Possibilities for Writers*. He is the author of *Engaging Young Writers* and coauthor with Katie Wood Ray of *Already Ready* and *Watch Katie and Matt ... Sit Down and Teach Up*, a video enhanced ebook that combines video and text to examine conferring with young writers. Matt is a frequent presenter

at conferences and in school districts on topics related to nurturing young writers and supporting children's intellectual growth and development. He has been an educator for over twenty years, including twelve years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first-grade students. Before becoming a principal, Matt taught first grade.



Georgia Heard

Grades K–8

Georgia Heard received her M.F.A. in writing from Columbia University, and is a founding member of the Teachers College Reading and Writing Project. She is the author of numerous professional books on writing including her most recent *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*, as well as *The Revision Toolbox: Teaching Techniques That Work*; *Writing Toward Home: Tales and Lessons to Find Your*

Way; *For the Good of the Earth and Sun: Teaching Poetry*; *Climb Inside a Poem: Reading and Writing Poetry Across the School Year* (coauthored with Lester Laminack); and *Awakening the Heart: Exploring Poetry in Elementary and Middle School*, which was cited by *Instructor* magazine as "One of the Twelve Books Every Teacher Should Read."

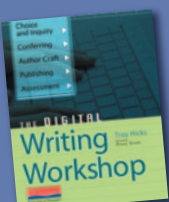


Troy Hicks

Grades K–5

Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU's Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts PD workshops related to

writing and technology. Hicks is author of the *The Digital Writing Workshop* (Heinemann, 2009) and a coauthor of *Because Digital Writing Matters* (Jossey-Bass, 2010) as well as numerous journal articles. Hicks was recently honored with CMU's Provost's Award for junior faculty who have demonstrated outstanding achievement in research and creative activity.





Sara Holbrook and Michael Salinger

Grades 4–10

Sara Holbrook and Michael Salinger are veteran educators and coauthors of the Heinemann titles *High Definition: Unforgettable Vocabulary-Building Strategies Across Genres and Subjects* and *Outspoken! How to Improve Writing and Speaking Through Poetry Performance*. As sought-after speakers and professional development consultants, Sara and Michael present together and individually as they share expertise to inspire even the most reluctant students to speak clearly and write from the heart. Sara is the author of fourteen books for children,

teachers and adults as well as the Heinemann title *Practical Poetry*. Michael has been writing, teaching and speaking professionally for more than 20 years for audiences in over 135 cities in 21 countries. His work has appeared in dozens of literary journals published across the United States and Canada. His latest publication is a collection of humorous poems defining S.A.T vocabulary words, titled *Well Defined—Vocabulary in Rhyme*.



Mary Howard

Grades K–8

Mary Howard is the author of the Heinemann titles *Good to Great Teaching*, *RTI from All Sides* and *Moving Forward with RTI*. A “teacher’s teacher,” she’s been an educator for almost four decades. Mary combines extensive experiences as a special education, Title I, and Reading Recovery teacher with continued in-school support as a reading consultant and

literacy coach. She understands the realities of today’s classroom and supports teachers across the country in creating high-quality literacy experiences for every child.



Carol Jago

Grades 6–12

Carol Jago has taught English in middle and high school for 33 years, is past president of the National Council of Teachers of English, and serves as an associate director of the California Reading and Literature Project at UCLA. Carol served as AP Literature content advisor for the College Board and has published six books for teachers with Heinemann. Her Heinemann titles include *With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature*; *Come to*

Class: Lessons for High School Writers; *Papers, Papers, Papers: An English Teacher’s Survival Guide*; and *Cohesive Writing: Why Concept Is Not Enough*. She has also published four books on contemporary multicultural authors for NCTE’s High School Literature series. Carol has written a weekly education column for the *Los Angeles Times*, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, as well as in other newspapers across the nation.

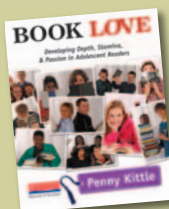


Penny Kittle

Grades K–12

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K–12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author of five books with Heinemann—*Book Love: Developing Depth, Stamina, and*

Passion in Adolescent Readers; *Write Beside Them: Risk, Voice, and Clarity in High School Writing* (which won the 2009 James N. Britton Award from NCTE); *Inside Writing*, coauthored with Donald H. Graves; *The Greatest Catch*; and *Public Teaching*. Penny is also a Heinemann PD provider offering on-site consulting and presenting Live Webinars.



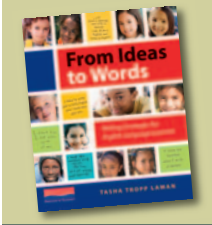


Tasha Tropp Laman

Grades K–5

Tasha Tropp Laman is the author of the newly released professional book *From Ideas to Words: Writing Strategies for English Language Learners*. Tasha is an associate professor in the department of Instruction and Teacher Education at the University of South Carolina where she teaches undergraduate and graduate courses in reading, writing, and critical literacy. Her research focuses on multilingual students' literacy learning and their literate identities. Collaboration with classroom

teachers is at the heart of her research and her practice. Tasha has been an educator for 20 years including time as a classroom teacher in the Navajo Nation in New Mexico and as a teacher educator in the Peace Corps in Belize where she worked in rural multilingual communities. She presents at national conferences, writing institutes, and consults in K–5 classrooms regarding writing instruction in general and English language learners in particular.



Lester L. Laminack

Grades K–6

Lester L. Laminack is Professor Emeritus from the department of Birth–Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor's Distinguished Teaching Award). Lester is now a full-time writer and consultant working with schools throughout the United States. He is an active member of the National Council of Teachers of English and served three

years as coeditor of the NCTE journal *Primary Voices* and as editor of the Children's Book Review Department of the NCTE journal *Language Arts*. Lester is the coauthor of Heinemann titles *Learning Under the Influence of Language and Literature*; *Reading Aloud Across the Curriculum*; *Climb Inside a Poem: Reading and Writing Poetry Across the Year*; and most recently *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*.

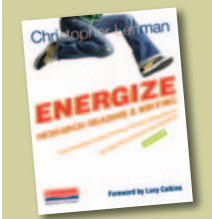


Christopher Lehman

Grades 3–8

Christopher Lehman is an international speaker, education consultant and author/coauthor of several popular books including *Pathways to the Common Core* with Lucy Calkins and Mary Ehrenworth; *Energize Research Reading and Writing*; *A Quick Guide to Reviving Disengaged Writers*; and his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—And Life*. His background includes teaching middle school, high school, serving

as a literacy coach, and supporting grades 3–8 as a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. Chris consults in elementary and secondary schools, supporting educators, coaches, and administrators in developing rigorous and passionate literacy instruction across content areas.

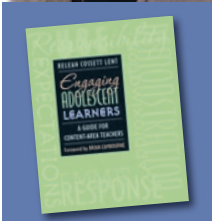


ReLeah Cossett Lent

Grades 6–12

ReLeah Cossett Lent was a teacher for more than twenty years before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now a consultant, writing and speaking about adolescent literacy issues. Her recent books include *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press); *Engaging Adolescent Learners: A Guide for Content-Area Teachers*

(Heinemann); and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools* (Heinemann). Her latest project with Jimmy Santiago Baca is a new teaching resource for reaching at-risk adolescents, which includes a book and DVD titled *Adolescents on the Edge, Stories and Lessons to Transform Learning*.





Tanny McGregor

Grades K–8

Comprehension Connections introduced teachers across the country to the imaginative, inspiring, and practical teaching of Tanny McGregor. *Genre Connections* brings to teaching genre the same creativity and can-do spirit that has helped hundreds of thousands of practitioners improve. Tanny has been teaching and learning in Cincinnati for more than two decades. She is a staff developer, a nationally-known keynoter

and workshop presenter, and a member of Heinemann Professional Development Services. In addition to *Comprehension Connections* and *Genre Connections*, she is a coauthor of the Heinemann title *Comprehension Going Forward*.



Lindsey Moses

Grades K–5

Lindsey Moses is a coauthor of the Heinemann title *Comprehension and English Language Learners*. She is an assistant professor at the Arizona State University and teaches courses in Early Childhood Education, Elementary Education, Literacy, and Culturally and Linguistically Diverse Education. She is a former elementary teacher of English language learners and is passionate about supporting literacy

instruction in diverse classrooms. Lindsey’s research interests involve exploring how young learners construct meaning with text in various instructional settings. Read two of Lindsey’s articles, “In a World of Mandates, Making Space for Inquiry” and “Integrating Literacy and Inquiry for English Learners,” in the April and May, 2011, editions of *The Reading Teacher*.



Michael F. Opitz

Grades K–6

A former elementary school teacher and reading specialist, Michael Opitz is professor emeritus of reading at the University of Northern Colorado where he taught undergraduate and graduate courses and supervised doctoral dissertations. He is the coauthor of multiple Heinemann titles, including *Good-bye Round Robin, Updated Edition*; *Do-Able Differentiation: Varying Groups,*

Texts, and Supports to Reach Readers; *Comprehension and English Language Learners*; and *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*. Michael works in selective classrooms in the United States and abroad planning, teaching, and evaluating demonstration lessons focused on different aspects of literacy in K–6 classrooms.



Stephanie Parsons

Grades K–5

Stephanie Parsons began her teaching life studying with Lucy Calkins. She taught at P.S. 321 in Brooklyn before becoming a staff developer with the Teachers College Reading and Writing Project, where she cowrote the *Primary Unit of Study, Poetry: Powerful Thoughts in Tiny Packages* with Lucy Calkins. Since then she has written *First Grade Writers*, *Second Grade Writers*, and *First Grade Readers*. Prior to teaching, Stephanie spent a

decade studying visual and performing arts. She is now a reading and writing staff developer working with elementary schools in New York City and across the country. Her creative background helps her show teachers and children how to see the familiar through fresh eyes.

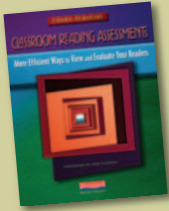


Frank Serafini

Grades 2–8

Frank Serafini is an Associate Professor of Literacy Education at Arizona State teaching courses in children's literature and literacy instruction. He has been an elementary teacher and a literacy specialist in K–8 classrooms. Frank is the author and coauthor of numerous Heinemann titles including *Classroom Reading Assessments: More Efficient Ways to View and Evaluate*

Your Readers, Around the Reading Workshop in 180 Days, Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers, and More (Advanced) Lessons in Comprehension: Expanding Students' Understanding of All Types of Texts.



Jennifer Serravallo

Grades 1–6

A literacy consultant, researcher, and author, Jennifer Serravallo worked for eight years as a staff developer and national consultant at the Teachers College Reading and Writing Project at Columbia University. In this capacity, she helped urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. While working toward her MA at Teachers College, she taught grades 3–5 in two Title I schools with large class sizes, high numbers

of ELLs, and an enormous range of learners—an experience that galvanized her to develop several professional resources for teachers: *Teaching Reading in Small Groups* and *Conferring with Readers*. She is the author of two new resources: the *Literacy Teacher's Playbook* for grades 3–5 (2013) and grades K–2 (due to release in 2014).



Sharon Taberski

Grades K–5

In her latest work, *Comprehension from the Ground Up*, Sharon Taberski cuts through the pressurized, strategy-overloaded, fluency-crazed atmosphere surrounding reading instruction to lay out reading and workshop practices that are most effective in the primary grades. The companion DVD, *Lessons from the Ground Up*, shows Sharon in the classroom, modeling effective ways to develop comprehension in real-life

classroom settings through exemplary teaching techniques and is perfect for your workshop or PLC. Sharon is also the author of *It's ALL About Comprehension*, *Teaching K–3 Readers from the Ground Up*, a DVD set, *On Solid Ground: Strategies for Teaching Reading K–3*, and the video series *A Close-Up Look at Teaching Reading: Focusing on Children and Our Goals*.

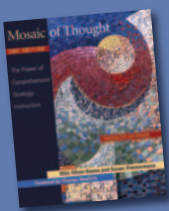


Susan Zimmermann

Grades K–12

An internationally known speaker and workshop leader, Susan Zimmermann is coauthor of *Comprehension Going Forward* (2011) and the educational best sellers *Mosaic of Thought*, Second Edition (2007) and *7 Keys to Comprehension* (with Chryste Hutchins, 2003). Currently a full-time speaker

and writer, Susan gives workshops, keynotes, and summer institutes on ways to deepen the reading and writing experience for adults and children.



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- Determine how best to implement authentic STEM teaching and learning into your classrooms.
- Identify the most common errors children make in mathematics, investigate their source, and discover ways to avoid as well as “undo” the misconceptions.
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Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practice

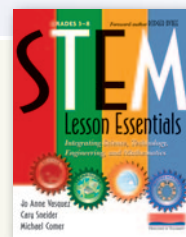
Grades K–8 / *Consulting delivered by Susan O'Connell*



STEM Lesson Essentials Integrating Science, Technology, Engineering, and Mathematics

Grades 3–8

Consulting delivered by Jo Anne Vasquez



Content-Focused Coaching: Transforming Mathematics Lessons

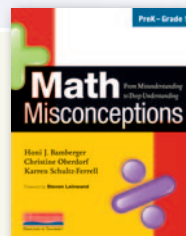
Grades K–8 / *Consulting delivered by Lucy West*



Math Misconceptions: From Misunderstanding to Deep Understanding

Grades PreK–5

Consulting delivered by Honi Bamberger



For complete details go to heinemann.com/pd/speakers or call 800.541.2086 ext. 1402

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Penny Kittle • ReLeah Lent • Regie Routman • Frank Serafini
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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
800.541.2086 ext. 1511



Presented by Harvey “Smokey” Daniels and Nancy Steineke with other master faculty.



Bringing Standards to Life: Teaching for Engagement, Inquiry, and Understanding

Santa Fe, NM • January 17-20, 2014

An Intensive Teaching and Leadership Institute for K-12 Educators

Join us in Santa Fe, New Mexico over the Martin Luther King Jr. holiday weekend for a practical and personal workshop with outstanding authors and teacher consultants.

Today’s teachers and school leaders face a puzzle: how can we meet new standards, while offering students authentic, engaging learning? How can we build the knowledge kids need for high stakes tests, and at the same time grow thoughtful, curious, lifelong learners? In short: how can we have the rigor—without the mortis? Join us in Santa Fe to find solutions, as we connect students’ curiosity to the curriculum.

The Seven Structures: Research by Zemelman and Daniels, reported in their just-released *Best Practice, 4th Edition*, reveals how the most effective teachers orchestrate seven fundamental structures: gradual release of responsibility, classroom workshop, strategic thinking, collaborative small-group activities, integrative curriculum units, representing to learn, and formative-reflective assessment. In the institute, we’ll dig into the dynamics of these structures, weaving them into your classroom, curriculum, and school—with a careful eye on the upcoming national assessments.

Program Structure

This is the ninth in our series of “Reading the City Institutes,” in which educators don’t just get talked at—they *do*. The program offers a compelling mix of keynote sessions, breakout workshops, and “homerooms.” To ensure that the ideas presented apply to everyone’s work back home, we’ll spend part of each day in job-alike groups: high school, middle, intermediate, and primary, and leadership.

So that we understand all these best practices from the inside, we’ll experience them together, in real time. And each participant will join a team of colleagues in a multidisciplinary inquiry project, drawing on the extraordinary sights, sounds, people, and history of New Orleans itself.

Strands

The following strands, which link back to the seven fundamental structures of best practice, will be woven into keynote addresses, job-alike, and breakout workshops:

- **Reading Comprehension 2.0** — Second-generation reading-as-thinking strategies that kids need to negotiate complex print and visual texts
- **Writing Nonfiction** — Helping kids craft argumentative and explanatory essays
- **Speaking and Listening Skills** — Explicit lessons in collaboration that ensure productive, responsible discussion, debate, small-group work all year long
- **Teaching with Gradual Release** — The deep structure for lessons, K-12: “I do it while you watch. Then we do it together. Next, you do it with my help. Finally, you do it alone.”
- **Just-Right Technology** — Selecting and using only the key tools that truly enhance thinking and interaction in the classroom
- **Inquiry Topics and Text Sets** — Choosing the most important, engaging topics; gathering print and visual resources; back-mapping to the standards
- **Including Everyone** — Supporting language learners, students with special needs, and kids who struggle. Taking the inquiry approach to RTI.
- **Formative-Reflective Assessment** — Formative assessments that steer students’ learning, and public occasions where kids can show what they know
- **Instructional Leadership** — Four special sessions on the roles of principals, coaches, curriculum specialists, and central office leaders

Who Should Attend?

- Classroom Teachers K-12
- Literacy/Instructional Coaches
- Reading/Writing Specialists
- Principals
- District Leaders
- Teacher Educators

Presented by **Kylene Beers** and **Robert E. Probst** with other master faculty.



The 7th Annual Boothbay Literacy Retreat

Boothbay Harbor, ME • June 22-25 (26*), 2014

Join **Kylene Beers** and **Bob Probst** for the **7th Annual Boothbay Literacy Retreat**. This summer we'll build on best practices for helping struggling readers and writers while pushing toward next practices. To talk about next practices means talking about engagement, technology, autonomy, collaboration, and purpose.

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

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

What are the next practices we should be trying?

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

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

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

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

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

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

* Special Post-Retreat Session (June 26)

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

Agenda subject to change.



For more information and to register, go to www.heinemann.com/institutes.



Spend a day of focused professional learning with a Heinemann author and leave with new energy and understanding that will inform your teaching all year.

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

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Murfreesboro, TN
October 3, 2013
Columbia, SC
October 30, 2013

Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards

Grades K–3

Presented by Sharon Taberski



Effective comprehension is central to meeting today's early reading standards. Sharon Taberski, the author of *Comprehension from the Ground Up*, cuts through the pressurized, strategy-overloaded atmosphere surrounding reading instruction to lay out the reading and writing practices that are most effective in developing strong readers in the primary grades.

In this workshop, Sharon reenvisioned the Five Pillars of Effective Reading Instruction to reflect how students actually learn to read. In addition to repositioning comprehension as the overarching goal atop the pillars, participants will examine how accurate fluent reading, background knowledge, oral language and vocabulary, reading-writing connections, and a repertoire of metacognitive strategies to use as and if needed each serve comprehension in essential and nonnegotiable ways.

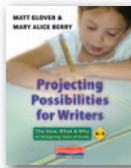


Kansas City, MO
October 11, 2013
Livingston, NJ
October 24, 2013

Projecting Possibilities for Writers: Designing Units of Study

Grades K–5

Presented by Matt Glover



This practical, hands-on workshop will engage teachers in a process for designing writing workshop units of study that are responsive to the needs of their students. Matt will start by building background knowledge around key concepts of writing workshop that are necessary for creating a unit of study. Participants will practice reading like a writer in order to improve their skill at noticing what authors do.

Also in this workshop, Matt will take teachers through the process of creating an actual unit of study. By going through the process for one unit, teachers will have the skills needed to create any unit of study. Matt will guide teachers through the process by helping them study a stack of texts, envision teaching possibilities, set primary and secondary goals, and project a sequence of possible mini-lessons. Finally, participants will have time to start developing a unit of study they will use with their actual students.

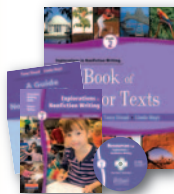


Houston, TX
October 10, 2013

Cross Curricular Strategies for Lifting Achievement and Motivation

Grades K–5

Presented by Linda Hoyt



Informational literacy is generating excitement and a strong sense of instructional urgency. This positions language arts instruction squarely in the content areas, but it isn't just about increasing informational volume. Instead, informational literacy is focused on the development of information seekers who retain more content, think more deeply, and excel at expressing meaning across the curriculum. In this

one-day workshop, Linda will guide participants as they explore strategies for improving content retention, synthesizing information from multiple sources, and crafting informational writing that sizzles with interesting structures and content. She will highlight strategies from the recently published *Explorations in Nonfiction Writing* and *Crafting Nonfiction* plus offer glimpses into her new book on the power of informational literacy (set for release in early 2014).

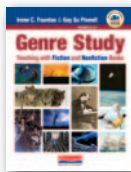


Genre Study: Teaching with Fiction and Nonfiction Books Grades K–6

Presented by Irene C. Fountas and Gay Su Pinnell

Austin, TX
October 8, 2013

Hurst, TX
October 9, 2013



Understanding of genre is critical to the comprehending of texts. What students read in school has profound lifelong effects. Books provide a foundation for all learning. This workshop, based on the powerful new Fountas & Pinnell professional title *Genre Study: Teaching with Fiction and Nonfiction Books*, will teach attendees to use an inquiry approach to genre study within readers' workshop.

In this workshop and in their book *Genre Study*, Irene C. Fountas and Gay Su 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.



Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension

Grades K–8

Presented by Ellin Oliver Keene

Hoffman Estates, IL
December 4, 2013

Bellevue, WA
December 10, 2013

Portland, OR
December 11, 2013



In this workshop you'll learn how to use language and teaching moves that help students go beyond superficial reading comprehension to lasting understanding in reading and throughout the content areas. Throughout the day Ellin will share the guiding principles, the teaching suggestions and carefully described outcomes that are the basis of her latest book to help you teach your students how to comprehend, thoroughly and eagerly, the varied and complex texts in the world around us.

Ellin Oliver Keene demystifies comprehension instruction by describing how teachers can ensure that readers comprehend deeply and how teachers can modify their oral language to enhance deep comprehension. Ellin is the author of *To Understand: New Horizons in Reading Comprehension* and coauthor of *Mosaic of Thought* and *Comprehension Going Forward*. This workshop, based on her latest groundbreaking book, *Talk About Understanding*, allows you to engage in a dialogue with Ellin as she models reading instruction strategies.



Content-Area Literacy: Comprehension, Collaboration, and Inquiry

Grades K–12

Presented by Harvey "Smokey" Daniels

Hurst, TX
October 16, 2013

Saint Charles, MO
November 6, 2013



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

through their schooling, and ultimately, act wisely as citizens?

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



Teaching Reading in Small Groups

Grades 1–6

Presented by Jennifer Serravallo

Warwick, RI
September 25, 2013

Philadelphia, PA
November 19, 2013

Hauppauge, NY
December 4, 2013



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

Drawing from Jennifer's second book, *Teaching Reading in Small Groups*, this workshop will invite participants to consider the power of matching methods with those purposes to think beyond guided reading as the only way to work with readers in small groups. You will learn which methods will match the Common Core State Standards goals for improved comprehension (standards 1–9) and reading on grade level (standard 10).



Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards

Grades 2–8

Presented by Carl Anderson

Franklin, TN
November 13, 2013

Columbia, SC
November 14, 2013



Teachers all over the country are looking for ways to help their students meet the rigorous demands of new writing standards, such as the Common Core State Standards. How can we best help students to write the kinds of well-written opinion, informational, and narrative writing that the standards are demanding of them? How can we teach students to

write the beautifully structured, finely detailed pieces that are described in the standards?

In this workshop, Carl Anderson, author of *How's It Going? A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and the *firsthand* series, *Strategic Writing Conferences*, will show participants how having writing conferences with students is one of the most powerful ways to help them improve their writing skills.



The New Units of Study in Opinion, Information, and Narrative Writing

Grades 3–5

Presented by Lucy Calkins

Greenbelt, MD
September 23, 2013

Carmel, IN
November 14, 2013



New state curricular standards, such as the Common Core State Standards, are a rallying call to teachers. In effect, the standards refocus the nation on students' proficiency as writers. In this workshop, teachers and administrators will learn about both overarching plans and precise details of the writing instruction that is essential to help students reach high standards, and exceed them. As part of this you'll learn about the new *Units of Study in Opinion, Information, and Narrative Writing* curricula

Lucy and her colleagues have just completed and the ways it addresses the newest demands from the CCSS in writing including argument, persuasive, and narrative. These curricula also integrate frameworks New York State has adopted for accelerating achievement toward CCSS levels including attention to the level of cognitive challenge teachers provide students using Webb's Depths of Knowledge frameworks, reliance on Grant Wiggins' and Heidi Hayes Jacobs' curricular mapping design strategies, and attention to Charlotte Danielson's Framework, especially the emphasis on teacher effectiveness.



Minneapolis, MN
November 18, 2013

Atlanta, GA
November 19, 2013

Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop

Grades 3–9

Presented by **Mary Ehrenworth**



In this workshop, Mary Ehrenworth, coauthor (with Lucy Calkins and others) of *Pathways to the Common Core*, *The Power of Grammar*, *Units of*

Study in Opinion, Information, and Narrative Writing, will share structures, strategies, and curriculum to raise the level of students' close reading and writing about reading. Mary will demonstrate protocols to raise the

level of the on-the-run short reading responses students make to literature and informational texts, as well as methods for improving students' close reading and text-based argument writing. In particular, Mary will focus on methods, tools, and protocols that improve transference across the curriculum and across grade levels in a school, so that students become extraordinary at this high leverage reading and writing work across ELA, social studies, and science.



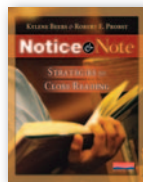
Westminster, CO
October 23, 2013

Bangor, ME
November 7, 2013

Teaching in the Time of the Common Core: The Challenge of Change

Grades 4–10

Presented by **Kylene Beers and Bob Probst**



The Common Core State Standards (CCSS) aren't simply another set of new standards. No set of common standards has ever been adopted so broadly, by so many states—46 and counting today.

The success of these standards rests on our ability to change instruction in classrooms, to deepen the thinking our nation's students must do in the classroom to become ready for jobs, college, and life. In this workshop, Kylene Beers and Robert Probst

present approaches and strategies developed over years of teaching in middle and secondary schools and working with teachers. In particular, they will introduce a new suite of practical tools and lessons from their book *Notice and Note: Strategies for Close Reading* (November 2012). The workshop will be guided by and answer current questions relating to the following topics: rigor, text-complexity, text-dependent questions, and close reading.



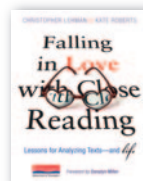
Brookfield, WI
December 6, 2013

Amherst, NY
December 9, 2013

Fall in Love with Close Reading

Grades 4–12

Presented by **Christopher Lehman**



Close reading is more than text-dependent questions! Spend an engaging and thought-provoking day with Christopher Lehman who will support you with practical methods for teaching the skills of deep analytical reading in ways that enchant students and transfer to their independent work.

Christopher Lehman is coauthor of the best-selling *Pathways to the Common Core: Accelerating Achievement* and author of *Energize Research Reading and*

Writing and A Quick Guide to Reviving Disengaged Writers. This workshop will draw on research and classroom practice from his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life* (Fall 2013). His fun, witty, and interactive teaching style will leave you feeling confident to support students as they develop big ideas about narratives, nonfiction texts, and media. You will see how learning to read closely can be a way to live closely.



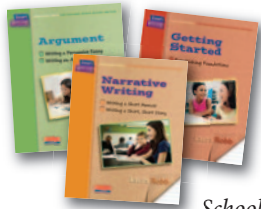
Smart Writing: Meeting Common Core Standards for Middle School Writers

Grades 5–9

Presented by *Laura Robb*

Seattle, WA
November 13, 2013

Portland, OR
November 14, 2013



This one-day workshop emerges from sources that form the foundation of Laura's recent Heinemann titles *Smart Writing: Practical Units for Teaching Middle School Writers* and *Teaching Middle*

School Writers: What Every English Teacher Needs to Know. Using the Common Core Standards for writing along with what Laura has discovered about what students, teachers, and school districts need and want in

a writing curriculum, she will show participants how this information shapes classroom practices.

Using the Common Core Standards, students' writing, literacy vignettes, video clips, and interactions among participants, Laura's workshop will engage everyone in ways to meet the Common Core Standards, find topics, enlarge brainstorming, understand the benefits of writing plans, use mentor texts for lessons on leads and writing craft, negotiate criteria for writing tasks with students, use peer involvement in revision, and use short, manageable conferences to move writers forward.



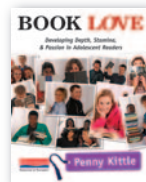
Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers

Grades 6–12

Presented by *Penny Kittle*

Charlotte, NC
October 25, 2013

Albany, NY
December 13, 2013



Teachers of adolescents often ask, "How come so many students who loved reading in elementary school stop reading in middle and high school? How can I create authentic readers?"

Penny Kittle has asked these questions of her own middle and high school students for the last fifteen years and come to a deep understanding of what motivates adolescents to engage with books and sustain an interest in reading. Penny's quest to understand the factors behind adolescent disengagement has led her

to design instruction differentiated for the wide range of abilities in her classes.

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

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Fall 2013 Workshops

Presenter	Location	Date	Topic	Level
Anderson	Franklin, TN	11/13/13	Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards	2–8
Anderson	Columbia, SC	11/14/13	Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards	2–8
Beers & Probst	Westminster, CO	10/23/13	Teaching in the Time of Common Core: The Challenge of Change	4–10
Beers & Probst	Bangor, ME	11/7/13	Teaching in the Time of Common Core: The Challenge of Change	4–10
Calkins	Greenbelt, MD	9/23/13	The New Units of Study in Opinion, Information, and Narrative Writing	3–5
Calkins	Carmel, IN	11/14/13	The New Units of Study in Opinion, Information, and Narrative Writing	3–5
Daniels	Hurst, TX	10/16/13	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Daniels	Saint Charles, MO	11/6/13	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Ehrenworth	Minneapolis, MN	11/18/13	Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop	3–9
Ehrenworth	Atlanta, GA	11/19/13	Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop	3–9
Fountas & Pinnell	Austin, TX	10/8/13	Genre Study: Teaching with Fiction and Nonfiction Books	K–6
Fountas & Pinnell	Hurst, TX	10/9/13	Genre Study: Teaching with Fiction and Nonfiction Books	K–6
Glover	Kansas City, MO	10/11/13	Projecting Possibilities for Writers: Designing Units of Study	K–5
Glover	Livingston, NJ	10/24/13	Projecting Possibilities for Writers: Designing Units of Study	K–5
Hoyt	Houston, TX	10/10/13	Cross Curricular Strategies for Lifting Achievement and Motivation	K–5
Keene	Hoffman Estates, IL	12/4/13	Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension	K–8
Keene	Bellevue, WA	12/10/13	Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension	K–8
Keene	Portland, OR	12/11/13	Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension	K–8
Kittle	Charlotte, NC	10/25/13	Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers	6–12
Kittle	Albany, NY	12/13/13	Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers	6–12
Lehman	Brookfield, WI	12/6/13	Fall in Love with Close Reading	4–12
Lehman	Amherst, NY	12/9/13	Fall in Love with Close Reading	4–12
Robb	Seattle, WA	11/13/13	Smart Writing: Meeting Common Core Standards for Middle School Writers	5–9
Robb	Portland, OR	11/14/13	Smart Writing: Meeting Common Core Standards for Middle School Writers	5–9
Serravallo	Warwick, RI	9/25/13	Teaching Reading in Small Groups	1–6
Serravallo	Philadelphia, PA	11/19/13	Teaching Reading in Small Groups	1–6
Serravallo	Hauppauge, NY	12/4/13	Teaching Reading in Small Groups	1–6
Taberski	Murfreesboro, TN	10/3/13	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K–3
Taberski	Columbia, SC	10/30/13	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K–3

(This form may be reproduced for multiple registrants)

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- Texas: Heinemann is an approved Continuing Professional Education (CPE) Provider: #501280.

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

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Reading & Writing Workshop Professional Development

Lean in, listen, and teach well.

Don Graves' work gave rise to the workshop model of instruction and changed literacy education forever. Through all channels of Heinemann PD Services, our authors today continue to empower teachers with the latest research and proven methods informing the reading and writing workshop—and more.



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Our PD specialist team will listen to your specific needs around reading and writing workshop professional development and then deliver the right consulting author or author-trained consultant. Learn how to start a reading or writing workshop and manage a workshop classroom on a daily basis and throughout the school year. Plan and organize minilessons that fill your workshop with rich possibilities. Learn to use 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 and readers.

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